Wood End Primary School

Relationships Education Policy

Committee with oversight of this policy	Curriculum & Standards
Policy last reviewed	October 2026
Policy due for review	October 2027

1. Rationale

Definition:

The following policy refers to Relationships and Health Education at Wood End Academy and Wood End Infant School.

We define Relationships and Health Education as learning about caring friendships, families and people who care for me, respectful relationships, online relationships, being safe, growing up and puberty. Sex Education is also covered in Relationships Education and well as aspects of sex education being covered in the National Science Curriculum (see appendix 1). Sex education is defined in this policy preparing boys and girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born.

Relationships and Health Education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships Education is therefore a tool to safeguard children.

Relationships and Health Education contributes to the foundation of Personal, Social, Health Education (PSHE) and Spiritual, Moral, Social and Cultural (SMSC) development and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognizing, accepting and respecting differences.

Aspects of Relationships Education are taught as an integral part of the school's PSHE provision throughout the primary school from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

Relationships Education and Ofsted:

The 2019 Ofsted framework states that pupils should be able to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them. It also states that schools should ensure they are developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.

The 2019 Ofsted framework also states:

'From September 2019, schools are able to follow a new relationships and sex education and health education curriculum. From September 2020, they will be required by law to follow it. Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. In addition, sex education will become mandatory at secondary level. If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development judgement.

Moral and Values Framework:

The Relationships and Health Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and philosophical groups

within the local community. The Relationships and Health Education Policy will be complimentary with the Religious Education Policy of our school.

2. Statutory requirements

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school's advice. The DfE guidance states that schools should pay particular attention to the Public sector equality duty (PSED)

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Wood End Primary School

As a maintained primary school, we must provide Relationships and Health Education to all pupils as per section 34 of the Children and Social work act 2017. We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. Our school also delivers sex education as part of Relationships and Helath Education. Parents can withdraw from sex education lessons (see section 8).

In teaching Relationships and Health Education, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Wood End Academy and Wood End Infants we teach Relationships Health Education as set out in this policy.

3. Policy development

The DfE guidance states that schools must consult* (please see guidance on page 2 regarding the use of the word consult) with parents when making changes to your Relationships and Health Education policy and it is good practice to consult with staff and pupils too. The text below is an example of how schools may do this. You'll need to adapt this section to reflect your own policy development process.

It is important that your Relationships and Health Education policy is formulated in consultation with your school community: You may need to reflect on the questions below and include aspects of these in this section.

- Who was in your working party? (Pupils/Parents/Staff/Governors/SLT?)
- What process/action plan was used? (you may choose to use the process outlined below)
- How was the policy developed? (you may choose to use the process outlined below)
- What issues were taken into account when formulating your policy? (national/local guidance)
- How will you consult pupils? Parents? Staff? (you may choose to use the process outlined below)

This policy has been developed in consultation with staff, governors and parents. The steps taken to review the policy are as follows:

The Department for Education and Ofsted have clearly outlined aspects of Relationships and Health Education that are statutory in all primary schools, therefore some recommendations or comments made during the consultation process may not be reflected in the final policy as our school has to ensure we are meeting statutory guidelines.

1. **Review** – a member of school staff/members of the Relationships and Health Education working party looked through the existing Relationships Health Education policy as well as local and national guidance for Relationships Education. The working party then reviewed the Relationships and Health Education policy reflecting any advice and changes at local and national level.
2. **Staff consultation** – Staff were consulted via an online RSE staff survey. The results of this survey informed the policy development and also informed additional support needed to enhance the delivery of RSE. Staff were also consulted via a staff meeting. All staff were sent the draft policy in advance of the staff meeting and were then invited to comment on the policy and make suggestions/amendments.
3. **Parent consultation** Parents were consulted via an online parents survey. The results of this survey informed the policy development and also identified additional work that was needed with parents to raise their awareness and knowledge of RSE in Wood End Academy and Wood End Infant school. Parents were also consulted via a parent coffee morning. Parents were given the opportunity to look through the policy and offer comments/suggestions.
4. **Pupil consultation** – We consulted with pupils via the 2019 Health Related Behaviour Survey. The results of this survey were then used to inform the policy and inform the delivery of RSE in our school.
5. **Governor consultation** - Governors were consulted on this policy via a governor meeting. All governors were sent the draft policy in advance of the staff meeting and were then invited to comment on the policy and make suggestions/amendments.
6. **Ratification** – once amendments were made, the policy was shared with governors and ratified. The policy was then ratified by the governing body in November 2020.

This policy will be reviewed every two years. This policy will next be reviewed in **January 2024.**

4. Aim and objectives

The aim of this policy is to enable the effective planning, delivery and assessment of Relationships and Health Education.

