

Brodetsky Primary School



Relationships & Sex Education:

***Information for parents and
carers of
Year 6 pupils***

November 2016

The big picture



What is SRE?

Why does it matter?

Statutory content

The governing body have an agreed policy on Sex and Relationships Education (SRE). It is a statutory requirement that every school outlines its approach to SRE in a written policy. A full copy of the policy is available on request. This booklet summarises the policy and gives additional information about the content of the SRE curriculum.

Relationships & Sex Education is defined as:

'It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.'

Sex and Relationships Guidance document (DfES, July 2000)

Why does sex and relationship education (SRE) matter?

It is crucial that we support our children and young people in feeling good about themselves and their bodies. At the heart of effective SRE teaching is an intrinsic belief that we work to ensure that children develop high self esteem. By giving children the language to talk about their body they are also empowered to tell others if they find themselves in a situation where they are made to feel uncomfortable.

The content of sex and relationships education

The government published national guidance outlining the content for sex and relationships education. This is in addition to mandatory content in the National Curriculum. The science National Curriculum stipulates that children must:

By the end of KS1 (Y2)	By the end of KS2 (Y6)
<ul style="list-style-type: none">• <i>Know that animals, including humans, move, feed, grow, use their senses and reproduce;</i>• <i>Recognise and name the basic parts of the human body;</i>• <i>Know that humans can produce offspring and these grow into adults.</i>	<ul style="list-style-type: none">• <i>Know the life processes of reproduction in some plants and animals</i>• <i>The main changes of human life up to old age</i>• <i>Recognise that living things produce offspring of the same kind.</i>

SRE at Brodetsky



Rationale & framework

Aims of SRE

SRE as part of PSHCE

Right to withdraw from SRE

SRE at Brodetsky Primary School

Rationale and framework of values

At Brodetsky Primary School all teaching fits within our ethos as an Orthodox Jewish primary school.

SRE aims to support children's emotional development by educating them about relationships and emotions. It is tailored to the age, physical and emotional maturity of the children.

SRE is not a 'one-off' event but an ongoing process of education which begins in Nursery. From an early age children begin to learn about relationships and are taught how to express their feelings. SRE links with work in other curricular areas. Towards the end of the primary phase children will learn about puberty and the changes their bodies will be going through.

Jewish values will be explicitly referred to throughout all SRE teaching. Such values will focus on conception within marriage and the importance of family life. Jewish teachings concerned with the stability of family life, such as modesty in both dress and behaviour, will be integrated into the SRE curriculum.

Aims

- To educate children about relationships, focusing on friendships, bullying etc – supporting children's emotional development and improving self esteem;
- To develop personal and social skills and a positive attitude to physical well being;
- To help children to grow up feeling confident about their emotional and physical health;
- To educate children about health issues and personal hygiene;
- To educate children about age-appropriate developmental issues, including puberty and the onset of adolescence.
- To promote pupils' moral and social development and prepare pupils for the responsibilities of life, supporting them on their journey through childhood and adolescence to adulthood.

SRE is not a 'one off' but part of a whole sequence of teaching. We deliver our personal, social, health and citizenship education throughout the school in a variety of ways:

PSHE is delivered in different ways:

- Through explicit units, e.g. keeping healthy, making choices etc
- Through the science curriculum Linked to other subjects, e.g. discussing feelings and emotions linked to poetry writing in literacy
- Through SEAL (Social and Emotional Aspects of Learning)
- Through Limmudei Kodesh teaching linked to the Mitzvot (Parshah)
- Through key stage assemblies linked to the Mitzvot.

Parental right to withdraw their child

Parents may not withdraw their child from the parts of SRE covered by the Science National Curriculum as these have, by law, to be taught. Parents may, following discussion with the Headteacher, request withdrawal from the aspects of SRE not covered by the science curriculum. In making this decision, parents should be mindful of two main issues:

1. How their child will receive this content; and
2. The fact that their child will no doubt hear about the content of lessons from other children and that this may be an inappropriate way for such information to be transmitted.

Any request for withdrawal must be discussed with the Headteacher and the final request must be given in writing to the Headteacher with justified reasons for the decision. A copy of this correspondence will be kept in the child's pupil file.



What will the SRE teaching include?

