



Doing all the good we can

Richmond Methodist Primary and Nursery School
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Headteacher – Mrs S Stevenson

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Dear Parent/Carer

As you may already be aware, Relationships and Sex Education (RSE), along with Health Education, will soon be forming part of the National Curriculum. This change begins as of September 2020. Here at Richmond Methodist Primary School, we have an established Personal, Social, Health and Cultural Education (PSHE) curriculum and already teach all the aspects of the forthcoming RSE curriculum. As part of our school's wider Personal, Social and Health Education programme, all children will continue to receive lessons on positive relationships, sexual health and personal safety (at an age appropriate level).

Schools are required to consult with parents when developing and reviewing their policies for Relationships Education and RSE, which will inform schools' decisions on when and how certain content is covered. Our curriculum has been planned using guidance from the PSHE Association, in collaboration with Governors and in consultation with children from Years 4-6. Our curriculum overview is available on line and content in detail on request. We welcome all feedback.

What values underpin the school's RSE policy?

We at Richmond Methodist Primary School are committed to promoting the spiritual, personal and social development, health and wellbeing of all our pupils. This is evident in the school's aims and values. We are a Methodist Primary School with an inclusive ethos 'for all'. In line with our Methodist teaching, we believe that all are welcome and that we should all aim to do all 'do all the good we can'. This underpins every interaction in school, is reflected in our policies and in the breadth of the curriculum. Thus, positive relationships are at the heart of our school and a fundamental building block. Our whole curriculum, not least RSE, places huge value on forming healthy friendships, family relationships and relationships with other children and with adults. Because of the personal and social nature of the topics covered in Relationships and Sex Education, values and attitude development are a central part of the Spiritual, Moral, Social and Cultural curriculum and therefore our RSE teaching and learning. The whole school ethos and values support a safe, sensitive and inclusive learning environment in order to prepare children and young people for the opportunities, responsibilities and challenges of adult life.

What is the schools Sex and Relationships Education (RSE Intent)

The North Yorkshire County Council guidance provides the following definition of RSE; "Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support pupils gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships and staying safe both on and offline and enabling them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing".

We also aim that our children will continue to develop personal attributes such as honesty and integrity, to develop their own moral compass. Our curriculum values all families and focusses on building the knowledge and skills a young person needs in order to make and maintain healthy relationships.



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Implementation (How)

Our curriculum is planned and delivered in a sensitive and inclusive manner. We follow the 12 principles for delivery of high quality RSE as set out by the Sex Education Forum and developed from evidence-based practice:

1. RSE an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages NYCC Relationships and Sex Education Guidance for schools September 2019 3
2. Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate, not be the sole providers)
3. Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
4. Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
5. Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
6. Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
7. Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
8. Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
9. Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online
10. Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life
11. Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities
12. Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

What will our RSE Curriculum achieve? (Impact)

Our children will have:

- an awareness, understanding and respect for self, including self-confidence, self-esteem, personal safety and risk management
- an awareness and respect for others, their well-being and the environment we share
- understanding and empathy to enable all pupils to treat others with fairness and respect
- an awareness of discrimination, teasing, bullying, the use of prejudiced-based language and how to respond and ask for help (This includes both face to face and on line)
- the skills to develop relationships based on mutual understanding, respect and trust
- the understanding to develop a regard for family life, friends and the wider community
- the skills to take responsibility for choices and actions including restorative steps





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Impact:

Our children will have learnt (Through all year groups, timing and content age appropriate):

- the importance of values, individual conscience and moral considerations
- To value respect, love, care and relationships that are healthy, equal and safe
- to explore, consider and understand moral dilemmas
- to develop critical thinking as part of decision making
- to manage emotions and relationships confidentially and sensitively
- to develop self-respect and empathy for others
- to make choices based on an understanding of difference and with an absence of prejudice
- to explore and develop the social and personal skills needed to make informed choices with an appreciation of the consequences of choices made
- to develop assertiveness and reasoning skills to managing negotiation and conflict
- how to immediately recognise, avoid and challenge abuse, control and exploitation, and also crucially how to seek help if they are being abused / exploited
- how to recognise pressure and ways of dealing with it
- to develop the knowledge and skills to be able to seek appropriate help
- the age appropriate terminology to describe the names for their genitalia and reproductive organs (In line with the National Curriculum for Science and P.E. curriculum) This begins in EYFS and Year 1.
- that their body belongs to them and they can say who has access to it (all parts under a swimming costume are termed 'private')
- to implement strategies to keep safe both on and offline, seeking help when necessary

In addition as they progress through Key Stage 2, children will learn:

- to challenge all stereotypes, including gendered expectations for both boys and girls (this may involve exploration of the impact of celebrity objectification of sex and/or identity portrayed through media/social networking)
- to consider the impact of the media on body image and portrayal of all genders
- the value of marriage/partnerships, family life and stable relationships
- to understand a range of 'different families', identities and sexualities: Lesbian, Gay, Bisexual and Transgender (LGBT) and able to challenge transphobic and homophobic language
- to take responsibility and have respect for their bodies, wellbeing and sexual health
- to understanding human sexuality, reproduction, sexual health, emotions and healthy relationships

At Primary School level you do have a right to withdraw your child from some or all of the planned Sex Education, however not from Health Education or Relationships Education. We would ask that if you have any concerns, that you contact either Mrs Stevenson (Headteacher), Mrs Swinbank (P.S.H.E Lead) or your child's class teacher. All subject content is sensitively taught, age appropriate and inclusive. Our ultimate aim is to equip every child to remain healthy and safe, to enable them to form positive relationships and to ensure they can make informed choices as they grow.

We recognise parents and carers are the primary educators in PSHE and so our curriculum seeks to reinforce this learning. Thank you for your continuing support.

You are welcome to contact me to discuss the programme further.

Yours sincerely,
Mrs J Swinbank





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