



# Goldenhill Primary Academy



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*"Everyone shines at Goldenhill"*

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Dear parents/carers,

The Department for Education announced changes to Relationships and Sex education (RSE) over the past year that came into force in September 2020. We therefore have recently sent out a parent survey with regards to the RSE curriculum. Thank you for the responses collected. From the survey it was clear to see that some parents would like some more information with regards to what their child is being taught in the RSE curriculum.

Unfortunately due to these unprecedented times we are unable to hold a face to face group meeting with parents to discuss the policy, however this letter includes information on what our RSE curriculum teaches and the changes we have made although this information can also be found on the school website.

We have consulted with staff and governors on how we can make sure that our updated RSE curriculum meets the new requirements as well as the needs of our pupils. We have also updated our academy website where you will find:

- RSE Policy
- Removal of child from Sex Education lessons request letter

We have worked hard to make sure that our new curriculum reflects:

- Our pupils' age and maturity levels, as well as their cultural and religious backgrounds
- The values of our school community
- Every pupil's learning needs
- What pupils need to know to be healthy and safe in school, in their personal relationships and in the wider, ever changing world

To be clear, where parents once had the choice to remove their child from all RSE lessons each year, the vast majority of what is now required of schools is **statutory** and must be taught to all pupils. You cannot withdraw your child from Relationships and Health Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships which will be covered through our Persona, Social, Health Education (PSHE) and Science curriculum. This will include:



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

Please see the end of the newsletter for a more detailed coverage of what each of these areas contain.

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

However, the school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At Goldenhill Primary Academy, we have chosen not to teach pupils sex education beyond what is required of the science curriculum.

We have tailored our PSHE (Jigsaw) curriculum to meet the needs of the children that attend Goldenhill Primary. The Changing Me unit will be happening throughout Summer 2 in our PSHE sessions (1 hour weekly). For more information for your child's year group, see the end of the letter

We have now updated our RSE policy to include our proposed new curriculum, this can be found on the academy website alongside all our other policies.

We would like your feedback on the proposed curriculum, and the wider policy, as RSE is an aspect of PSHE.

The policy has been uploaded on to the school website under the policy section. Parents/carers are advised to read the policy and submit any questions to the school email address or by filling out the feedback form below.

Kind regards,

Mr S Martin

Headteacher



# Relationships education overview taken from the national curriculum

## (statutory)

### Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them 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

By the end of primary school, pupils will 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, but 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.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

## Respectful relationships

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

## Online relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

## Being safe

By the end of primary school, pupils will 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.
- 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, 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 and 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 seek advice, for example, from their family, their school and other sources.



RSE lessons taught via Jigsaw:

<b>Year Group</b>	<b>Piece Number and Name</b>	<b>Learning Intentions 'Pupils will be able to...'</b>
<b>FS1/2</b>	Piece 3 Growing Up	-Seek out others to share experiences. Show affection and concern for people who are special to them. -Explain own knowledge and understanding, and ask appropriate questions of others. Show sensitivity to others' needs and feelings.
<b>Y1</b>	Piece 4 Boys and Girls Bodies	-Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina. -Respect my body and understand which parts are private.
<b>Y2</b>	Piece 4 Boys and Girls Bodies	-Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. -Tell you what I like/don't like about being a boy/girl.
<b>Y3</b>	Piece 1 How Babies Grow	-Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.

	<p>Piece 2 Babies</p> <p>Piece 3 Outside Body Changes</p>	<p>-Express how I feel when I see babies or baby animals.</p> <p>-Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow.</p> <p>-Express how I might feel if I had a new baby in my family.</p> <p>-Identify how boys' and girls' bodies change on the outside during this growing up process.</p> <p>-Recognise how I feel about these changes happening to me and know how to cope with those feelings.</p>
<b>Y4</b>	Piece 2 Having A Baby	<p>-Correctly label the internal and external parts of male and female bodies</p> <p>-Understand that having a baby is a personal choice and express how I feel about having children when I am an adult.</p>
<b>Y5</b>	Piece 2 Puberty for Girls	<p>-Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally.</p> <p>-Understand that puberty is a natural process that happens to everybody and that it will be OK for me.</p>

	<p>Piece 3 Puberty for Boys and Girls</p>	<p>-Describe how boys' and girls' bodies change during puberty. -Express how I feel about the changes that will happen to me during puberty.</p>
<b>Y6</b>	<p>Piece 2 Puberty</p> <p>Piece 3 Girl Talk/Boy Talk</p> <p>Piece 5 Attraction</p>	<p>-Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally. -Express how I feel about the changes that will happen to me during puberty.</p> <p>-Ask the questions I need answered about changes during puberty. -Reflect on how I feel about asking the questions and about the answers I receive.</p> <p>-Understand how being physically attracted to someone changes the nature of the relationship. -Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</p>