

Seascape Primary School



Whole School Policy for RSE

INTRODUCTION

This policy sets out our school's approach to statutory Relationships Education and non-statutory Sex Education. It was produced by the PSHE Lead and the Science Lead. Our school's Relationships and Sex Education policy is based on the statutory guidance document "[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)" (DfE, 2019).

From September 2020, the DfE dictate that all primary schools must teach Relationships and Health Education. Provision of Sex Education, in primary schools, is non-statutory, aside from the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Statutory requirements for Health Education state that other related topics must be taught such as puberty and menstrual wellbeing; these will be included within Year 5 science lessons and Kapow PSHE lessons.

Through their statutory guidance, the DfE encourages schools to deliver sex education, at an age-appropriate level, if they feel their pupils need this information:

"It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement." (DfE, 2019)

"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born" (DfE, 2019).

In line with DfE guidance, this policy defines Relationships Education as teaching about the crucial building blocks and characteristics of positive relationships; this includes friendships, family relationships, and relationships with others, in all contexts, including online. Our definition of Relationships Education includes all of the outcomes defined within this statutory topic which are outlined in the 'RSE Curriculum' section of this policy.

Within this policy, Sex Education is defined as teaching human reproduction which includes how a baby is conceived. Knowledge of the human life cycle, set out in the national curriculum for science, is utilised here. Within this policy, any non-statutory Sex Education (that falls outside of Science or statutory requirements for Health Education) will be specifically identified.

RATIONALE AND ETHOS

At Seascope Primary School, our teaching of RSE is underpinned by our PSHE intent statement 'Be More Aware'. We are committed to providing a positive and stimulating climate in which all members of our school community can develop in confidence,

knowledge and skills. It is our aspiration to provide a safe, respectful environment where children can learn more about themselves, their relationships with others and their bodies.

Through our PSHE programme, Kapow, we aim to enhance the personal, social, emotional and economic well-being and happiness of our school community. Effective mental health strategies are taught and practised to enable children to prioritise their relationships. Our PSHE programme provides children with the fundamental skills required to manage adversity and develop a positive mindset; this, and our cross-curricular teaching of RSE, is a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

ROLES AND RESPONSIBILITIES

Relationships and Sex Education (RSE) contributes to the overall Personal, Social, Health and Economic (PSHE) education curriculum in our school. The RSE programme is led by the Senior Leadership Team with the support of the PSHE lead and the Science Lead.

PSHE lessons are taught by class teachers with the support of external visitors when appropriate. Age-appropriate, animated videos are used to support the delivery of RSE lessons. Dedicated staff meetings, led by the PSHE lead, allow staff to receive training in the delivery of RSE.

It is acknowledged that the primary responsibility for providing children's RSE lies with parents and carers. At Seascape Primary School, we strive to work with parents and carers to ensure the needs of our pupils are met and that a shared understanding in the delivery of RSE is developed.

THE RSE CURRICULUM

In order for pupils to establish and maintain positive, healthy relationships, they must be exposed to an effective Relationship & Sex education; this will enable young people to make responsible and informed decisions about their health and well-being. At Seascape Primary School, we teach PSHE using the Kapow programme which is a statutory compliant scheme of work. We have selected this scheme in consultation with the lead governor for PSHE as we feel it fulfills the needs of our pupils as well as meeting our obligations to provide statutory Relationships and Health Education.

The content of this policy, as well as our PSHE curriculum, has been developed in relation to the needs of our pupils and in consultation with school staff and Governors. As is required by the new statutory guidance, parents have also been consulted on the relevant content within the policy. We believe that this process ensures that the curriculum we provide for our pupils is reflective of the requirements placed upon us and also of the needs of our school community

STATUTORY RELATIONSHIPS EDUCATION

As part of our PSHE/Relationships Education programme of study, children will be taught what a relationship is; the different types of relationships they might have e.g. with family members, friends, and other adults; the importance of healthy and secure relationships to wellbeing; what constitutes a healthy relationship, in person and online; how to set and

observe appropriate boundaries in relationships; how to recognise when a situation is unsafe; strategies for dealing with situations that they find uncomfortable or that are unsafe; and sources of help and advice.