The aims of Relationships and Health Education at our school is to:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Be prepared for puberty and understand the basic changes that happen during puberty;
- Understand how to keep their bodies healthy and clean;
- Understand how to keep themselves and their bodies safe;

- Help pupils develop feeling of self-respect, confidence and empathy;
- Help pupils recognise healthy friendships;
- Provide a framework in which sensitive discussions can take place;
- Foster respect for the views of other people

You may also want to outline how relationships and Health Education relates to you school's ethos and values.

5. Equal Opportunities

Wood End Academy and Wood End Infant School believes that Relationships and Health Education should meet the needs of all pupils. Our school is committed to the provision of Relationships Education to all pupils and the differing needs of boys and girls. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of Relationships Education. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support.

The planning and organising of teaching strategies will be consistently reviewed e.g. through lesson observations to ensure that no pupil is disadvantaged.

You may wish to include more details on some of the following:

Preparation for puberty:

- The timing of the programme takes into consideration the specific needs of individuals/groups of children.

Support for boys & girls:

- Certain topics e.g. menstruation, masturbation and wet dreams take place in same gender classes in Year 6 summer term.

SEN

- How are the needs of children with special educational needs, physical disabilities and learning difficulties met?
- How does the school work in partnership with any health staff, parents and carers?
- What are appropriate methods of teaching?
- How are pupils referred to specialist support?

Provision for pupils who are looked after:

- How does the school work in partnership with carers and other professionals e.g. social workers?
- How are pupils referred to specialist support?

6. Delivery of RSE: Content, delivery and training

Relationships Education is taught within the personal, social, health and economic (PSHE) education curriculum. Our school uses the Ealing PSHE scheme of work to deliver PSHE and Relationships Education. Biological aspects of Relationships Education are taught within the science curriculum, and other aspects are also included in health education. A break down of what is covered in Science, Health Education and Relationships Education can be found in appendix 1.

The main aspects of Relationships Education are covered in the Summer Term as part of PSHE (See appendix 2) however many aspects of keeping safe, good and bad touch, healthy friendships, online

safety, peer pressure, saying no, the PANTS rule, families and people who care for me are taught throughout the school year to ensure a consistent spiraling approach to keeping safe.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The above points are covered in an age appropriate way from EYFS to Year 6 (see appendix 2 for more detail). These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The changing adolescent body (puberty) is covered in years 4, 5 and 6. It is covered at this age to ensure children are prepared for the emotional and physical changes that will happen during puberty. Puberty is part of the statutory Health Education curriculum (see appendix 1).

Sex education is covered in year 6 only. In these lessons will focus on preparing boys and girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born. Add/delete information about any sex education you provide that is in addition to what's covered in the science curriculum.

For more information about our Relationships Education curriculum, see appendix 2 and 3. Appendix 2 outlines the learning objectives for Relationships Education and appendix 3 outlines the vocabulary our school uses during these lessons.

If your school uses the FGM lessons from the Ealing PSHE scheme of work, please include the following statement:

As part of the PSHE curriculum our school delivered lessons on Female Genital Mutilation (FGM) to pupils in year 6. These lessons are designed to raise pupil's awareness of appropriate and inappropriate touch, including FGM. For more information on the content of these lesson, please speak to **Mrs G Dayal**.

Delivery:

Relationships Education will usually be delivered by a member of school staff, usually the child's class teacher. If an external visitor is delivering all or aspects of Relationships Education, parents will be informed.

Relationships Education is usually delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

Relationships Education will be assessed as part of the wider PSHE curriculum.

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. 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 a different opinion.

Both formal and informal RSE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Lead if they are concerned.

The following are protocols teachers follow for discussion ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
    - The appropriate person to answer that question is your parent
    - The question can be discussed one to one after class
    - The topic will be covered at a later stage in their Relationships Education

Mrs C Cox is the members of staff who monitor the implementation of Relationships Education, this monitoring is done through book scrutiny, lesson observations, pupil conferencing sessions and staff focus groups.
Relationships Education is assessed and evaluated by using the Ealing PSHE scheme of work.

Training:

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses or the health improvement team, to provide support and training to staff teaching RSE.

7. Child protection

There may be rare occasions when a teacher is directly approached by a primary aged child who is sexually active, contemplating sexual activity and/or is being sexually abused. With respect to child abuse and protection procedures, staff will follow the school's child protection policy.

Staff will also be referred to the:

DfE's 2020 document on 'Keeping children safe in education'- statutory guidance for schools and colleges https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Working together to safeguard children 2018

https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

8. Partnership with Parents

The school views parents as partners in the delivery of Relationships and Health Education. Parents will be informed about the Relationships and Health Education programme at the **start of the academic year**, as part of information provided on what their children will be learning.

