

Leaffield C of E Primary School



Relationships and Sex Education Policy

Committee responsible:	Leaffield School Local Governing Board
Approved By:	Leaffield School Local Governing Board
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Introductory statement

This policy covers Leaffield C of E Primary School's whole school approach to Relationships and Sex Education (RSE).

RSE is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being.

All children and young people have a right to holistic, inclusive and needs-led RSE. Through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference.

This policy was produced in consultation with our staff, board of governors, pupils and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It also has due regard for the DfE's (Department for Education) statutory Relationships Education, Relationships and Sex Education and Health Education guidance and other relevant guidance.

We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our pupils.

This policy should be read in conjunction with the following policies:

- Anti-Bullying Policy, Behaviour Policy, Child Protection and Safeguarding Policy (all available via the school website)
- Science Curriculum Policy, E-Safety Policy, Social Networking Policy, Acceptable User Policy, ODST Confidentiality Policy (available on Y-Drive or by request from the school).

Equality, inclusion and social justice

'Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls; and provide an environment which challenges perceived limits on pupils

based on their gender or any other characteristic, including through these subjects and as part of a whole school approach.'

(DfE Guidance, p14)

RSE is a key vehicle for promoting equality, inclusion and social justice. Our RSE is designed to promote gender equality through challenging gender stereotypes, sexism and sexual harassment in school. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.

We are also committed to RSE that makes every pupil feel valued and included and is relevant to them. This means we are committed to LGBT+ ¹ inclusion and SEND² inclusion and are mindful of the SEND Code of Practice 2014 when planning for this subject.

We will also ensure that we consider the religious and cultural background of all pupils when teaching RSE.

Inclusive RSE at Leafield C of E Primary School will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

Definition of relationships and sex education

'The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships.'

(DfE Guidance, p25)

At Leafield C of E Primary School, we use a gender equity and human rights framework for RSE. We take a positive, inclusive and affirmative approach that accepts children's and young people's experiences and enables them to be explored sensitively.

To meet the aims outlined in the DfE Relationships Education, RSE and Health Education Guidance, we will equip our pupils to build positive relationships online and offline. We seek to ensure our curriculum gives pupils the knowledge, skills, attitudes and values that will help them to:

- value their health, wellbeing and dignity
- build self-esteem and self-worth
- accept and value their personal identity and the personal identities of others
- understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.

High quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity.

¹ LGBT+ refers to people who identify as lesbian, gay, bisexual, or transgender, and to people with gender expressions outside traditional norms, including nonbinary, intersex and those questioning their gender identity or sexual orientation.

² SEND stands for Special Educational Needs and Disability.

Evidence shows³ that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

Subject content

At Leaffield C of E Primary School, we teach to the learning objectives and content outlined in the DfE Relationships Education, RSE and Health Education Guidance. (See Appendix 1). All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.

Subject delivery

‘Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons.’

(DfE Guidance, p8)

RSE will be delivered at Leaffield C of E Primary as part of our Personal, Social, Health and Economic (PSHE) education curriculum, which has planned, timetabled lessons across all key stages, using a spiral curriculum approach (a course of study in which pupils will see the same topics throughout their school career, with each encounter increasing in complexity and reinforcing previous learning). We will use the ‘Jigsaw’ scheme of work and a range of other resources detailed at Appendix 2.

The PSHE & RSE subject coordinators will work closely with colleagues in related curriculum areas (e.g. Science, Computing and PE) to ensure a holistic and joined up approach to what is taught in RSE.

We also supplement learning using a whole school approach and utilising time outside of the classroom. For example, through school assemblies, Art and Drama, school celebrations or events, celebrating national initiatives such as Black History Month, International Women’s Day & LGBT History Month.

We also use external agencies, where appropriate, to deliver aspects of Relationships and Sex Education (see ‘Working with visitors and external agencies’ section below).

The programme will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (e.g. for external body parts). School staff will not express or be expected to express their personal views or beliefs when delivering the programme.

