

23.11.20

RE: RSE CONSULTATION

Dear Parents and Carers,

As a part of your child's education, we promote personal wellbeing and development through a comprehensive Personal, Social, Health Education programme (PSHE). In The Spring Partnership Trust schools this is taught through the Jigsaw scheme. We strongly believe that this is the curriculum subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

PSHE education is taught throughout the school in every year group and is monitored and reviewed regularly. All PSHE teaching takes place in a safe learning environment and is underpinned by our school ethos and values. One of the areas of PSHE is Relationships and Sex Education (RSE), and as you may be aware, the government have made some alterations to how schools are required to deliver RSE lessons, which was due to be implemented from September 2020. Due to Covid-19 this had been postponed to spring 2021.

Teaching about relationships is nothing new for schools – relationships education is covered through PSHE education, an established curriculum subject taught. The statutory changes have been introduced to ensure safe, effective PSHE practice across all schools. Hayes Primary School are proud to already deliver effective, age-appropriate relationships and sex education that meets the needs of all our pupils within an inclusive and supportive learning environment, using non-biased resources. RSE is taught by experienced and skilled teaching staff committed to preparing your child to live and learn safely in the modern world; negotiating the transition into increasing independence with the development of knowledge, values and skills to make positive, healthy and safe choices. Sex education is taught at an age appropriate level.

As part of our review process we are asking for your feedback regarding our new PSHE policy. In addition to the policy being available to view on the website there are also hard copies at the school's reception should you require a printed copy.

Our original plan was to be able to discuss this at a parent forum meeting and to hold an information session in school. However, due to current circumstances and government guidelines for the opening of schools, we ask that you submit any feedback via email, for the attention of Miss Condren.

We would be grateful if you could do this by Monday 7th December 2020. To help you understand the curriculum requirements we need to deliver, please take a look at the summary below of what all pupils are expected to know by the end of primary school.

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)

RSE is delivered as a spiral curriculum that enables pupils to build on their prior learning by revisiting some themes to further develop knowledge, values and skills in an age and stage-appropriate manner. As such, some themes are repeated to enable a deeper exploration of the related issues. Sex education will only be taught at an age appropriate level and parents will get the opportunity to discuss the programme of relationships and sex education with the class teachers prior to it being taught to the children. If you would like to know what your child will be learning in their year group, please see our PSHE overview, included in the attached policy.

Yours sincerely,



Mr Vitarana
Headteacher