A summary of the key objectives of the statutory Relationships Education curriculum is set out below.

Families and people who care for me

Children 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.

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.

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.

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.

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 e.g. family, school and/or other sources.

STATUTORY AND NON-STATUTORY SEX EDUCATION

At Seascope Primary School, the Kapow programme ensures all statutory requirements for RSE are met. The table below shows where these topics (statutory and non-statutory) are covered within Kapow Primary's lessons.

F&R = Families and relationships

S&CB = Safety and the changing body

Same sex relationships	<p>F&R Lesson 1: What is family? Families from pupils' own experiences. Same sex not specifically included if it is not raised by the children</p> <p><small>KS1 Year A</small></p>	<p>F&R Lesson 2: Families offer stability and love Introduction to different types of families. Same sex not specifically included but may arise as part of the discussion</p> <p><small>LKS2 Year A</small></p>	<p>F&R Lesson 1: Healthy families Different types of family setups are introduced, including same sex parents</p> <p><small>LKS2 Year B</small></p>	<p>F&R Lesson 6: Families in the wider world Different types of family setups around the world. Same sex not specifically included but could be part of the discussion</p> <p><small>UKS2 Year A</small></p>	<p>F&R Lesson 3: Marriage Includes same sex marriage</p> <p>F&R Lesson 5: Family life Different family setups (including same sex parents) and dealing with problems</p> <p>S&CB Lesson 5: Emotional changes in puberty Attraction-including to somebody of the same</p> <p><small>UKS2 Year B</small></p>	<p>S&CB Lesson 6: Pregnancy and birth Touches on same sex couples having children</p>
Alcohol and tobacco	<p>S&CB Lesson 6: Safety with substances What is and isn't safe to go in or on the body - including medicines</p> <p><small>KS1 Year B</small></p>	<p>S&CB Lesson 8: Staying safe with medicines</p> <p><small>LKS2 Year A</small></p>	<p>S&CB Lesson 6: Making choices Independent choices</p> <p>S&CB Lesson 7: Influences Making choices and recognising influences</p> <p><small>LKS2 Year B</small></p>	<p>S&CB Lesson 8: Tobacco The risks of smoking</p> <p><small>UKS2 Year A</small></p>	<p>S&CB Lesson 7: Making decisions - The influence others can have</p> <p><small>UKS2 Year B</small></p>	<p>S&CB Lesson 1: Alcohol The risks of alcohol</p>
Menstruation					<p>S&CB Lesson 4: Menstruation</p> <p><small>UKS2 Year B</small></p>	<p>S&CB Lesson 5: Conception Includes</p>
					menstrual cycle and	menstruation from Y5

<p>Conception and pregnancy</p> <p>*(Parents have a right to withdraw their child from these lessons)</p>	KS1 Year A	KS1 Year B	LKS2 Year A	LKS2 Year B	UKS2 Year A	UKS2 Year B	<p>S&CB Lesson 5: Conception</p> <p>Intercourse</p> <p>S&CB Lesson 6: Pregnancy and birth*</p>
<p>Body parts (vocabulary introduced)</p>	<p>S&CB Lesson 5: Appropriate contact</p> <p>Introducing acceptable and unacceptable touch</p>	<p>S&CB Lesson 4: Appropriate contact: My body private parts</p> <p>Vulva, vagina, penis, testicles</p>			<p>S&CB Lesson 7: Introducing puberty</p> <p>Including: breasts, genitals, penis,</p>	<p>S&CB Lesson 3: Puberty</p> <p>Including: vagina, vulva, clitoris, penis, scrotum, testicle</p>	<p>S&CB Lesson 4: Physical and emotional changes in puberty</p> <p>Internal and external reproductive parts</p>
		<p>S&CB Lesson 5: Appropriate contact: My private parts are private</p> <p>Safe and unsafe touches. Vulva, vagina, penis,</p>					