End of unit expectations

Teaching sequence

Resources

Teaching groups

Questions

By the end of the unit of work, we want children to:

- Know the basic stages in the human life cycle
- Know the correct names for the main external parts of the human body
- Know and be able to explain the main changes a baby goes through to become a 10 year old child
- Know and be able to explain the main changes (physical and emotional) which happen during puberty
- Know that females menstruate when they reach puberty

Teaching sequence:



Ground rules

Dealing with embarrassment; Question box;
Agreeing correct names for body parts



Life cycles

Looking at changes in life
from birth to death



Adolescence and puberty

Emotional and physical changes that take place,
including reasons why, including menstruation



Biological aspects

Naming reproductive organs
and knowing function



Menstruation

(more detail for girls)

Wet dreams

(for boys)



Personal hygiene

Keeping healthy
Keeping clean



Rounding off

The importance of friendship & respect.
Knowing where to go for help and support

Resources

We will use a variety of teaching resources to deliver these lessons. DVD extracts from the following resources will be used:

- Sex & Relationships Education (BBC)
- Making sense of growing up and keeping safe (National Children's Bureau)

Teaching groups

The vast majority of the teaching will be delivered in single sex groups. Depending on the response of the children, we may bring the groups together for some plenary sessions.

The girls will primarily be taught by Mrs Bowman.

The boys will primarily be taught by Mr Millen.

Dealing with questions

Your child may mention a 'Question Box'. This is a way of ensuring that all children are able to ask questions in a safe and non-threatening way. It also allows for the 'screening' of questions prior to answering.



Tips and information for parents

Tips for parents

We appreciate that parents will have different responses to their children learning about SRE at school – all of which are valid. In addition, we know that children respond differently. Some children go home with more questions whilst others never mention a thing, which is fine. We need to allow them to take the information on board at their level, in their time.

If you want any information about how we have approached issues in school – please ask.

Do not panic if your child asks you a question. Before answering, think carefully about what they are asking. Many parents panic slightly and give a much fuller response than the child wanted!

Our approach in school is to answer questions factually.

If you believe that your child asks something inappropriate, it could be that they have just ‘heard words’ used and are unsure what they mean.

Books to support learning and questions

Education Leeds have suggested the following titles as possible options for parents who would like ‘child friendly’ books to use with their children. In no way does Brodetsky Primary School endorse the content of these books. Parents must check that they are personally happy with the contents.

- *Happy birthday* by Robie H Harris (Birth of baby; starts after delivery)
- *Baby on board* by Kes Gray and Sarah Nayler (Growth of foetus in womb)
- *Let's talk about where babies come from* by Robie H Harris (Approved by FPA; quite factual)



A Brief Guide To The Mikveh: What It Is and What It Means By Rabbi Kleiman

A mikveh is a gathering of water that has come directly from “heaven”, whether in the form of natural seas or rivers, or a man-made pool containing collected rainwater, like the one based at the Etz Chaim Synagogue in Leeds.

The first place in the Torah where this word is used is on the second day of creation, when G-d drew back the waters and allowed the continents to emerge. He then gave the sea, which was what was left, the name “mikveh mayim” – “the gathered waters”. The Torah refers to the sea in the plural, yamim, many seas, but the mikveh is in the singular, one gathering. A simple physical explanation to this is that all of the oceans are connected. However, we perceive them as separate, but really all the oceans are one and connected with land-masses dividing one part from another. Water, in Judaism, represents the concept of connecting with infinity and recognising that the same life-force that came from the heavens at the beginning of creation continues to sustain us.

When a woman who is to be married goes to the mikveh before her wedding and continues to go as a wife, she is performing an act of immersing herself in the Divine to demonstrate that her physical and spiritual union with her husband is just as blessed and precious as connecting with G-d Himself. There are those who mistakenly think that the mikveh is a throwback to a time when it was the only form of bath to become physically clean. In order to dispel any misunderstanding that sometimes arises when speaking about the purpose of a mikveh, the person who immerses has to be totally physically clean before going into the water. The waters of the mikveh themselves are not a vehicle of physical cleansing. Quite the opposite! If a person is not physically clean when going to the mikveh, their immersion is invalid in Jewish Law. It's as though the person had not immersed at all.

The amount of water that must be contained in a mikveh is measured by a Jewish unit of measurement that specifies that there must be 40 units. This is because the number 40 symbolizes birth and rebirth in the Torah. Hence, the world was reborn in the 40 days and 40 nights after the flood of Noah, the Torah was given after Moses had been up Mount Sinai 40 days and nights etc....

Whenever the mikveh is used therefore, it conveys the message of rebirth, transformation and dedication to holiness. Therefore, although married women are obligated to use the mikveh, men also use it before the High Holy Days of Rosh Hashanah and Yom Kippur, to show how they wish to be transformed from their previous errant ways and to be reborn as spiritually pure. Very devout Jews go every Friday afternoon before the Sabbath to enter Shabbat in a heightened state of spirituality. Likewise, cutlery, crockery and other utensils upon which food will be dedicated to the service of G-d are also immersed in the mikveh to show that physical meals become elevated when they are the fulfilment of religious precepts involving blessings and mitzvot.