



'Everyone Successful Everyday'

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Wednesday 22nd November 2023

Dear Parents, Carers, Staff and Governors,

Relationships and Sex Education Policy Consultation (RSE)

At Colton, we already teach Relationships Education as part of our PSHE curriculum and through Circle Time. We teach the children about friendships, tolerance, managing conflict and aspects of physical and mental health. Current regulations and guidance from the Department for Education (DfE) state that **'from September 2020, all schools must deliver high quality Relationships Education. RSE helps create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviours for life.'** We believe RSE needs to start early so that children learn about different kinds of relationships like families and friendships and so they can recognise if other people make them feel uncomfortable or unsafe.

Due to the huge changes in how we access information, children can find out everything online and we need to ensure they receive appropriate, accurate information, in a safe, trusted environment whether that be home or school. By law, we must teach the following aspects of reproduction through our science curriculum and there is no 'right to withdraw' for these lessons.

National Curriculum Science:

Key Stage 1:	Key Stage 2:
<ul style="list-style-type: none">• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense• notice that animals, including humans, have offspring which grow into adults• describe the importance for humans of hygiene	<ul style="list-style-type: none">• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird• describe the life process of reproduction in some plants and animals• describe the changes as humans develop to old age

Statutory aspects of Health Education (which apply to RSE and must be taught)

Health and prevention	<ul style="list-style-type: none">• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
Changing adolescent body	<ul style="list-style-type: none">• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes that take place for boys and girls.• about menstrual wellbeing including the key facts about the menstrual cycle.

The Role of Parents and Carers

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. The school will ensure that parents/carers have every opportunity to understand the purpose and content of Relationships Education and RSE curriculum, know what will be taught and when, and understand they have the right to request that their child is withdrawn from sex education delivered as part of RSE. However, we believe that the presentation of sexual images in social and other media make it important that all young people 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 our carefully planned lessons.

Many children start puberty before they leave primary school. Girls generally start their periods between 9 and 15 and the average age is 11. However, they can start as young as 8 years old – meaning their body could physically have a baby. Boys tend to start puberty between the ages of 10 and 16 with the average age of 12. It is important that all pupils know what to expect before it happens. It is best practice to have some RSE in every year of primary school as it helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions. Lessons and resources are age appropriate and adapted for pupils who have additional needs.

Some of the statutory aspects of Relationships Education (See draft policy for a full list):

Families and people who care for me	<ul style="list-style-type: none">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.
Caring friendships	<ul style="list-style-type: none">the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That friendships are in making us feel happy and securethat healthy friendships are 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	<ul style="list-style-type: none">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.the conventions of courtesy and manners.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.the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<ul style="list-style-type: none">that people sometimes behave differently online, including by 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 including when we are anonymous.the principles for keeping safe online, how to recognise risks, harmful content 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.
Being safe	<ul style="list-style-type: none">what boundaries are appropriate in friendships with peers and others (including in a digital context).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) whom they do not know.how to recognise and report feelings of being unsafe or feeling bad about any adult.where to get advice e.g. family, school and/or other sources.

As a school, we are asking for your thoughts with regard the non-statutory curriculum content.

At our Parents' Evenings, the Relationships and Sex Education Policy, the programme of study and the vocabulary we currently use, will be available for you to read. We want to know which aspects you think are appropriate for our children and why. If you are unable to make this meeting, or had Assess Plan Do Review meeting, you are still welcome to come and have a look. We can also provide a paper copy to read and review if needed.

Thank you in advance for taking the time to consider the changes. Following the consultation, we will review the policy and determine what non-statutory aspects of sex education, if any, are taught. This will then be shared with parents and carers.

Kind regards,

N Hulse

Miss Natalie Hulse
PSHE Leader

C Johnson

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Headteacher

