

## **Explanation about how the Relationships and Sex Education (RSE) statutory guidelines sit within our Personal Social Health & Economics curriculum.**

First I will introduce myself; I am the new PSHE/RSE Lead – Bea Gatfield, and I have been teaching at All Saints for four years. I started in the Juniors and then stepped into Year 7 last September. I love my job, I love the school, and I feel very honoured to have been asked to take on this new role. It was a role that Ms Paffett held but now being our SENDCo and also our Deputy Head, something had to go. I was the lucky one.

Within the Junior school there are statutory guidelines on Relationships Education and in the Senior school these extend to Sex Education. This document will show you how they fit in with our wider PSHE curriculum, and give you some indication of how it will be delivered.

As a school we have always seen the importance of these subjects, keeping parents updated with some more sensitive lessons as we have gone along. Following the updated guidelines that come into effect next year I gave a talk to parents on Thursday 4<sup>th</sup> June to explain what this means, and how it will be delivered throughout the year. This is a typed version of the talk I gave for those who did not have access to a computer.

In the Juniors, they will carry on as they have, covering family relationships and how that is different for everyone; friendships and other supportive people. Most of the resources will be from Twinkl. In year 6, during the Summer term, there will be a couple of lessons talking about puberty and changing bodies; I will be working alongside Mr Slater to deliver this. We will let parents know how and when this will be covered in plenty of time for you to discuss with us anything about it that you are unsure about, so we are able to reassure you.

In the Senior school, we will be threading through the RSE within the wider PSHE. Below you will see a shortened version of the long term plans with some explanations of how it all slots together. The more detailed long term plans can be available for any parents/carers who wish to have a copy.

**Autumn 1 – Emotional and Mental Wellbeing** – This is a time of transition from one year group to another, or even from another school. Some students will feel anxious, others excited, so this is a good time to explore our feelings and realise that all our feelings are valid. It is also a

time to understand how to be a good friend to others in your class and to support one another.

**Autumn 2 – Families and Relationships** – We will discuss all types of family: traditional, children with grandparents, children with one parent, some in foster care or in care homes with their supportive adults maybe being their key-worker etc, and some with two mums or two dads.

**Spring 1 – Online/Media/Internet Safety** – This will include relationships online. With the popularity of online games, we will discuss the dangers of accepting friend requests from people they don't know, and keeping safe by playing games with others you know already.

**Spring 2 – Physical Health and First Aid.** Including drugs, alcohol and tobacco.

**Summer 1 - Years 6/7 Puberty and changing bodies and emotions.**

- **Year 8 – Contraception, safer sex, including the law about the legal age for sexual consent.**
- **Year 9 – Sexually transmitted infections.**

**Summer 2 – Safety at home and in the Community** – in readiness for the Summer holidays so they know what to do if they see a house on fire, or if they are scared while out with their friends and need to get help etc.

We will also look at road safety throughout the year through the TITAN programme (Travel Independence Training Across the Nation).

With regards to Lesbians, Gays, Bisexual people, Trans people + (LGBT+) the Government states that, "At the point at which schools consider it appropriate to teach their pupils about LGBT+ they should ensure that this content is fully integrated [...] rather than as a stand-alone unit or lesson".

So, for example, when we discuss different types of family, we will include that some children may have 2 mums or 2 dads, and discuss all different styles of family. The information will be woven in to the fuller PSHE curriculum as a natural and ordinary difference within our society rather than make it stand out and become extraordinary.

Finally, parents have the right to withdraw their child from sex education up to three terms before the child turns 16. Then it is the choice of the young person and, if they want to, the school needs to ensure that sex education takes place before they turn 16 which is the legal age of sexual consent.

There are reasons why this could be problematic, for example, hearing little bits about the lesson second hand from other students in the playground. Before you make that decision please speak to myself, or Jo Paffett or Sam Dangerfield.

I am fully aware that we have students with varying anxieties or other issues and I will be planning the curriculum very carefully with those in mind. I am happy to provide information in more detail as we go through the year if you would like to chat to your child about the PSHE/RSE subjects.

Please do contact me if you have any questions, or would like further information. My school email address is:  
[bgatfield@allsaintslessingham.co.uk](mailto:bgatfield@allsaintslessingham.co.uk).

Thank you,

Bea Gatfield