Digital safety			<p>S&CB Lesson 3: Be kind online Responsible digital citizenship</p> <p>S&CB Lesson 4: Cyberbullying Recognising unkind behaviour online</p> <p>S&CB Lesson 5: Fake emails Recognising when an email might be fake</p>	<p>S&CB Lesson 1: Internet safety - age restrictions Age restrictions related to social media and gaming</p> <p>S&CB Lesson 2: Share aware Benefits and risks of sharing information online</p> <p>S&CB Lesson 5: Consuming information online How information is ranked, selected and targeted</p>	<p>S&CB Lesson 1: Online friendships Issues related to online relationships</p> <p>S&CB Lesson 2: Staying safe online How to stay safe online</p>	<p>S&CB Lesson 3: Social media Online relationships</p>
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Please note: The table highlights the objectives where parents have the right to withdraw their child from that lesson.

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes in Year 5. As part of the science curriculum, children learn in Year 5 about how reproduction occurs in some plants and animals. The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide further non-statutory sex education, covering how human reproduction and conception occurs. Children are taught the 'Changes and Reproduction' module from the Plan Bee scheme of work. At Seascope Primary School, we believe this exceeds the expectations of the science national curriculum. In Year 5, children are taught:

- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means
- how a baby develops in the womb up until birth
- Body changes in puberty for boys and girls, menstruation, erections, ejaculation and wet dreams

We believe that teaching this additional content to pupils, in a cross-curricular way, will ensure that we are meeting the specific needs of our schools demographic. We want our children to be better prepared for transition to secondary school and to support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.

DELIVERY

All elements of our Relationships & Sex Education programme will be delivered in an age-appropriate and sensitive manner as part of our regular weekly timetabled PSHE and science lessons. RSE is delivered predominantly by class teachers in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups; this will be decided by the class teacher after discussion with the subject lead.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school, for example the school nurse. All visitors will be familiar with and understand the school's RSE policy and be expected to work within it.

TEACHING AND LEARNING STRATEGIES

We aim to provide an environment and atmosphere for RSE where pupils feel safe, relaxed, unintimidated, and focused; where they have confidence and trust in the knowledge, ability and skills of staff in school. This ensures that both pupils and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes.

To provide clarity and create a safe learning environment Seascape Primary School's five Golden Rules (see Good Behaviour Policy) are central to all lessons:

- Do be gentle and Kind
- Do work hard
- Do look after property
- Do listen to people
- Do be honest

In addition, at the beginning of each PSHE/RSE lesson, children are reminded of, and asked to abide by the following rules:

- Be respectful of each other's opinions and comments
- One person speaking at a time
- Be honest in your opinions
- Listen to other people
- Look at the person who is speaking
- Have a mature and sensible attitude
- Ask questions politely to clarify meaning
- Don't discuss other people's comments outside of the session

MANAGING DIFFICULT QUESTIONS

During both formal and informal PSHE/RSE sessions, pupils are encouraged to ask questions. Any questions from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer.

Teachers will:

- Work within the boundaries of this policy
- clarify that personal questions should not be asked
- clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, pastoral staff.

In some lessons, an anonymous question box may be used to allow children to ask questions about potentially sensitive or embarrassing topics.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age-appropriate (or within the school's RSE policy), they will seek advice from SLT. The school believes that individual teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective.

If a teacher does not know the answer to a question or if a question is felt to be inappropriate, this should be acknowledged and, if considered necessary, this may be followed up outside of the classroom environment with individual pupils under the supervision of SLT.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

RECORDING AND ASSESSMENT

Pupils will have the opportunity to reflect on their learning within lessons and at the end of each unit. Teachers will assess through informal methods, such as observations and class or group discussions and these assessments will be recorded regularly in the class floor book; samples of work, from within the sessions, will be found here too.

Elements of RSE that occur in the science curriculum will be assessed through recorded work to establish age related expectations of knowledge and understanding.

RESOURCES

At Seascape Primary School, we use the Kapow Scheme of Work for PSHE. It is a comprehensive scheme of planning and resources, which is periodically updated to ensure it

remains relevant and engaging to children and meets all statutory requirements of PSHE. Class teachers review the planning and resources for each lesson to ensure they are fully relevant and accessible to the needs of children in their classes and tailor them if necessary. Additional resources may be used if considered appropriate. The use of resources outside of the Kapow scheme will be in consultation with the PSHE lead and resources will be selected to ensure they are consistent with the school's ethos and values, support our aims and objectives, and meet the needs of our pupils.

