



Woodchester Endowed Church of England (VA) Primary School

Our church school community seeks to inspire children and adults to love, learn and flourish together so we may become everything God has created us to be.

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Headteacher: Mrs Pennington NPQH

15th May 2023

Dear Parents and Carers,

As the subject lead teacher for Relations and Sex Education (RSE) curriculum at Woodchester, I am leading a review of our policy and curriculum, so that we can ensure that our RSE provision is appropriate for our pupils based on their:

- Age
- Physical and emotional maturity
- Religious and cultural backgrounds
- Special educational needs (SEND)

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools for Year 1 upwards. The primary science national curriculum mandates that children should be taught about the human lifecycle, adolescence and how the human body changes.

Whilst Sex Education is not compulsory, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age, physical and emotional maturity of pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

Primary schools that choose to teach sex education in addition to the national science curriculum requirements must allow parents a right to withdraw their children from the sex education elements and we understand that our parents may choose to do this. Please note that parents are not able to withdraw their children from lessons on the human lifecycle that cover adolescence or puberty, nor from the remainder of the relationships education.

With this in mind, here at Woodchester, we have made the decision to use the Kapow scheme for RSE and the wider PSHE curriculum in order to standardise materials used, provide support to teachers and most importantly to ensure that children are taught in an age-appropriate manner with good quality resources. Our children will learn about Puberty in Year 4 covering physical changes in both girls and boys; girls and boys will learn in single sex groups about menstruation in Year 5 whilst Year 6 will be taught about the physical biology of males and females, conception and birth in mixed groups.

Kapow has allowed us to carefully map out the sequence of learning so that the relationship content across the year groups is considered and age-appropriate as follows:

'Indeed, the body does not consist of one member but of many' (1 Corinthians 12; 14-16)

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Year Group	Topic	Term	Content
1	Families and relationships		- 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 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 - practical steps they can take in a range of different contexts to improve or support respectful relationships - what a stereotype is, and how stereotypes can be unfair, negative or destructive - how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
	Health and Wellbeing		the importance of self-respect and how this links to their own happiness
	Safety and the changing body		- 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 - how to respond safely and appropriately to adults they may encounter (in all contexts) 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 self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
2	Families and relationships		- 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 for them - that families are important for children growing up because they can give love, security and stability - 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 - practical steps they can take in a range of different contexts to improve or support respectful relationships - the conventions of courtesy and manners - what a stereotype is, and how stereotypes can be unfair, negative or destructive - how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.

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	Safety and the changing body		• 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 • 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 recognise and report feelings of being unsafe or feeling bad about any adult • how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse. • how to report concerns or abuse, and the vocabulary and confidence to do so • where to get advice from e.g. family, school and/or other sources
3	Families and relationships		• 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 for them • 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 • 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 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 • 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
	Safety and the changing body		• 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 ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.

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4	Families and relationships		- 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 for them - 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 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 - 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 - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). - how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
	Health and wellbeing		- the importance of self-respect and how this links to their own happiness - how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
	Safety and the changing body		- how information and data is shared and used online - 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 - how to recognise and report feelings of being unsafe or feeling bad about any adult - how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
5	Families and relationships		- 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 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 - the importance of self-respect and how this links to their own happiness - 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

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	Safety and the changing body		• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse. • how to recognise and report feelings of being unsafe or feeling bad about any adult
6	Families and relationships		• 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 • practical steps they can take in a range of different contexts to improve or support respectful relationships • 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 • what a stereotype is, and how stereotypes can be unfair, negative or destructive • how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
	Health and wellbeing		• how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
	Safety and the changing body		• the importance of permission-seeking and giving in relationships with friends, peers and adults • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • 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 • how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.

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I need your feedback on the draft policy in order to help us do this.

Here's how you can help:

We're running a parent consultation meeting on Tuesday 13th June at 3:30pm in Willow class. If you'd like to participate, please email admin@woodchester.gloucs.sch.uk or call the school office on 01453872476, before Friday 9th June. This focus group meeting should take no more than 1 hour. The draft policy can be found on our website within the Our Learning/Curriculum/Our Learning/PSHE part of the website. If you would like to comment on the policy or have any questions, please send me an email. I will collate review comments and then respond after the meeting on 13th June.

To help you understand the curriculum requirements we need to meet, please take a look at the enclosed statutory summary at the end of this letter which lists what all pupils are expected to know by the end of primary school. If you would like to attend the focus group meeting, please read this before the meeting.

Thank you for your time.

Yours sincerely,

Mrs Loomes

PSHE and RSE Subject Lead Teacher

admin@woodchester.gloucs.sch.uk

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Relationships Education – End of Primary School:

Families and people who care for me	Pupils should know • 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	Pupils should 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, 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	Pupils should know • 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.

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	• 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	Pupils should know • 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	Pupils should 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; 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.

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