



# **Parent and Carer Information Session:**

**Protective Behaviours**  
**Relationships and Sex Education (RSE)**



## **Plan for this session**

- Key dates
- Protective Behaviours
- Relationships and Sex Education (RSE)
- Supporting at home

# Key Dates

## Protective Behaviours

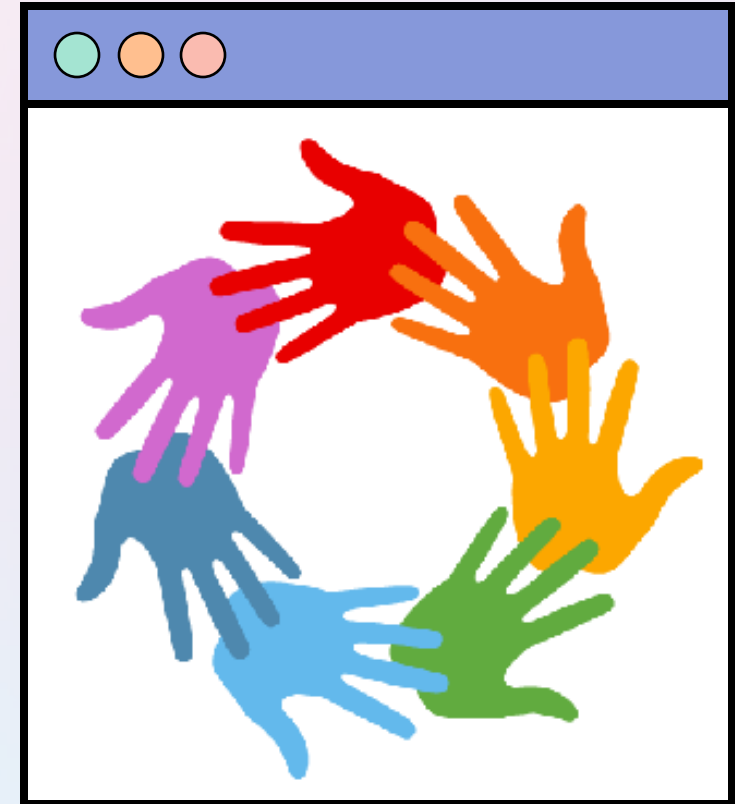
(REC – Y6)

(w.b. 19th May)

## RSE

(Y1 – Y6)

(w.b. 2nd June)





# **Protective Behaviours**

## What is 'Protective Behaviours'?

Topics covered each year include:

- **'My network hand'** – pupils identify trusted adults inside and outside of school to speak to if they feel unsafe.
- **Feelings** – pupils learn that no feelings are 'bad' and how to manage negative feelings.
- **Body autonomy** – pupils understand that their body belongs to them, promoting respect for themselves and others.
- **Early warning signs** – pupils identify their early warning signs for when they feel nervous, anxious, or angry and techniques for handling those situations.

# Key Themes

## In Protective Behaviours

we try to avoid using  
good/bad  
positive/negative  
right/wrong  
Instead we use

Safe

Unsafe

So:

Safe or Unsafe

Language Touching  
Behaviour  
Feelings Secrets

We all have  
the right to  
feel safe all  
the time

Protective Behaviours Theme 1

We can talk  
with someone  
about anything,  
even if it feels  
awful or small

Protective Behaviours Theme 2

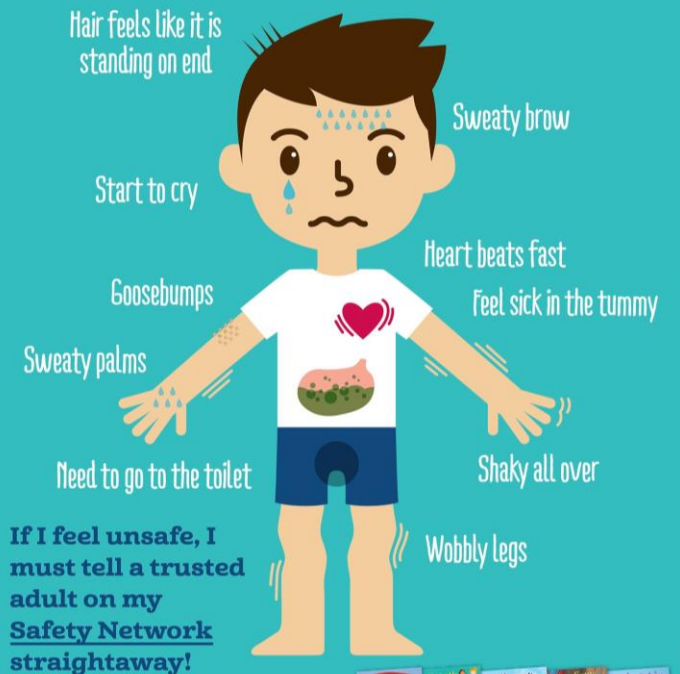
# Early Warning Signs

Children recognise when they feel **unsafe**

## My Early Warning Signs

If I feel unsafe my body lets me know.

