



Carlisle Infant School
PSHE (Personal, Social, Health Education),
Relationships and Sex Education Policy
In conjunction with the Jigsaw Scheme of Work.

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| Name of school | Carlisle Infant School |
| Date of policy | May 2023 |
| Member of staff responsible | Stephanie D'Souza/Senior Leadership Team |
| Review date | May 2024 |

This policy is reviewed annually.

PSHE Intent Statement

At Carlisle Infant School we are committed to fostering an enthusiasm for PSHE and Citizenship. Our learning provision is based on the 'Jigsaw Scheme'; bringing together PSHE Education, emotional literacy, social, moral and spiritual development whilst passionately upholding British Values. At the heart of our motivation is enabling pupils to develop an understanding of the dynamically changing world in which we live, being able to managing their lives effectively. Carlisle Infant School pupils are nurtured to develop a positive view of themselves as well as to cultivate the skills necessary to take an active role in their community and become positive global citizens.

Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Government's PSHE education review of PSHE Education (March 2013) stated that the subject would remain non-statutory and that no new programmes of study would be published.

However, the Right Honourable Justine Greening, Secretary of State for Education, announced, on March 1st 2017, that it was her intention to make Relationships Education statutory in Primary schools from September 2020 and that content guidance will be published prior to that.

The Children and Social Work Act 2017 placed a duty on the Secretary of State for Education to make the new subjects of Relationships Education at primary school and Relationships and Sex Education (R.S.E.) at secondary school compulsory through regulations. The Act also provides a power for the Secretary of State to make Personal, Social, Health and Economic Education (PSHE), or elements of the subject, mandatory in all schools. The department engaged with a wide range of interested organisations and conducted a call for evidence on the content of the subjects, and the status of PSHE.

The findings gathered from the process have informed the drafting of the regulations, statutory guidance and regulatory impact assessment, on which the department is now consulting. This includes the department's decision to make Health Education compulsory, not all of PSHE.

The guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers can be seen [here](#).

We are confident that the Jigsaw Programme covers all aspects of Relationships and Sex Education and Health Education in an age-appropriate way; if there are any gaps, Jigsaw will provide its schools with materials to ensure all statutory duties are fulfilled.

This policy will be updated in line with government guidance when published.

The DfE specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The review also detailed:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum" (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

See appendix for a list of government policies.

The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2017.

Aim of using the Jigsaw PSHE Scheme

This scheme has been chosen for use by Carlisle Infant and Hampton Hill Federation to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. The scheme is designed and regularly reviewed with in line with all current government guidelines.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

Objectives/Pupil learning intentions:

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

| Term | Puzzle name | Content |
|------------------|------------------------|---|
| Autumn 1: | Being Me in My World | Includes understanding my place in the class, school and global community as well as devising Learning Charters |
| Autumn 2: | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and diversity work |
| Spring 1: | Dreams and Goals | Includes goal-setting, aspirations, working together to design and organise fund-raising events |
| Spring 2: | Healthy Me | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices |
| Summer 1: | Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication skills |
| Summer 2: | Changing Me | Includes Sex and Relationship Education in the context of looking at change |

Relationships and Sex Education (Primary)

The focus of Relationships and Sex Education at Carlisle is teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning children are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys and resources etc.

Through our Relationships and Sex Education, we aim to help prevent abuse and protect children, by teaching the knowledge they need to be safe and to report abuse, including emotional, physical and sexual abuse. For example, by focusing on boundaries and privacy, ensuring the children in our school are taught that they have rights over their own bodies and know how to report concerns or seek advice. This includes understanding boundaries in friendships with peers and also in families and with others (both online and offline). These subjects complements our Health Education and as part of the Jigsaw programme, this knowledge supports safeguarding all children.

Relationships and Sex Education has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Behaviour and Anti-Bullying Policy
- Equality & Inclusion Policy (autumn 2019)
- Health and Safety Policy
- Acceptable Use of I.T. Policy
- Special Educational Needs and Disability Policy
- Religious Education Policy
- Safeguarding/Child Protection Policy
- Spiritual, Moral, Social and Cultural Development Policy
- Special Educational Needs and Disability Policy

These [policies](#) can be found on our federation website.

Monitoring and Review

The Achievement and Families Committee of the governing body monitors the P.S.H.E and Relationships and Sex Education policy within the review schedule. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. **The Achievement and Families Committee** gives serious consideration to any comments from parents about the programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the Relationships and Sex Education programme that is taught in our school.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination.

Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive Relationships and Sex Education will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote **understanding and respect**. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

If a child identifies as a different gender or as gender neutral, pupils and/or parents should inform the school so that suitable arrangements can be made for changing facilities, toilets and school journeys. This should be discussed on case-by-case basis with the Headteacher/Deputy Headteacher.

Working in partnership with parents and carers

The government guidance on Relationships and Sex Education (DfEE 2000) emphasises the importance of schools working in partnership with parents and carers. At Carlisle Infant School we will work with parents/carers to inform them of our PSHE and Relationships and Sex Education policy and lesson content. (Parents/carers have a legal right to see the school Relationships and Sex Education policy and to be given a copy of it (Education Act 1996). Parents/carers should also be aware that schools are legally required to provide a broad and balanced curriculum. Relationships topics can arise incidentally in other subjects or discussions, such as Science, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Withdrawal from Relationships and Sex Education lessons

Parents have the right to withdraw their child from Sex Education only if it exceeds that set out in the National Curriculum Orders. Carlisle Infant School does not plan to teach any more than is contained within the Science or PHSE curriculum. There is no right to withdraw from Relationships Education in general, in order to ensure that “children are given the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships” (DfE RSE Guidance, 2019).

Appendix:

This Jigsaw PSHE policy is informed by existing DfE guidance on [Sex and Relationships](#) (Sex and Relationship Education Guidance, July 2000), [preventing and tackling bullying](#) (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), [Drug and Alcohol Education](#) (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), [safeguarding](#) (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 and [Keeping Children Safe in Education, 2018](#)) and [equality](#) (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014).

List Jigsaw Relationships and Sex Education content for reference:

The grid below shows specific Relationships and Sex Education learning intentions for each year group in the 'Changing Me' Puzzle.

| Year Group | Piece Number and Name | Learning Intentions 'Pupils will be able to...' |
|-------------------|---------------------------------|---|
| FS1/2 | Piece 3 Growing Up | D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings |
| 1 | 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 |
| 2 | 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 |
| 3 | 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 express how I feel when I see babies or baby animals |
| | Piece 2 Babies | understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family |
| | Piece 3 Outside Body Changes | understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings |
| | Piece 4 Inside Body Changes | identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings |
| 4 | Piece 2 Having A Baby | correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult |
| | Piece 3 Girls and Puberty | describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty |

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| 5 | 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> |
| | Piece 3 Puberty for Boys and Girls | <p>describe how boys' and girls' bodies change during puberty</p> <p>express how I feel about the changes that will happen to me during puberty</p> |
| | Piece 4 Conception | <p>understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>understand that sometimes people need IVF to help them have a baby</p> <p>appreciate how amazing it is that human bodies can reproduce in these ways</p> |
| 6 | Piece 2 Puberty | <p>explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</p> <p>express how I feel about the changes that will happen to me during puberty</p> |
| | Piece 3 Girl Talk/Boy Talk | <p>ask the questions I need answered about changes during puberty</p> <p>reflect on how I feel about asking the questions and about the answers I receive</p> |
| | Piece 4 Babies – Conception to Birth | <p>describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>recognise how I feel when I reflect on the development and birth of a baby</p> |
| | Piece 5 Attraction | <p>understand how being physically attracted to someone changes the nature of the relationship</p> <p>express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</p> |

Drug and Alcohol Education

Definition of 'Drugs':

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

Moral and Values Framework

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

Jigsaw Drug and Alcohol Education Content

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle.

| Year Group | Piece Number and Name | Learning Intentions 'Pupils will be able to...' |
|-------------------|--|---|
| 2 | Piece 3 Medicine Safety | understand how medicines work in my body and how important it is to use them safely feel positive about caring for my body and keeping it healthy |
| 3 | Piece 3 What Do I Know About Drugs? | tell you my knowledge and attitude towards drugs identify how I feel towards drugs |
| 4 | Piece 3 Smoking | understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others |
| | Piece 4 Alcohol | understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others |
| 5 | Piece 1 Smoking | know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart make an informed decision about whether or not I choose to smoke and know how to resist pressure |
| | Piece 2 Alcohol | know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart |

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| | | make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure |
| 6 | Piece 2 Drugs | know about different types of drugs and their uses and their effects on the body particularly the liver and heart be motivated to find ways to be happy and cope with life's situations without using drugs |
| | Piece 3 Alcohol | evaluate when alcohol is being used responsibly, anti-socially or being misused tell you how I feel about using alcohol when I am older and my reasons for this |

Differentiation/SEN

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen.

