

02 January 2023

Dear Parents/Carers,

Re: Consultation on PSHRE Policy and Curriculum

Dear Parents/Carers

From September 2020, it has been a statutory requirement that all schools in England and Wales are teaching Relationship and Sex Education as a fundamental part of the curriculum.

We'll be reviewing our relationships and sex education (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 (SEND)

Here's how you can help:

We need your feedback to help us do this and are seeking to consult with the children, parents, staff and governors to ensure there is a general consensus on our approaches to policy and the curriculum content.

Belmore Primary Academy will be starting their consultation process on Wednesday 1st March; the consultation will close on Wednesday 19th April.

As part of this, parents, staff and governors, will be asked to read through the following two documents and make comments on them. The two documents that you are asked to read as part of the consultation will be:

Consultation on DRAFT PSHE/RSE Policy, January 2023

[Consultation on PSHE/RSE Curriculum, January 2023 \(Draft\)](#)

In order to provide your feedback to this consultation, we would appreciate your completion of the following questionnaire:

[Consultation Questionnaire](#)

We are also running two small focus group sessions on Wednesday 1st March. If you'd like to participate, please click on the following link to book a space via our parent booking platform. These focus groups are limited to small numbers to help facilitate open discussion and will be led by a senior member of staff and the school PSHRE lead. A focus group meeting should take no more than 1 hour. To help you understand the curriculum requirements we need to meet, please take a look at the enclosed summary of what all pupils are expected to know by the end of primary school. This can be found at the foot of this letter. If you're joining a

focus group meeting, please read this before the meeting. Register for the focus groups via parent booking [here](#).

If you wish to carry out further reading around RSE, the following documents may be of use to you:

[Government Guidance](#)

Coram Parent Guidance

RSE Topic Expectations

Health Topic Expectations

Consultation process

Stage	Action	Notes
Stage 1	Parent Focus Group at Belmore Primary Academy	
Stage 2	Feedback from focus groups taken into consideration and draft policy & curriculum overview shared with parents. 6 week consultation begins and questionnaire goes live. Staff questionnaire goes live Student voice conducted by PSHRE lead	
Stage 3	Feedback collated at end of 6 week consultation period Final letter at the end highlighting the following. Parental Consultation Outcomes Parental Communication Results Analysis	
Stage 4	Draft policy submitted to governors for ratification	

Yours sincerely,
Lawrence Hyatt

Head of School

RSE expectations: primary

Here's what all pupils should know by the end of primary school. These are the expectations set by the Department for Education.

Families and people who care for me

- 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 other people's 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

- 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, honesty, trust and trustworthiness, loyalty, kindness, generosity, 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

- The importance of respecting others, even when they're 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 cyber-bullying), 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

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we're 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've never met
- How information and data is shared and used online

Being safe

- 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's 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/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't 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're heard
- How to report concerns or abuse, and the vocabulary and confidence they need to do so
- Where to get advice (e.g. family, school, other sources)