All staff who have responsibility for delivering RSE will undergo training on a regular basis to ensure they are up-to-date with the RSE policy and curriculum requirements regarding RSE.

In addition to ongoing training, CPD will also be scheduled in response to updates to our RSE scheme of work and any new development in terms of course content.

³ <https://www.sexeducationforum.org.uk/resources/evidence/sre-evidence> - Briefing which aims to provide an accessible and accurate summary of the research evidence relating to relationships and sex education (RSE), particularly the contribution of RSE to behaviour change. It includes findings about RSE from the third British National Survey of Sexual Attitudes and Lifestyles (Natsal).

Monitoring and Evaluation

'Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas.'

(DfE Guidance, p43)

We regularly monitor and evaluate our RSE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of pupil need.

This policy will be reviewed by the school's leadership team in conjunction with the whole staff and Governors on a regular basis. If changes are needed, members of staff, parents/carers and pupils will be consulted, and any amendments clearly communicated.

The School's Leadership Team monitors and evaluates the implementation of the programme and pupil's knowledge and understanding through:

- Pupil Voice (e.g. using pupil interviews, questionnaires/ surveys, focus groups or using pupil question boxes);
- Evidence from lesson observations / Teacher evaluation of lessons and the overall RSE programme;
- Looking at samples of pupils' work;
- Analysis of behaviour incident records (e.g. prejudicial bullying);
- Analysing pupil engagement in lessons;
- Observations of circle-time sessions where issues relating to relationships would typically be covered;
- Observations of sex education lessons where subject matter is taught discretely.

Pupil voice

'Listening and responding to the views of young people will strengthen the policy, ensuring that it meets the needs of all pupils'

(DfE Guidance, p12)

Pupil voice is central to the culture and ethos of our school. We use pupil voice to evaluate how relevant and engaging RSE is to children's lives.

Throughout our RSE scheme of work, we embed pupil voice practices to enable pupils to express their views on the range of topics and issues that RSE covers, and to ensure that they listen to other opinions and evidence; reflect on their own perspectives and take a broader view.

We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed appropriately and without delay. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

Answering pupil questions

'The school's policy should cover how the school handles [difficult] questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.'

(DfE Guidance, p23)

RSE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others.

To ensure pupils have every opportunity to ask any question they might have and to avoid loss of dignity for all, school staff may offer pupils the chance to contribute questions anonymously in advance of specific lessons (e.g. on puberty). This will enable staff to research questions and respond with factually accurate information.

As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class. If school staff do not feel in position to immediately address questions, they may defer a question and seek more information before responding to pupils.

Questions will always be answered in an age and developmentally-appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons. If school staff have concerns about pupil contributions or questions, they will inform parents/carers as appropriate.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their pupils that could make either party vulnerable.

An open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older pupils. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they can discuss issues openly with trained professionals and in a safe environment.

Working with parents/carers

‘All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when.’
(DfE Guidance, p17)

‘All schools must have in place a written policy for [...] RSE. Schools must consult parents in developing and reviewing their policy.’
(DfE Guidance, p11)

Successful teaching of RSE involves parents/ carers and schools working together. We also believe that parents/ carers can play an important role in the RSE of their children through exploring discussions at home that have taken place in school.

Our RSE policy has been developed through consulting parents and carers.

In addition, we also have regular opportunities for parents/carers to feedback to school through our parent/carer surveys. If parents/carers have any concerns or special circumstances that the school should be aware of, or would like any further information about the curriculum, we can designate a time for them to come into school and address any issues. We may share examples of key resources we use with parents/carers to reassure them of the content and to enable them to continue the conversations started

in class at home. If parents/carers wish to view resources, this can be arranged via the school office. An example of letter send home to parents in Year 5 and Year 6 can be found at Appendix 3.

Parental right to request their child be excused from sex education⁴

‘All schools should work closely with parents [...] and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.’

(DfE Guidance, p17)

As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE.