Confidentiality and Child Protection/Safeguarding Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Leads who take action as laid down in the Safeguarding and Child Protection Policy. All staff members are familiar with the policy and know the identity of the members of staff with responsibility for safeguarding concerns. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher and school throughout the process.

Assessment

Teachers are eager to ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (except Puzzle 1) has a built-in assessment task, usually in Piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. The task can usually be used as evidence in the Jigsaw Journal.

Each Puzzle has a set of three level descriptors for each year group:

Working towards

Working at

Working beyond

It is envisaged that, at the beginning of a Puzzle, children will be given the 'My Jigsaw Learning Record' for that Puzzle, so that it is clear to them what they are aiming to achieve.

Monitoring and evaluation

The PSHE co-ordinators will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the Jigsaw PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme. Teachers will always be present during these sessions and remain responsible for the delivery of the Jigsaw PSHE programme.

How lessons are delivered:

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Links to other policies and curriculum areas

We recognise the clear link between Jigsaw PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- Equality and Inclusion Policy
- Safeguarding and Child Protection Policy

Dissemination

This policy is available on our school website where it can be accessed by the community. Copies are available from the school office on request from parents/carers.



Carlisle & Hampton Hill Federation



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Dear Parents,

As you may be aware, teaching Relationships and Sex Education (RSE) and Health Education became a statutory part of the curriculum schools are required to teach in September 2020.

As a federation, we teach our full Personal, Social and Health Education (PSHE) curriculum including RSE using the Jigsaw Scheme of Work.



What is Relationship and Sex Education?

The Government's definition is this:

"It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual activity – this would be inappropriate teaching."

(Department for Education and Employment, SRE Guidance, 2000)

What are the aims of RSE?

There are four main aims for teaching RSE within the context of Primary School PSHE (Personal, Social, Health Education):

- To enable young people to understand and respect their bodies, and be able to cope with the changes puberty brings, without fear or confusion
- To help young people develop positive and healthy relationships appropriate to their age, development etc. (respect for self and others)
- To support young people to have positive self-esteem and body image, and to understand the influences and pressures around them
- To empower them to be safe and safeguarded

In the Early Years (Reception) and KS1 (Years 1 and 2) our focus is **mainly based on Relationships** but also includes naming parts of the human anatomy using scientific terminology.

What will my child actually be taught in Sex Education?

The 'Changing Me' unit is taught over a period of 6 weeks in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage.

Please note: at no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home, and the question will not be answered to the child or class if it is outside the remit of that year group's programme.

Reception: Growing up: how we have changed since we were babies

Year 1: Boys' and girls' bodies; naming body parts

Year 2: Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)

Year 3 How babies grow and how boys' and girls' bodies change as they grow older

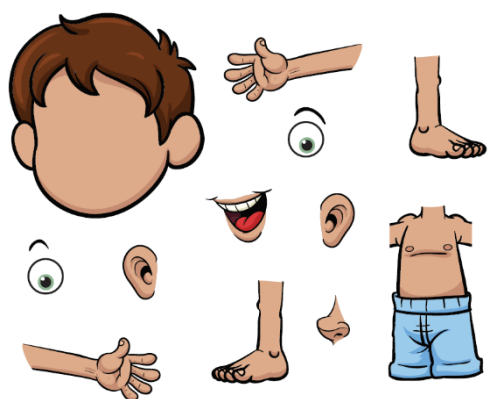
Year 4 Internal and external reproductive body parts, body changes in girls and menstruation

Year 5 Puberty for boys and girls, and conception

Year 6 Puberty for boys and girls and understanding conception to birth of a baby

All lessons are taught using simple, child-friendly language and pictures, which help children understand changes more effectively.