The resources we use in delivering some of our non-statutory sex education originate from the Plan Bee Science scheme of work delivered in Year 5. These materials are available for parents/carers to view on request to the PSHE Lead or class teacher.

SAFEGUARDING

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSE to be an important part of our school's approach to safeguarding.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will take these matters seriously and speak to the child away from the class as a matter of priority. Teachers will draw their concerns to the attention of the head teacher, deputy head and the pastoral manager in school.

We occasionally engage the expertise of other appropriate external partners to work with us to provide advice and support to children with regard to RSE and Health Education. Such visits should be arranged through the PSHE Lead and with the approval of senior leaders. These sessions are in addition to, and intended to complement, our existing RSE provision. Where external partners are involved, teachers will have discussed and shared the planning and content of the sessions with visitors in advance. A class teacher will always be present and responsible for classroom management. Visitors supporting the delivery of RSE will follow the agreed ground rules and the protocols set out above regarding any safeguarding or child protection concerns.

INCLUSIVITY

SPECIAL EDUCATIONAL NEEDS

Our pupils have different needs based on their emotional and physical development, life experiences, and learning differences, but we aim to ensure that all pupils are properly included in RSE. Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual pupils with SEND. We focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding.

EQUALITIES AND DIVERSITY

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy.

All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so

that pupils are able to form their own, informed opinions but also respect others that may have different opinions. The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school.

In our school we seek to recognise and embrace the diverse nature of our society. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our society and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

THE ROLE OF PARENTS/PARENTAL RIGHT OF WITHDRAWAL

We recognise that parents and carers are the primary providers of RSE for their children. Our RSE curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation.

In promoting this we will:

- Inform parents about the school's RSE policy and practice;
- Provide opportunities to view lesson plans and resources used in the RSE programme;
- Answer any questions that parents may have about RSE for their child;
- Take seriously any issues or concerns that parents raise.

We believe that all of the content within our school's PSHE curriculum, including RSE, is of the utmost importance and relevance to all pupils. However, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education other than that which is part of the National Curriculum for Science.

Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach.

We will inform parents of the right to withdraw, by letter, in the half term before the topic is taught. Parents and carers who wish to exercise their right to withdraw their child from non-statutory sex education should talk with the class teacher, the PSHE lead or the head teacher who will explore any concerns and discuss resources being used.

If parents still wish to withdraw their child from non-statutory sex education lessons, this request will be recorded, and suitable alternative arrangements made for pupils during relevant lessons. The issue of withdrawal will be handled as sensitively as possible. Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.

MONITORING AND REVIEW

Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review the RSE curriculum to evaluate its effectiveness and will inform parents of any revisions to the school policy or curriculum as required.

Teachers will continually reflect on the effectiveness of our PSHE provision, and the PSHE Lead will gather staff views through regular Staff Voice feedback. Pupil Voice exercises will also be used to inform reviews and updates to planning, resources and activities.

The PSHE Lead Governor monitors our RSE policy on a regular basis. They will report their findings and recommendations to the full governing body, as necessary, if the policy needs modification. Governors will consider feedback from parents about the RSE programme and make a record of all such comments.

LOCATION AND DISSEMINATION

Copies of this policy are held by the Head teacher and PSHE lead. Further copies are available on the school website and from the school office on request from parents.

STAFF SUPPORT AND TRAINING

Seascope Primary School believes in the importance of appropriate staff training to enable staff to deliver effective RSE. The PSHE lead will access courses or INSET opportunities to assist staff involved in the delivery of RSE within our school.

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Dear Parent/ Carer,

Throughout this half term, Year 5 and 6 children will begin a series of science lessons called 'Changes and reproduction'. During these lessons, the children will learn about changes through different stages in life including puberty, sex and pregnancy.

These lessons will be taught by the children's usual class teacher and will be in line with both the National Curriculum for Science and the school's Sex and Relationship Education Policy.

