



'We can and we will'

GLEBE PRIMARY SCHOOL

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Dear Parents/Carers

New Relationship and Sex Education (RSE) Curriculum

You may remember I wrote to you some time ago about the changes the Department for Education have made to the Personal, Social and Health Education (PSHE) curriculum we teach in schools.

I am highly conscious of the fact that I have inundated you with information recently. However, part of rolling out this new curriculum involves sharing with families what we will deliver and in which year groups and then seeking your views.

The DfE have outlined what their expectations are for what the children will need to know by the end of their primary school education in terms of relationship and sex education.

Families and people who care for me

- 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 other people's 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

- 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, honesty, trust and trustworthiness, loyalty, kindness, generosity, 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 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 cyber-bullying), 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

- 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 (even when we're 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've never met
- How information and data is shared and used online

Being safe

- 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'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/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't 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 they need to do so
- Where to get advice (e.g. family, school, other sources)

As you will see, some of the expectations can be taught through subjects other than PSHE, including ICT/Computing and Science. For example, children are expected to know and use the correct terms for their body parts and genitalia from early on so they do not have to be re-taught the correct vocabulary at a later stage. This will be taught in Year 1 as part of their science topic of 'Our Bodies'. Knowing and using the correct scientific terms of body parts, particularly genitalia, is important in safeguarding terms so that a child can disclose, if necessary, what is happening to them. If euphemisms are used, these can be confusing and may lead to potential child protection issues being missed. Groups such as the NSPCC are in full support of this addition to the curriculum.

We have devised an overview of what elements will be taught and in which year groups and have included key words and vocabulary that will be taught alongside these topics for your reference. We will also be using age-appropriate story books to help with certain themes, for example families that may be different to their own; this could include blended families, single parent families, bi-racial families or families with parents of the same gender. The children will be explicitly taught that love and care is at the centre of any happy family. All resources we have used are approved by the Personal, Social and Health Education Association as well as the DfE; we are not using any materials from controversial groups.

Pre-Covid, we were aiming to hold Parent Information workshops so those of you who wished to could come and share your thoughts and peruse the story books. Unfortunately, we cannot do this under current restrictions but we have uploaded examples of the books we will be using with the children and I urge you to visit the website to peruse these.

Once you have read the enclosed policy, the overview of our programme of study including the associated vocabulary and have read through the books we have uploaded onto the website, if you wish to comment or ask a question you may submit this via email with the subject heading: RSE Curriculum Feedback.

The deadline for email feedback is **Monday 23rd November**.

In addition to this option, we would like to develop a parent working party to meet with key members of school staff to share views and thoughts and help to devise a Frequently Asked Questions document to help all parents get a clear idea of Glebe Primary School's RSE curriculum. If you wish to be involved in this group, please indicate this on the slip below and send it into school with your child who will pass it on to their class teacher. Meetings will be held in school time and on school premises with parents asked to wear a face covering for the duration of the meeting. The meetings will be held in the school hall to enable social distancing and, depending on numbers of parents interested, we may have to have a couple of groups working on this. The deadline for returning this slip is **Wednesday 18th November**.

I do wish to make it clear to all parents that this new curriculum is mandatory for schools and in terms of the relationship aspects, parents cannot alter the learning objectives or request their child be withdrawn from lessons. Parents can still submit in writing if they wish their child to be withdrawn from sex education lessons which applies to children in Years 5 and 6 only.

As with everything we do, the children have been at the centre of our approach to this curriculum and we genuinely believe that these expectations set out by the Department for Education will help develop the children into inclusive and informed young people.

Yours sincerely

Mrs Penney
Head Teacher

I would like to be part of the working party to assist in devising a frequently asked questions document for parents.

- I can attend meetings in the mornings
- I can attend meetings in the afternoons

Please tick which applies to you. If you can make either, please tick both.

Child's Name: _____ Class: _____ Parent's Name: _____