Parents/carers do not have a right to withdraw their child from Relationships Education.

Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum.

Parents do not have the right to withdraw their child from Health Education.

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the headteacher to discuss their concerns. The headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum.

If parents/carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this.

We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

Working with visitors and external agencies

‘Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people [...] It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy.’

(DfE Guidance, p18)

⁴ The information above is based on the Relationships, RSE and Health Education guidance that becomes statutory from September 2020. Up until September 2020, the parental right to withdraw remains the same under existing legislation and Sex and Relationships Education Guidance (2000). This means that parents will have a right to withdraw from some or all of sex education lessons in primary schools. For secondary schools, a parent can withdraw their child from some or all of sex education. A head teacher cannot overrule a request for withdrawal. This includes children above the age of 16. For more information please see: [gov.uk/government/publications/sex-and-relationship-education](https://www.gov.uk/government/publications/sex-and-relationship-education)

From time-to-time Leaffield C of E Primary School may invite external experts and visitors to deliver parts of our RSE scheme of work.

External visitors will be selected in order to enrich and supplement our RSE by bringing particular skills, methods and expertise to the classroom and the whole school. External visitors may include: representatives from the school nurse service, local GPs & visitors from regional or national organisations such as the NSPCC.

A teacher will always be present throughout these lessons to build on the pupil's learning after the session/s as well as answer any questions the pupils may subsequently have.

Any external visitor will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy.

We will also ensure that:

- There is appropriate planning, preparatory and follow up work for the session
- The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics. They will also be made aware of any specific issues relating to child protection.

Safeguarding and child protection

'At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education [...] Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports.'

(DfE Guidance, p42)

Leaffield C of E Primary School, acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education (September 2020).

RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse or have experienced abuse.

We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.

In the event of a child disclosing something of concern we would follow our procedures as laid down in our safeguarding and child-protection policy – typically this would be:

- Having a conversation with the child to ascertain further details – making careful notes but always remembering to follow the three R's (Recognise, Record & Report);
- Speaking to the designated lead for safeguarding or one of the two deputies;
- Recording the concern using our online system of recording (including actions take) – MyConcern;
- If necessary, carrying out a no names consultation through the LCSS;
- If necessary, escalating the concern to the Multi Agency Support Hub (MASH);

- Contacting the police if you believe the child is in immediate danger.

We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

While Leaffield C of E Primary School wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy.

At Leaffield C of E Primary School, we do this by using a number of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all.

Once ground rules have been set, we will check they are in place throughout the scheme of work and actively referred to. Through the use of ground rules and other approaches, such as distancing techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.

Statement by the Governing Body/Trust

The Governing Body of Leaffield C of E Primary School adopted this policy in May 2021.

It will review the policy on or no later than May 2023.

In adopting this policy, the Governing Body of Leaffield C of E Primary School recognises its responsibility for ensuring the policy is implemented effectively, including that the subjects are resourced, staffed and timetabled in a way that ensures that the school fulfils its legal obligations.

Relationships education expectations

By the end of primary, pupils will need to know:

Families and people who care for the pupil

- 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 characterized by love and care
- that stable, caring relationships, which may be different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage (available to both opposite and same sex couples) and civil partnerships represent a formal and legally recognized commitment of two people to each other which is intended to be lifelong
- how to recognize if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

- 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

- the importance of respecting others, even when they're very different (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 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 (primary 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

- that people sometimes behave differently online, including by pretending to be someone they're 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

- what sort 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's 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) who 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're 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)

Health education expectations

By the end of primary, pupils will need to know:

Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- 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
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they're feeling and how they're behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it's common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Internal safety and harms

- that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behavior online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they're worried about their health

Healthy eating

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

- how to recognise early signs of physical illness, such as weight loss or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer

- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular checks up at the dentist
- about personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing
- the facts and science relating to immunisation and vaccination

Basic first aid

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first aid, for example dealing with common injuries, including head injuries