The school will liaise with parents through (delete as appropriate):

- RSE workshops
- Newsletters
- School website
- Letter (Appendix 4)

The school encourages parents to discuss Relationships Education with the headteacher, PSHE lead or the child's class teacher and are invited to view materials. This policy will be available on the school website for parents.

Right to withdraw

Parents do not have the right to withdraw their children from statutory Relationships and Health Education lessons (see outline of Relationships and Health education in appendix 1). Parents also cannot withdraw their children from the statutory National Science Curriculum (see appendix 1)

9. Roles and responsibilities

The governing board
The governing board will approve the Relationships Education policy and hold the headteacher to account for its implementation.

The headteacher
The headteacher is responsible for ensuring that Relationships Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of Relationships Education (see appendix 1).

Staff
Staff are responsible for:

- Delivering Relationships Education in a sensitive way

- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the headteacher.

Pupils
Pupils are expected to engage fully in Relationships Education and, when discussing issues related to Relationships Education, treat others with respect and sensitivity.

Signatures:

W Stainbank Headteacher	C Jones Chair of Governors	M Jeatt Chair of Governors	C Cox PSHE Co-Ordinator

APPENDIX 1: Curriculum coverage – science, relationships education and health education

Relationships Education *Statutory*	**Sex Education** *Non statutory (year 6 only)*	**Science** *Statutory*	**Health education** *Statutory*
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 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.	o questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. o questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. o Sexual reproduction in humans o Reproductive cycle in humans	Key Stage 1: o identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. o notice that animals, including humans, have offspring which grow into adults Key Stage 2: o describe the changes as humans develop to old age o recognise that living things produce offspring of	**Mental wellbeing** ○ that mental wellbeing is a **normal part of daily life**, in the same way as physical health. o 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 are **feeling** and how they are 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 is very important for children to discuss their feelings with an adult and seek support.

○ 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.		the same kind, but normally offspring vary and are not identical to their parents	○ 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 are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). o **it is 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.
Caring friendships ○ how important friendships are in **making us feel happy and secure**, and **how people choose and make friend**s. ○ 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.			**Internet 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 behaviour online** and the importance of keeping personal information private. ○ why social media, some computer games and online gaming, for example, **are age restricted**.

○ 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.			○ 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.
Respectful relationships ○ **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.**			**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 suppor**t including which adults to speak to in school if they are worried about their health.

• 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 ○ that people sometimes **behave differently online**, including by pretending to be someone they are not. ○ that the **same principles apply to online relationships**			**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.**

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.			○ 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).
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 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**			**Drugs, alcohol and tobacco** ○ the facts **about legal and illegal harmful** substances and associated risks, including **smoking**, **alcohol use and drug-taking**.

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. **o** **where to get advice** e.g. family, school and/or other sources.			
			o 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 check-ups at the dentist. ○ about **personal hygiene and germs** including bacteria, viruses, how they are spread and treated, and the importance of handwashing. ○ the facts and science relating to **allergies, 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 body ○ key facts about **puberty and the changing adolescent body**, particularly from age 9 through to age 11, including **physical and emotional changes.** ○ about **menstrual wellbein**g including the key facts about the **menstrual cycle**.

APPENDIX 2: Relationships Education learning objectives (taken from the wider Ealing PSHE scheme of work)

Year group	Learning objectives for Relationships Education lessons
Nursery	o To consider the routines and patterns of a typical day o To explain how to keep myself clean and healthy and explain why it is important o To identify the people in my family and explain where I can get help
Reception	o To consider the routines and patterns of a typical day o To explain how to keep myself clean and healthy and explain why it is important o To identify the people in my family and explain where I can get help
Year 1	o To understand how to keep myself clean and healthy and explain why it is important o To understand how I have grown and changed since birth o To identify the people in my family, while recognising that not all families look like mine o To explain where I can get help and support.
Year 2	o To explore stereotypes o To explain personal boundaries o To understand how boys and girls are different and to name boy and girl body parts o To understand the stages in the human lifecycle o To identify the people in my family, while recognizing that not all families look like mine o To explain where I can get help and support.
Year 3	o To understand how boys and girls are different and to name boy and girl body parts o To explain personal boundaries o To identify the people in my family, while recognizing that not all families look like mine o To explain where I can get help and support o To understand good friendships
Year 4	o To identify the people in my family, while recognizing that not all families look like mine o To explain where I can get help and support o To understand basic facts about puberty o To begin to understand menstruation o To understand good friendships
Year 5	o To explore the emotional and physical changes that occur during puberty o To understand male and female puberty changes o To explore the impact of puberty on the body and the importance of physical hygiene o To explore ways to get support during puberty o To understand what makes a family and who to turn to for help and support