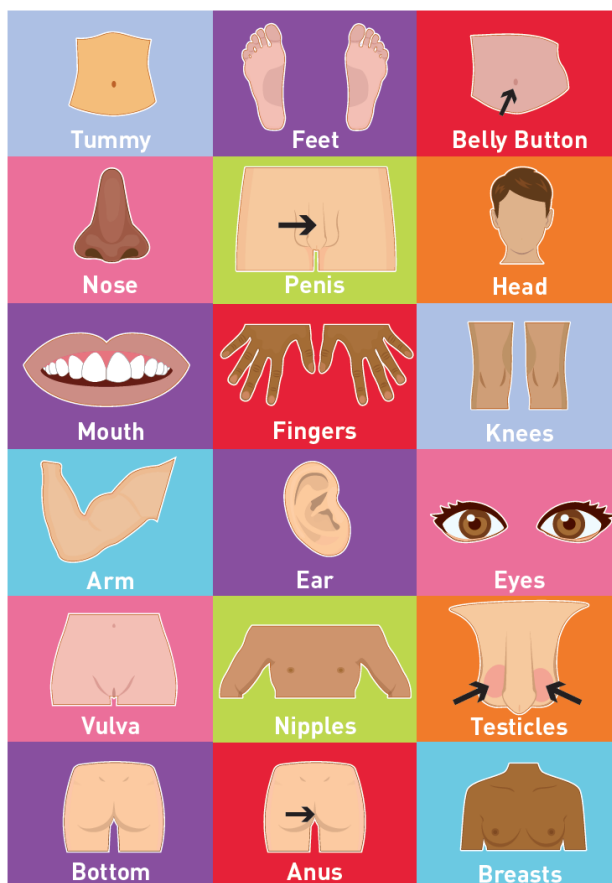
Reception has a teaching focus of **naming** (public) **parts of the human body** – with suggestions of:



Year 1 has a teaching focus to **identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina** and to **respect my body and understand which parts are private**

Year 2 has a teaching focus to **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** and to **tell you what I like/don't like about being a boy/girl**

The images that will be shown and language that will be taught in Years 1 and 2 can be seen below:



How can I talk to my child about relationships and the human body?

What children learn at school is part of the puzzle, and children can continue to learn from you at home.

For some parents/carers, it can feel totally natural to discuss relationships and the human body with their child, while for others it can seem awkward and difficult.

Either way, it is important to remember these key points:

- We all want children to feel safe and to be happy and healthy
- We need to consider their needs
- At an age appropriate time, we need to normalise talking about relationships, puberty and human reproduction so taboos don't need to exist
- We might need to challenge our own ways of thinking
- We have choices: we can avoid it or we can communicate openly and honestly with children – they need us!

Here are some tips for talking to your child:

- Be honest: if you don't know the answer to a question, be honest and say so. Tell your child that you will need to find out and that you will get back to them with more soon.
- Remember that children are curious and want to know and understand. We tend to place our adult perspective on children's questions and comments, allowing our brains to fill up with all the possible horrors that an innocent question could be about, when actually a child just wants (and needs) a very simple, matter-of-fact answer. This answer will not involve an 'adult' understanding of a topic – it needs to be at a child's level, with opportunity given for the child to be able to ask further questions if needed. Give yourself time to respond by asking something like, "What do you think that means?" or "Why do you ask?"
- Keep lines of communication open: having an open and honest relationship with your child can really help make conversations easier, so make sure that you are always willing to talk when your child needs you; if you can't, explain why and find another time when it is more mutually convenient.
- Use correct terminology: it helps that children aren't confused by hints, euphemisms and innuendo; use correct terminology whenever you can, especially for body parts. This is hugely important for safeguarding too.
- Respond to what children say they need: bear in mind that children's lives today are very different from even five years ago. Therefore, the education they receive needs to reflect this. Research shows us time and time again that children want and need RSE that is age- and stage-appropriate, that teaches them about relationships and emotions, and that is returned to consistently throughout their education. We may feel that they know too much, when actually ignorance is the enemy of innocence: we believe effective RSE delays sexual activity, ensures children are safer and empowers them to make their own healthy choices.
- Answer questions and don't be afraid to say: 'I really don't know – let's work it out or look it up together'. Have a phrase for awkward moments, such as: 'That's a good question, and let's talk about it once we get home' (then make sure you do!).
- Always respond: if you don't, she or he may think it is wrong to talk to you about relationships or the human body and as a result you may find your child clams up when you raise the subject.
- If it all feels too personal, try talking about people in books, films and favourite television programmes.
- Listen rather than judge. Try asking them what they think.
- Enjoy it. Laugh with each other.
- Work in partnership with the school.
- Most parents/carers want their children to be healthy and happy. Schools do too... and high quality RSE is part of this.

If you have any questions about any of this information, please do get in touch.

Loe Brittain

Ms Z. Brittain
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Ms S. D'Souza
PSHE Leader