The lessons will follow the outlines below:

Lesson 1 - Stages of human development including gestation, infancy, childhood, adolescence, adulthood, old age.

Lesson 2 - Reproductive organs in males and females using their scientific names. The mechanics of sexual intercourse and how a new life is created. Gestation and how a baby develops within the womb

Lesson 3 - How children develop from birth to age 11.

Lesson 4 - The changes experienced during puberty including, how the body changes physically (breast growth, testicular growth, increase in body hair), egg production and periods in girls and sperm production in boys.

Lesson 5 - More detail is given about the process of menstruation explaining what happens and sanitary hygiene. More detail is given about sperm production, ejaculation and wet dreams. This lesson also aims to reassure the children that these are natural processes that occur to everybody during puberty.

Lesson 6 - Changes during adulthood and old age.

The children will have the chance to post their own questions in a box at school that they wish to be answered in the lessons. If we decide a question is beyond what we teach in school, we will refer it to home to be answered.

If you wish to discuss the contents of these lessons in further detail please contact me via the school office.

Thank you for your continued support.

Mrs Gillett

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Dear Parents/Carers

As of the academic year 2020-2021, all primary schools in England must teach Relationships and Health Education (RSHE). The government has set out guidance about what they expect children to know by the time they leave primary education but it is up to schools to decide how they will teach this.

There is no legal requirement for schools to teach sex education but, as the government recommends, we plan for our children to learn about some key areas before they leave primary school. As with other subjects, we will work hard to make sure the lessons meet the needs of the children and are age appropriate. These topics are really important in helping children deal with current experiences and also to prepare them for the next stage of their education and ultimately for adult life.

We, and the government, recognise the important role you play in educating your children and this is especially true for RSHE. It is important that children can discuss and ask questions both at home and at school.

Our school has chosen to use lesson plans from Kapow Primary, an online provider of resources for primary schools. These lessons cover the statutory requirements and have been carefully planned to be age appropriate. They also give the opportunity for children to revisit topics in different year groups. This is important as they will learn more and see things differently as they mature. The lessons are divided up into three overarching themes:

- Families and relationships
- Health and wellbeing
- Safety and the changing body

Below is a summary of some of the areas covered within each theme:

Families and relationships

- How to form and maintain friendships
- Importance of family
- Different types of families
- Dealing with problems in friendships
- Online relationships, including staying safe
- Stereotyping

Health and wellbeing

- Mental health and wellbeing
- Healthy eating
- Physical activity
- Dental health
- Importance of sleep
- Medicines
- Tobacco
- Alcohol
- First aid

Safety and the changing body

- Online safety
- Safety around adults
- Understanding their body
- Physical changes during puberty
- Emotional changes during puberty
- Asking for help when needed

The lessons will give children the opportunity to increase their knowledge and understanding of the topic. They will also be able to explore their feelings and ideas about topics and listen to the views of other people. The overall aim is for children to be able to make their informed choices and decisions.

All the content outlined above is statutory and therefore all children should be taught it. As with any other subject teachers will ensure that the lesson is taught in a way which means children of all abilities will learn. The government is very clear that they want children with special educational needs (SEN) to be included in these lessons. As a parent you do not have the right to withdraw your child from any of the statutory content on either relationships or health. You only have the right to withdraw your child from the sex education content, apart from National Curriculum Science, that we choose to teach in Year 5 and Year 6. It is recommended that you discuss this with school staff before making a decision.

Parents and carers are sometimes concerned about the conversations children may have in RSHE lessons, but teachers have lots of ways to make sure children are safe in these lessons. For example, they will have ground rules to make sure children feel confident to share their ideas, they will use things like puppets and stories, so children are discussing a made up characters' experiences rather than their own. They also know the children in their class well and will have a sense of their needs and what they teach will be age appropriate.

It is important to balance what children know already and to prepare them for the future. Discussing issues in the safe learning environment of the classroom before they experience them in real life is very valuable for children.

If you wish to discuss the contents of these lessons in further detail please contact me via the school office.

Thank you for your continued support.

Mrs Stuart

PSHE Subject Lead