Here is how!



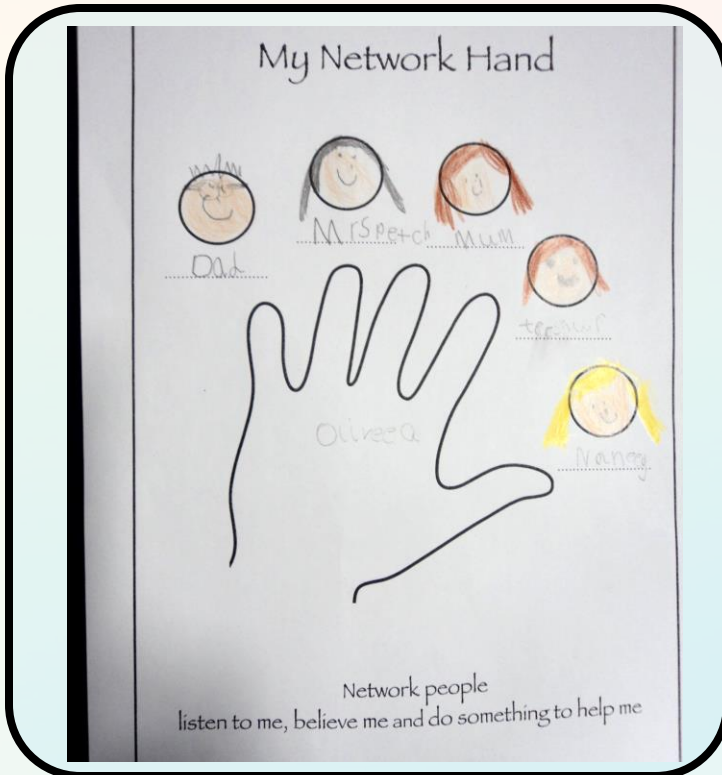
If I feel unsafe, I must tell a trusted adult on my Safety Network straightaway!



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# Network Hands



- Children are encouraged to develop a 'Safety Network' of trusted adults who will listen to them, believe them and help them if they need help.
- Ideally, a child's network should consist of **at least five trusted adults** chosen by them who are available, supportive, trustworthy and willing to listen. They should also be willing to take action, if needed, in order to help the child feel **safe** again.
- Networks of trusted people should be people children can talk to about all things - good things as well as things that concern them.





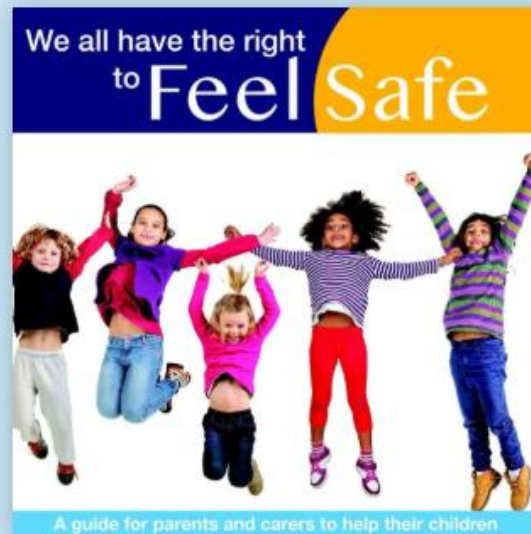
We all have the right to  
feel safe all the time



We can talk with  
someone about  
anything



# Useful links – included on newsletter and school website





# **Relationships and Sex Education (RSE)**

**By the end of primary...**

Families and people who care for me

**Caring friendships**

**Respectful relationships**

**Online relationships**

**Being safe**





**RADFORD SEMELE**  
CoFE PRIMARY SCHOOL  
A family of learners expecting the best



# Relationships Education Policy including Sex Education Policy

Approved by:	Governing Body	Date: July 2023
Last reviewed on:	October 2024	
Next review due by:	October 2025	



# Ground Rules

- appropriate use of language
- the asking and answering of personal questions
- strategies for checking or accessing information.



# GROUND RULES

Before we get started, let's look at our ground rules for today's lesson.

1. Be respectful: Let's be kind and considerate when we talk to each other.
2. Keep it private: What we talk about here stays between us, unless it's something important for safety.
3. No judging: We'll listen to everyone's ideas without making fun of them or saying mean things.
4. We can 'pass' if we feel uncomfortable: If you don't want to answer a question, you don't have to. Nobody will force you to share things you don't want to.
5. No assumptions: We won't guess things about each other. We'll listen carefully to what everyone has to say.
6. Use appropriate language: Let's use nice words and if there's a word we don't understand, we can ask the teacher.
7. Ask questions: It's okay to ask questions about what we're learning, but let's try not to ask personal questions that might make someone feel embarrassed.
8. Seek help if needed: If you need help or advice, you can talk to the teacher or another grown-up you trust.



