



14 October 2020

Dear Parents and Carers,

As you may already be aware, Relationships and Sex Education (RSE), will soon be forming part of the National Curriculum. This change began as of September 2020. Due to the disrupted spring and summer term of 2020, we are writing to consult with parents now, with a view to phasing this curriculum in with the full curriculum during spring and summer 2021.

This statutory change means that we'll be reviewing our RSE curriculum and policy so we can be sure our RSE provision is appropriate for our pupils based on their:

- Age
- Physical and emotional maturity
- Religious and cultural backgrounds
- Special educational needs and/or disabilities

We need your feedback to help us do this.

If parents speak openly at home, it is a form of early intervention and on-going prevention – a starting point for safeguarding, improving mental health and strengthening the parent-child connection. As we prepare for the introduction of the new statutory RSE and health education curriculums, supporting parents in their role as their children's primary educators will help school because it:

- Reinforces positive outcomes for RSE and health education at school and furthers the school-home partnership;
- Compliments other areas of the curriculum such as citizenship and media and digital literacy;
- Shores up children's confidence and resilience and emphasizes parents' role as their children's primary educators.

The purpose of the upcoming curriculum is to provide knowledge and understanding of relationships and different types of families. Children will learn about respect for people who are different to them, they will also learn about healthy friendships and valuing individuality and difference. The subject is designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.

At Nanstallon School, we will only be delivering the statutory part of the curriculum, that which relates to relationships. The only learning about sex education will be the statutory part of the science curriculum. This is explained in our policy.

Nanstallon CP School
Nanstallon
Bodmin
PL30 5JZ

Tel: 01208 831 418
Web: www.nanstallonschool.co.uk

Headteacher: Mr B. Stephenson MA (Ed) NPQH

You can access our draft policy on our website (paper copies can be requested from the school office). The policy can be found at this link:

<https://nanstallonschool.co.uk/curriculum/infoandtopics/>

We welcome your views about the policy, which is still in draft form. The teaching staff and I will meet to discuss matters that are raised by our parent community when we come to finalise our policy for the spring term, ready for phased implementation in Spring/Summer 2021. Please share your views using the following link: <https://www.surveymonkey.co.uk/r/7PLRNJQ>

To help you understand the curriculum requirements we need to meet, please take a look at the summary of what all pupils are expected to know by the end of primary school.

Yours faithfully,

A handwritten signature in black ink, appearing to be 'S. Stephenson', is placed on a light grey rectangular background.

Mr Stephenson (Headteacher)

BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about 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 • 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	<ul style="list-style-type: none"> • 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, 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

TOPIC	PUPILS SHOULD KNOW
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 • 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 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	<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 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
Being safe	<ul style="list-style-type: none"> • 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 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 • Where to get advice e.g. family, school and/or other sources

Relationships Education, Health Education, science and sex education work together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong.