



Dunkirk Primary and Nursery School

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24th May 2021

Dear Parent/Carers,

Information for RHSE zoom meetings this week, which have been shared on Classdojo through the diary and videos recently.

Abbey Campus Y1/2/3 Palm /Olive/Oak/Mango/Maple/Rowan on Tuesday 25th May at 4:30pm

Highfields campus Y4/5/6 Wisteria/Madrono/Cedar/Redwood/Banyan/Cypress on Thursday 27th May at 4:30pm

Access information for both online Zoom meetings is:

Website: www.zoom.us

Meeting ID: 902 036 0271

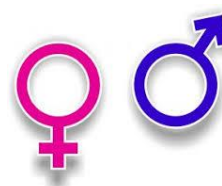
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Relationships and Health Education (RHE) and Relationships Sex Education (RSE)

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 have made relationships education compulsory in all primary schools. Sex education is not compulsory in primary schools and parents can withdraw their child from sex education.

What we teach at Dunkirk

We would like to let you know that children from Year 1 to Y6 will be learning through a new Relationships and Health Education (RHE) scheme at Dunkirk, in accordance with the Science National Curriculum, starting this summer term.



We believe that promoting the health and well-being of our pupils is an important part of their overall education. We do this linked to the Science National Curriculum. This looks at many topics including all kinds of relationships, physical / emotional health and living in the wider world.

There are five compulsory areas of learning:

- **Families and people who care for me**
- **Caring friendships**
- **Respectful relationships**
- **Online relationships**
- **Being safe**

Head Teacher: Mrs H Hollis BA (Hons)

To reflect modern society, children will be taught about such things as marriage and civil partnerships, preparing for the online world, unhealthy relationships (including violence, abuse and bullying) all in an age-appropriate manner.

The aim of the RHE course is to help our pupils make safe and informed decisions during their school years and beyond. Some parts of the Relationships Sex Education (RSE) aspects are compulsory - these are part of the National Curriculum for Science:

- Main external body parts
- Human body as it grows from birth to old age
- Puberty
- Reproduction in some plants and animals

In addition, as recommended by the Department for Education, we also teach non-statutory elements of sex education, in an age-appropriate manner in Y6. Parents can withdraw their children from this part of RSE but please read on to find out more information before making any decisions.

The scheme we will be using

We will be using the 'Discovery Education RHSE' teaching programme. Our staff have experience in this field and will handle any queries with accuracy and sensitivity. Many parents and parent-related organisations support good quality RHSE in school. Parents are the most important educators of young people in personal issues and many welcome the support that school can offer to supplement their home teaching.

Programme progression



	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change
Y1	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
Y2	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
Y3	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
Y4	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	How our bodies change as we enter puberty, including hygiene needs and menstruation.
Y5	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
Y6	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Human reproduction, including different ways to start a family. *	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes.

Nowadays, there is a vast amount of information (sometimes confusing) about relationships on the internet, TV, magazines etc. which young people may have access to. This can make

an already confusing time seem even more complicated! It is better that they learn the facts from a member of staff that they know and trust, rather than relying on rumor and other unreliable sources, which can cause them uncertainty and unnecessary anxiety.

We believe that the presentation of information in social and other forms of media make it important that all children have a place to discuss pressures, check facts and dispel myths. Even if a child is withdrawn from our sessions, some pupils may discuss such issues with each other outside of school – so, rather than hear about the content second-hand, children will have the opportunity to take part in our carefully planned lessons.

Relationships

As with all school provision, RHE must be delivered in line with the requirements of the Equality Act 2010 and the Public Sector Equality Duty. It is the legal duty of schools to foster good relations between people of different protected characteristics (age, pregnancy and maternity, race, faith, disability, sexual orientation, sex, marriage and civil partnership and gender reassignment) and prevent discrimination. We only promote healthy relationships. Being inclusive of different families, identities and relationships fits with our school ethos. Diversity/PRIDE/success and our school values: we want pupils to be respectful towards all people regardless of difference. With this in mind, we provide examples of a range of different families throughout school and not just in RHE.

Puberty

The DfE RHE guidance states that teaching about puberty and menstruation should be covered before onset. As some pupils will begin puberty from as young as age 7, this means that puberty and menstruation education at an age-appropriate level needs to begin in year 4. It is important that pupils are prepared for these changes, as they can be alarming if they are not expected. All pupils should learn about the changes that happen to each gender, and it is preferable that pupils learn together to encourage mature discussion and empathy between the sexes. However, in some circumstances, such as where there are faith-related concerns, or if cohorts have a predominance of one gender, it may be more acceptable or productive to use single gender groups.

The puberty elements of the Discovery Education Health and Relationships programme come within the *Coping with Change* topic, beginning with basic information in year 1 around growing from a baby into an adult and progressing into years 4, 5 and 6 with more detail. All pupils will learn the same information to support understanding of the changes each will go through.

'Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.' (DfE RHE Guidance, 2019)

Naming body parts

It is important that pupils have a common language in the classroom to describe genitals. This helps to safeguard them as it enables staff to clearly teach about safe and unsafe touch and the parts of the body that are private. In turn, this allow pupils to explain clearly to a trusted adult if someone is touching them inappropriately.

Pupils will be reassured that it is fine to use 'family' or colloquial names at home but at school they should use the correct scientific terms. The diagrams and resources used are only used to educate pupils about their bodies and which parts are private to them.

The DfE Guidance outcomes state that pupils should know *'how to report concerns or abuse, and the vocabulary and confidence needed to do so'*.

Faith perspectives

Our delivery of RHE will be balanced, non-judgemental and in line with our school's policy on RHE. Through our delivery of RHE teachers can reflect on a range of different faith perspectives and traditions.

The DfE Guidance states that *'the religious background of all pupils must be taken into account when planning teaching'*.

Children with SEND

All children will experience puberty regardless of their SEND needs and therefore need to be adequately prepared in a way that they understand. As with other subjects, the teaching of RHE will be differentiated if required to meet a child's needs (e.g. it may be necessary to deliver some aspects over a longer time period using support staff to ensure understanding of key concepts).

Right to be excused from sex education

'I want to withdraw my child from parts of the programme.'

The new guidance states that: *'Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RHE.....Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools.'*

As a school, we have always worked with our families and supported through discussion and where necessary, facilitated the withdrawal from the non-statutory elements.

- Pupils can only be excused from the **non-statutory elements of sex education** and nothing else.
- The sex education elements of the Discovery Education Health and Relationships programme are contained in Year 6 Families and committed relationships.
- Puberty and menstruation come within the Health Education curriculum, which is statutory, and therefore pupils cannot be excused.
- The school's content and delivery of RHE is age-appropriate and designed to meet the needs of pupils. If a pupil is removed from sex education, the concern is that they may seek information from classmates or elsewhere, including online, and thus receive partial or potentially misleading information which is not age-appropriate.

Talking at home

You may find that your child starts asking questions about the topic at home, or you might want to take the opportunity to talk to your child about issues before the work is covered in school. If you have any queries about the content of the programme or resources used, then please attend our online Zoom meeting information sessions:

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I know you may have many questions, as parents/carers. Rather than me answering the same questions individually, please attend the consultation meetings.

Please have a read of the supporting documents contained within this email and submit any questions before or after the meetings via the following online form:

https://dunkirkprimary.formstack.com/forms/rhe_questions

Thank you for taking the time to read through this letter and I look forward to welcoming you to one of the online Zoom meetings this week.

Yours sincerely

Heidi Hollis
Head Teacher