# Relationships and Sex Education

- The Department for Education 'continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'
- Parents have the **right to withdraw** their child from **sex education** but **not** from **statutory Relationships Education** or Health Education
- If you have any further questions about this, please speak to Mrs Benson.

# Relationships and Sex Education

In line with our British values of tolerance and mutual respect, teachers must ensure that RSE teaching is **diverse** and **inclusive of all children**, regardless of family structure, religious or cultural background, or learning needs.

Teaching must comply with the *Equality Act 2010* and **prepare children for 'life in modern Britain.'**

Teachers should avoid assuming all children will marry or choose an opposite-sex partner, as some may have unmarried or LGBT+ parents/carers or family members.

In short, teachers should **avoid heteronormative assumptions.**



# Relationships and Sex Education

- Teachers should include faith perspectives in RSE, especially to reflect family views.
- The guidance states that the religious background of all pupils must be considered when planning teaching, ensuring topics are appropriately addressed.
- Teachers may use the format; **"some people believe X, some believe Y, the law in the UK says Z."**

# What will my child learn in Sex Education?

- The content of our Sex Education programme will be gradually developed in an **age-appropriate** way during the children's time at Radford Semele.
- The children will not learn about human sexual reproduction until **Y5/6**.
- If you wish to see further copies of lesson plans, this can easily be arranged!

# What will my child learn in Sex Education?

- **Y1/2** will learn that human babies grow inside their mothers alongside learning in Science that adult animals produce offspring like themselves. (Cats have kittens. Cows have calves etc.)
- **Y3/4** will learn that every human began when a seed from a male and an egg from a female join together. They will not yet learn about the means by which egg and sperm join.
- **Y5/6** will learn about human sexual reproduction and other ways that eggs and sperm are joined (e.g. IVF) in age-appropriate detail. They will learn about vaginal birth and caesarean section in age-appropriate ways, reflecting the experiences of children and families they know.

# What will my child learn in Sex Education?



## Open dialogue:

- We want to create and maintain an open dialogue between your child's teachers as early as possible. As the DfE statutory guidance states: 'Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE.'

## It's not all about sex education!

- Your child engages in weekly PSHE lessons from the beginning of their school career. Our PSHE curriculum encompasses diverse topics from first aid and road safety to healthy eating and staying safe online, it is not a subject that's just about sex education.

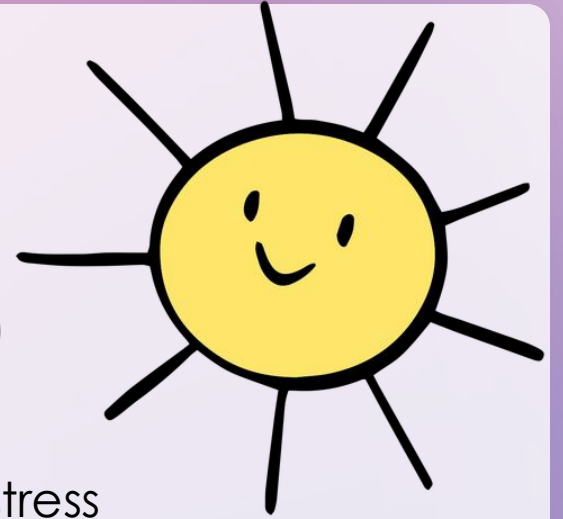
# Answering Questions



- We acknowledge that **sensitive and complex issues** will arise in Relationships Education, as pupils will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content.
- As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age-appropriate way, only to the pupil/s who have asked the question.
- Teachers may decide to inform families about questions which go beyond the planned curriculum, in order to further home/school partnerships.



# Supporting at home



- Read a book, leaflet or watch a video with your child (see links sent home)
- Talk while you're doing something else like washing up or driving.
- Enjoy talking. Laugh with each other – it can reduce embarrassment and stress
- Listen rather than judge – ask what they think/what they already know – you might be surprised!
- Answer questions and don't be afraid to say you don't know
- Have a phrase ready for awkward moments **(e.g. 'That's a good questions. Let's talk about it when we get home')**.
- Always respond – don't change the subject. Give the message it's important to talk about sex and relationships.
- If it feels too personal, talk about people in books, films or soaps.

# Thank you!

## Protective Behaviours

(w.b. 19th May)

## RSE

(w.b. 2nd June)

### Any questions?

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taking care

helping children learn to  
keep themselves safer