

WHAT DO YOUNG PEOPLE THINK?

Young people want to talk to their parents/carers about relationships and sex, but that can be daunting if you've not started yet. One group of 10-16 year olds came up with these helpful pieces of advice for parents:

- Take responsibility for talking to us. Don't just wait for us to ask.
- If we ask you things, always tell the truth. Don't put it off or say 'I'll tell you when you're older.'
- Don't be angry and try not to be embarrassed.
- Don't save it all up for a one-off 'birds and bees' lecture. We'd rather you talked naturally, little and often.
- Wait until we're at home and on our own together to avoid embarrassment.
- Make sure we know what you're talking about and let us ask you questions.
- If we ask what a word means, ask us what we think the word means first.
- Don't laugh at us or post on social media about what we have been talking about.
- If you don't know something, be honest and say that you don't know.
- Give us books or leaflets and share online information, but talk to us too.
- Don't expect school to tell us everything – we want to hear from our parents/carers too.

USEFUL CONTACTS

www.fpa.org.uk/advice-parents-and-carers/how-start-talking-about-it

www.bigtalkeducation.co.uk/parents/how-to-talk-about-sex/

www.nspcc.org.uk/preventing-abuse/keeping-children-safe/healthy-sexual-behaviour-children-young-people/

FOR MORE INFORMATION

If you'd like more information about PSHE or RSE or if you would like to withdraw your child from the Sex Education elements of these, please make an appointment with the school office.

To read the government guidance for Secondary parents on RSE follow this link

www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools

TALKING TO YOUNG PEOPLE ABOUT RELATIONSHIPS AND SEX

We all want young people to move safely from childhood, through adolescence into adulthood and to develop respect for themselves and others.

In school, we contribute to this in Relationships and Sex Education (RSE) and our wider PSHE programme. RSE involves learning about ourselves, our emotions, our identity, our relationships, sexuality, sexual health and behaviours. Learning about these aspects continues throughout our lives. However, there are some key things which young people need to consider as they approach adulthood. Young people learn most about these topics at home and in the community, but we have a role to support this learning in school.

We hope this leaflet will give you some information about what young people are learning at school and what you can do to support your child.

WHY SHOULD PARENTS AND CARERS TALK TO THEIR CHILDREN ABOUT RELATIONSHIPS AND SEX?

Young people tell us they want their parents to be the first ones to talk to them about puberty, sex and relationships.

If families start talking to their children about puberty, sex and relationships they are less likely to get ideas that worry or confuse them and they learn that it's alright to talk about these things at home and to ask questions.

Young people learn most about values and relationships from family experiences. Close, loving relationships are the best way of showing a young person how your family 'does things' based on your values and beliefs.

If families talk about relationships and sex openly and honestly, young people are:

- more prepared for puberty and the changes they experience
- more likely to resist pressure to have unwanted sex
- more likely to delay having sex for the first time
- more likely to use contraception if they do have sex
- less likely to have an unplanned pregnancy or to get a sexually transmitted infection.

WHAT DO YOUNG PEOPLE LEARN ABOUT RSE IN SCHOOL?

RSE is a very broad topic, which makes up part of our PSHE Curriculum. It includes learning about families, respectful relationships (including friendships), online and media, being safe and intimate and sexual relationships (including sexual health). It is often the last of these sections that families want to know most about, but we don't teach these topics in isolation.

LEARNING ABOUT INTIMATE AND SEXUAL RELATIONSHIPS KS3 (Y7/8)

What are the reasons some people want to have a partner? R-ISR
 Why do different people have different expectations from relationships? R-ISR
 What are the features of positive relationships, including partners? R-ISR
 Why do people decide to get married, become civil partners or form stable long-term partnerships? R-ISR
 What do I understand by the term 'sexuality' and how do I show respect? R-ISR
 How do people feel about HIV/AIDS and what are attitudes to people who are HIV positive? R-ISR
 Why and how might people apply pressure to engage in intimate or sexual activity? R-ISR
 Which infections can be spread by sexual activity? R-ISR
 How do condoms work to prevent pregnancy and the spread of STIs? R-ISR
 Can I identify sources of reliable information about relationships, my body and intimacy? R-ISR

LEARNING ABOUT INTIMATE AND SEXUAL RELATIONSHIPS KS3 (Y8/9)

Do I understand the physical and emotional effects of sexual excitement? R-ISR
 What are the social norms of sexual activity amongst my peers and how do my perceptions influence my choices? R-ISR
 What do I understand about sexual attraction, love and trust and can I communicate about these feelings? R-ISR
 How will I know if I want or feel ready for an intimate, sexual relationship and how will I communicate about this? R-ISR
 Do I understand the physical and emotional benefits and risks of trusting, respectful, intimate relationships? R-ISR
 Which sexual behaviours pose greater risks for transmission of STIs and HIV/AIDS? R-ISR
 What are the key principles of safer sex for people of all sexualities? R-ISR
 What do I understand about different forms of contraception and their effectiveness? R-ISR
 What are the prevalence and causes of miscarriage and how do they affect people? R-ISR
 Can I identify trusted sources of support and provision of services for contraception and sexual health? R-ISR

LEARNING ABOUT INTIMATE AND SEXUAL RELATIONSHIPS KS4 (Y10/11)

How can I delay sexual intimacy until I am sure I am ready? R-ISR
 How may mental health be affected positively and negatively by intimate relationships? R-ISR
 How can I identify pressure and influence to engage in intimate or sexual activity and how can I support others? R-ISR
 What are characteristics of abusive/exploitative intimate relationships? R-ISR
 How do lifestyle choices affect fertility, reproductive health and the development of a foetus? R-ISR
 How does fertility change over a lifetime? R-ISR
 How does the use of alcohol and drugs affect decision making and personal safety in intimate relationships? R-ISR
 What are the possible features of a consensual sexual relationship? R-ISR
 How will health care professionals treat my personal information? R-ISR
 What are the short and long term effects of STI's and how are they treated? R-ISR
 How can good sexual health for people of all sexualities be maintained through safer sex and regular testing?
 What are the options and their possible consequences when a pregnancy is unwanted? R-ISR
 Where are the local services to support me with contraception, sexual health and relationship issues and how do I access them? R-ISR

How can I delay sexual intimacy until I am sure I am ready? R-ISR
 What skills may I need to communicate confidently about intimacy, sexual relationships and contraception? R-BS
 How may mental health be affected positively and negatively by intimate relationships? R-ISR
 What effects does my body image have on my choices and behaviour? H-CAB
 How can I support myself and others to develop a positive body image? H-CAB
 How can I identify pressure and influence to engage in intimate or sexual activity and how can I support others? R-ISR
 What are characteristics of abusive/exploitative intimate relationships? R-ISR
 What is domestic abuse and its consequences for families? R-BS
 What are the experiences of young parents? R-F
 What are the experiences of families who have adopted or fostered? R-F
 How do lifestyle choices affect fertility, reproductive health and the development of a foetus? R-ISR
 How does fertility change over a lifetime? R-ISR
 Why do people choose cosmetic or aesthetic procedures and what are the benefits/risks? H-IS
 How might media portrayals of sex, including pornography, influence views on gender, sexual pleasure, power, sexual norms and respect? R-OM
 What are the terms for describing different sexual and gender identities and how should we show respect? R-RR
 What are my attitudes about sexual relationships, marriage and abortion and what are the views of different faiths/cultures? R-F
 How does the use of alcohol and drugs affect decision making and personal safety in intimate relationships? R-ISR
 What are the possible features of a consensual sexual relationship? R-ISR
 Do I understand the law about rape and consequences for perpetrators? R-BS
 What are honour-based violence and forced marriage, who might be at risk and how can people get support? R-F
 How will health care professionals treat my personal information? R-ISR
 What are the short and long term effects of STI's and how are they treated? R-ISR
 How can good sexual health for people of all sexualities be maintained through safer sex and regular testing?
 What are the options and their possible consequences when a pregnancy is unwanted? R-ISR
 Where are the local services to support me with contraception, sexual health and relationship issues and how do I access them? R-ISR

HOW CAN I TALK TO MY CHILD ABOUT SEX AND RELATIONSHIPS?

- Talk while you're doing something else –washing up, driving.
- Enjoy talking. Laugh with each other, not at each other –it can reduce embarrassment and stress.
- Listen rather than judge. Ask them what they think.
- Answer questions and don't be afraid to say you don't know.
- Always respond. Give the message it's good to talk about relationships and sex.
- If it feels too personal, talk about people in books, films or soaps.

HOW ELSE CAN I SUPPORT RSE?

- You can ask at school for more information about the RSE provided.
- If you are interested in supporting the school in reviewing RSE, please let us know.