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John Ball School is fully committed to safeguarding all pupils and celebrating diversity.

Wednesday 21st April, 2021

Dear Parents/Carers,

Sex and Relationship Education (SRE)

As you will know, each year children are taught Sex and Relationship Education as part of their Science and PSHE lessons. Due to COVID-19, we have decided to wait until school fully reopened to teach these curriculum objectives; so this will now be taught across the summer term.

Last year, we wrote to you to explain that as per government guidance, all children in primary education should receive the full Science and Relationship Education curriculum. As this is mandatory, there is no option to opt out of any aspects of sex education which appears in these two statutory curriculum areas.

It is the parents right to opt their child out of any additional SRE objectives which the school includes in their SRE policy. At John Ball, we have not chosen to include any additional learning objectives outside of the Science and Relationship Education curriculum. For ease of reference, I have detailed the respective curriculum objectives on the following page.

The full Sex and Relationship Education policy can be found on our website at www.johnball.lewisham.sch.uk

As always, please do contact me with any questions or concerns you may have.

Kind Regards,

Stephen Mitchell

Stephen Mitchell
Deputy Headteacher

Year	<u>Statutory</u> (SCIENCE CURRICULUM)	<u>Statutory</u> (RELATIONSHIP EDUCATION)	<u>Additional</u> <u>Objectives</u>
Y1	<p>Science objective: Using their observations and ideas to suggest answers to questions:</p> <ul style="list-style-type: none"> To describe changes that have happened to them since they were a baby. To describe some things they can do now that they could not do before and to explain how their needs have changed. 	<p>See the list attached of the relationships education objectives which are covered across a child's time at John Ball School.</p>	<p>No additional objectives are taught in this year group.</p>
Y2	<p>Science objective: Notice that animals, including humans, have offspring which grow into adults:</p> <ul style="list-style-type: none"> To understand that the creation of new life requires a male sperm and a female egg. To learn that female mammals give birth and nurse their young. <p>Science objective: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense:</p> <ul style="list-style-type: none"> To recognise and use the correct names for main parts of the body. To identify the physical similarities and differences between boys and girls 	<p>See the list attached of the relationships education objectives which are covered across a child's time at John Ball School.</p>	<p>No additional objectives are taught in this year group</p>
Y3	<p>Science objective: Following on from KS1: Identify, name, draw and label the basic parts of the human body:</p> <ul style="list-style-type: none"> To know some differences and similarities between males and females To name male and female body parts accurately. 	<p>See the list attached of the relationships education objectives which are covered across a child's time at John Ball School.</p>	<p>No additional objectives are taught in this year group.</p>
Y4		<p>Changing adolescent body objective: To learn key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes:</p> <ul style="list-style-type: none"> To use the correct names of female 	

		<p>and male reproductive organs</p> <ul style="list-style-type: none"> To describe the effects of puberty on male and female bodies. To understand that there may be changes in moods and emotions during puberty. <p>Changing adolescent body objective: To learn about menstrual wellbeing including the key facts about the menstrual cycle:</p> <ul style="list-style-type: none"> To begin to understand periods and how to be keep clean during puberty. 	
Y5	<p>Science objective: Describe the life process of reproduction in some plants and animals.</p> <p>Science objective: Describe the changes as humans develop to old age, including puberty (health education):</p> <ul style="list-style-type: none"> To explain the main physical and emotional changes that happen during puberty and how to manage these changes. To understand how puberty affects the reproductive organs. To know how to get help and support during puberty. To ask questions about puberty with confidence. To explain how to stay clean during puberty. 	See the list attached of the relationships education objectives which are covered across a child's time at John Ball School.	<i>No additional objectives are taught in this year group.</i>
Y6	<p>Science objective: Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents:</p> <ul style="list-style-type: none"> To know some basic facts about conception and pregnancy. <p>Science objective: Describe the changes as humans develop to old age, including puberty (health education):</p> <ul style="list-style-type: none"> To describe how and why the body changes during puberty in preparation for reproduction. 	<p>Mental wellbeing objective: To learn that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations:</p> <ul style="list-style-type: none"> To consider physical and emotional behaviour in relationships <p>Relationship Education objective:</p>	<i>No additional objectives are taught in this year group.</i>

		<p>To learn that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact:</p> <ul style="list-style-type: none">• To understand in very simple terms what is meant by 'consent'.	
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Full list of Relationship Education Objectives taught across all year groups at John Ball School

Unit: Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Unit: Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Unit: Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Unit: Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Unit: Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other source