Changing adolescent bodies

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

Sex education expectations

The DfE recommends that it should:

- make sure boys and girls are prepared for the changes that adolescence brings
- draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born

Appendix 2

Additional Resources Available in School:

- What's Happening to Me? (Susan Meredith)
- How to Cope – *The Life Changes Handbook* (Anita Naik)
- 101 Things to Do Before Secondary School (Louise Spilsbury)
- William's Doll (Charlotte Zolotow)
- The Life of Stephen Lawrence (Verna Alletttte Wilkins)
- 10,000 Dresses (Marcus Ewert)
- Picnic in The Park (Joe Griffiths & Tony Pilgrim)
- My Princess Boy (Cheryl Kilod avis)
- Friendship & Other Weapons – *Group Activities to Help Young Girls Cope with Bullying* (Signe Whitson)
- The Crocodile Who Didn't Like Water (Gemma Merino)
- Donovan's Big Day (Leslea Newman)
- ...and Tango Makes Three (Justin Richardson & Peter Parnell)
- This is Our House (Michael Rosen & Bob Graham)
- Mummy Never Told me (Babatte Cole)
- The Artist Who Painted a Blue Horse (Eric Carle)
- King & King (Linda de Haan & Stern Nijland)
- What Makes a Baby – *A Book For Every Kind of Family & Every Kind of Kid-* (Cory Silverberg)
- The Period Book – *Everything You Don't Want to Ask but Need to Know* – (Karen Gravelle)
- The 'What's Happening to My Body?' Book for Boys. (Lynda Madaras)
- The 'What's Happening to My Body?' Book for Girls. (Lynda Madaras)
- Usborne – Growing Up for Girls (Felicity Brooks)

Dear Parents and Carers

Re: Relationships and Sex Education (RSE)

As part of our PSHE (Personal, Social and Health Education) programme for Year 5 and Year 6, we will have invited in a Relationships, Sex and Health Education specialist, xxxxxxx to deliver 2 RSE lessons after half term. xxxxxx Class Teacher will of course be present throughout all of the sessions. The following topics will be covered:

- Understanding the physical and emotional changes in puberty (including menstruation).
- How to look after myself physically and emotionally during this stage.
- Understanding the correct terms for male and female genitalia.
- Understanding sexual intercourse as a means to conceive, and other ways to have a baby.
- How a baby is born and what it needs to thrive.

As stated in the Department for Education's statutory guidance¹, all pupils should know:

- *Key facts about puberty and the changing adolescent body, particularly from age 9 to age 11, including physical and emotional changes.*
- *About menstrual wellbeing including the key facts about the menstrual cycle.*

With some girls starting menstruation as early as 8 years old, it is important that pupils understand what is happening to their bodies and how to ask for help and support in and out of school. During the lessons, all pupils will be able to ask questions, which will be answered factually and in an age appropriate manner. Each pupil's privacy will be respected, and no one will be asked to reveal personal information.

Whilst Sex Education remains non-compulsory, it is highly recommended by the DfE that all children are '*are prepared for the changes that adolescence brings and...how a baby is conceived and born.*' Our RSE specialist will be teaching conception and reproduction in a way that is age appropriate and develops their understanding of the life cycle and why puberty occurs.

Parents can withdraw their children from the lessons on conception and reproduction if they wish to do so. However, we believe that it is important that all pupils have a place to discuss pressures, check facts and dispel myths. Even if a child is withdrawn, many pupils will discuss such issues with each other outside the classroom – so, rather than hear about the content second-hand, we hope all children will have the opportunity to take part in these carefully planned lessons.

Parents are the most important educators of children in personal issues and many welcome the support that school can offer to supplement their home teaching. You may find that your child starts asking questions about the topic at home, or you might want to take the opportunity to talk to your child about issues before the work is covered in school. If you have any queries about the content of the programme or resources used, please do not hesitate in contacting us.

Yours sincerely

Headteacher

¹ <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>