Year 6	o To recap the male and female changes that happen during puberty o To understand what makes a family and who to turn to for help and support o To explore positive and negative ways of communicating in relationships o To understand healthy relationships o The understand the human reproductive system ***(parents can withdraw children from this lesson. See section 8)***

APPENDIX 3: Relationships Education vocabulary

Below is a list of vocabulary from Relationships Education lessons. Vocabulary from each year group is carried forward to the next year group (e.g. year 3 vocabulary will be revisited in year 4).

Year group	Vocabulary
Nursery	o Routine o Clean o Healthy o Washing o Family o Help o Support
Reception	o Routine o Clean o Healthy o Washing o Family o Help o Support
Year 1	o Clean o Hygiene o Healthy o Family o Grown o Changed
Year 2	o Different o Similar o Penis o Vagina o Stereotype o Private o Boundaries o Girl o Boy o Male o Female o Baby o Adult o Toddler o Child o Elder
Year 3	o Differences

	o Personal space o Personal boundaries o Good friendships o Peer pressure o Unhealthy friendships
Year 4	o Body change o Puberty o Testicles o Nipple o Pubic hair o Breast o Menstruation o Period o Fallopian tube o Womb o Egg o Sanitary products
Year 5	o Physical changes o Emotional changes o Body changes o Voice deepens o Body hair
Year 6	o Relationship o Positive and negative relationship o Personal information o Communication o Wet dream o Erection **Sexual intercourse lesson (parents can withdraw from this lesson:** o Sexual intercourse o Sperm o Egg o Fertilized o Embryo o embedded o Pregnancy o Birth

APPENDIX 4: Sample letters for PARENTS (please amend appropriately for your school)

Sample letter 1 (please amend appropriately for your school)

Dear Parents and Carers,

Re: Relationships Education – parent workshop.

As you will be aware Relationships Education forms an important part of the Personal, Social, Health and Economic (PSHE) education programme. Relationships Education is also essential in supporting schools to meet their safeguarding duty. This year, teachers will be using a wide range of child friendly resources to deliver Relationships Education to children during the summer term

We will be running an information session for all parents and carers on DATE, TIME, VENUE. During this session, we will explain the topics covered as part of Relationships Education in our school.

If you would like at attend this session, please complete the slip below and return to your child's class teacher as soon as possible.

Thank you for your co-operation.

_____

NAME AND JOB TITLE

Child's name: _____

Class: _____

I am/ am not able to attend the RSE information session on DATE, TIME, VENUE. (Please delete as appropriate).

Signature: _____

Date: _____

Sample letter 2 (please amend appropriately for your school)

Dear Parent/Carer

Relationships and Sex Education (RSE)

As part of our school's Personal, Social, Health and Economic (PSHE) Education programme, and in line with London Borough of Ealing's recommended scheme of work for PSHE Education, children from Reception to Year 6 will take part in RSE lessons in the Summer term. These lessons have been carefully planned to be relevant and appropriate to each year group. For these lessons, we will be using the same resources and lesson content as we have done for the last number of years.

Nowadays, there is a vast amount of information about relationships on the internet, on TV, in magazines, to which children and young people are exposed. If children are provided with timely and age-appropriate information about their bodies and relationships, they can make their transition into adolescence and adulthood with the confidence and knowledge to understand what is happening to them. They will also have the best chances of growing into confident and healthy adults able to make positive choices.

In February 2019, the Department for Education released new draft guidance for Relationships Education. This new guidance will come effect from September 2020.

For the past two years, we have been using the Ealing PSHE scheme of work to deliver RSE lessons. This is a comprehensive scheme of work, which already meets much of the new guidance. We will continue to use these lesson plans this year and will not be changing any of the lesson content.

To prepare for the new guidance, we will be developing a new Relationships and Health Education (Primary) Relationships and Sex Education and Health Education (high school) policy to ensure it meets the statutory requirements. This policy development will be done in discussion with parents. To prepare for the new guidance we may also need to amend aspects of our current provision. Any changes that will be made to our curriculum will be done in discussion with parents, any changes made to our policy or curriculum will not come into effect until September 2020. We envisage making few changes to our current provision, but some aspects of our curriculum may need updating. At X Primary school, we will engage with parents in the following ways:

PLEASE INSERT HOW YOU PLAN TO ENGAGE PARENTS:

If you have any questions about Relationships Education, please arrange a meeting with XXXX.

Thank you for your continued cooperation and support.