23rd November 2023

Dear Parents and Carers,

Personal, Social, Health and economic (PSHE) education is a huge part of our curriculum that is delivered at Maypole through direct sessions as well as discreetly through; nurture time in the mornings, conversations that take place with the children as well as through celebratory events and socialising.

Relationships Education (content for primary-aged pupils) and Relationships and Sex Education (content for secondary-aged pupils) is a big part of the PSHE programme and I would like to inform you of the curriculum content so that you are aware of what we will be teaching your child and welcome feedback from yourselves regarding our curriculum offer and policy.

This curriculum aims to inform the pupils appropriately, as they progress into young adulthood, so that they learn more about Relationships and what is healthy along with relevant sex education.

We have followed a scheme that breaks down the overarching aims from the National Curriculum and will deliver the topic in an age-appropriate way that will encourage our pupils to be aware of their rights and responsibilities.

**Relationships Education, Primary**

Following the National Curriculum, we will be delivering Relationships Education to our primary aged pupils and please see the content that will be delivered for each year group:

**Key Stage 1**

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| **Year 1** | **Year 2** |
| - To understand the importance of self-respect and how this links to their own happiness. | -To understand that families are important for children growing up because they can give love, security and stability. |
| - To know how important friendships are in making us feel happy and secure. | -To know 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. |
| - To know that families are important for children growing up because they can give love, security and stability. | -To understand 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. |
| -To know about the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. | -To know 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. |
| -To know how to recognise and report feelings of being unsafe or feeling bad about any adult.  To know how to ask for advice or help for themselves or others, and to keep trying until they are heard. | -To be able to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. |
| -To know how to report concerns or abuse, and the vocabulary and confidence needed to do so. | -To know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. |
| -To know that people sometimes behave differently online, including by pretending to be someone they are not. |  |
| -To know where and how to report concerns and get support with issues online. |
| -To know how to be assertive and to take responsibility for your own safety. |

**Key Stage 2**

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| **Year 3** | **Year 4** |
| -To recognise that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. | **-**To realise how important friendships are in making us feel happy and secure. |
| -To understand that people sometimes behave differently online, including by pretending to be someone they are not. | **-**To identify the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences, and support with problems and difficulties. |
| -To understand the importance of keeping personal information private. | **-**To acquire practical steps they can take in a range of different contexts to improve or support respectful relationships. |
| -To understand how information and data is shared and used online. | **-**To understand how to recognise and report feelings of being unsafe or feeling bad about any adult. |
| -To understand that people sometimes behave differently online, including by pretending to be someone they are not. | **-**To appreciate the importance of self-respect and how this links to their own happiness. |
| -To learn 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. | **-**To understand 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. |
| -To learn how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. | **-**To understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. |
| -To learn about some of the different ways information and data is shared and used online, including for commercial purposes. | **-**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. |
| -To learn about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information. | **-**To understand about different types of bullying, the impact of bullying on mental wellbeing, the responsibilities of bystanders and how to get help. |
| -To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. | **-**To understand that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. |
| -To learn how to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met. | **-**To understand 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. |
| -To understand that the same principles apply to online relationships as to face-to-face relationships, such as the importance of respect for others online, including when we are anonymous. | **-**To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. |
| -To understand what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). | **-**To know how important friendships are in making us feel happy and secure, and how people choose and make friends. |
| -To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation. | **-**To understand 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. |
| -To know about the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. | **-**To understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. |
| -To know where and how to seek support, including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions. | **-**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. |
| -To learn how to ask for advice or help for themselves or others, and to keep trying until they are heard. | **-**To know where to get advice, e.g. family, school and/or other sources. |
| -To understand 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. | **-**To know what sorts of boundaries are appropriate in friendships with peers and others. |
| -To understand what a stereotype is, and how stereotypes can be unfair, negative or destructive. |  |
| -To learn about stereotypes in the workplace and that a person’s career aspirations should not be limited by them. |
| -To understand what a stereotype is, and how stereotypes can be unfair, negative or destructive. |
| -To understand 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. |
| -To understand 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. |
| -To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes. |
| -To understand the importance of self-respect and how this links to their own happiness. |
| -To understand the importance of permission-seeking and giving in relationships with friends, peers and adults. |
| -To know that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. |
| -To know how to ask for advice or help for themselves or others, and to keep trying until they are heard. |
| -To know how to report concerns or abuse, and the vocabulary and confidence needed to do so. |
| -To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. |

**Key Stage 2 Continued**

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| **Year 5** | **Year 6** |
| -To understand the importance of self-respect and how this links to their own happiness. | - To know that families are important for children growing up because they can give love, security and stability. |
| -To know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. | - To know that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. |
| -To understand 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. |
| -To appreciate 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. | - How to report concerns or abuse, and the vocabulary and confidence needed to do so. |
| -To know 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. | - To identify the stages of pregnancy and how a baby is conceived. |
| -To explore the ways in which a variety of cultures celebrate the life and loss of their loved ones. | - To know 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. |
| -To know what a stereotype is, and how stereotypes can be unfair, negative or destructive. | - To recognise that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health |
| -To know that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. | - To understand the importance of keeping personal information private and some of the rules and principles for keeping safe online |
| -To identify the characteristics of friendships, including kindness, generosity, trust, sharing interests and experiences. | - To begin to understand the concept of privacy and the implications of it for both pupils and adults |
| -To know how important friendships are in making us feel happy and secure. | - The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them |
| -To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. | - To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images |
| -To understand 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. | - To know that the same principles apply to online relationships as to face-to face relationships, such as the importance of respect for others online including when we are anonymous. |
| -To understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. | - To consider the effect of their online actions on others and know how to recognise and display respectful behaviour online |
| -To know how to report concerns or abuse, and the vocabulary and confidence needed to do so. | - To critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met |
| -To know how important friendships are in making us feel happy and secure. | - To understand that people sometimes behave differently online, including by pretending to be someone they are not |

With our primary aged pupils, they will also learn about health aspects such as puberty and their body and this will be covered through their PSHE sessions as well as through our Science curriculum. If you would like a further breakdown specifically of what your child is being taught in regards to their health then please let me know.

Following the National Curriculum, we will be delivering Relationships and Sex Education to our Key Stage 3 pupils in the Spring Term each year. Through this topic we cover a wide range of knowledge and skills that we feel are necessary to support the development and understanding for our young people.

Please see below the content that will be delivered for each year group:

**Key Stage 3**

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| **Year 7** | **Year 8** | **Year 9** |
| -Different family ‘setups’ and the importance of communication with family members | - To distinguish between friendship, infatuation and being in love | -Different ways that young people explore their sexuality |
| -Levels of friendship and how friends should behave | -What makes a good relationship | -Exploring the issues around coming out as gay or trans. |
| -Defining rivalry and how to manage this | -Healthy and unhealthy relationships | -What influences our views about sex and gender |
| -Different types of bullying and what it feels like to be bullied | -Develop strategies to cope with rejection | - The problems with porn and recognise how to keep yourself safe under the age of 18 |
| -Why people may become bullies and how to cope with bullying. Cyber bullying and how to cope. | -The meaning behind consent | - Identify the complexities and nuances of gender identity with a particular focus on transgender |
| -Advantages and disadvantages with the internet (problems with pornography and teenage modelling | -Strategies to cope with being pressurised into sex | -Women’s rights |
| -Protecting yourself online | - When is the right time to start having sex and examine the dangers of having sex too early | -What is forced abuse and other honour-based abuse (FGM) |
| -LGBTQIA+ | -LGBTQIA+ | -LGBTQIA+ |
| -Changes that take place during puberty | -What are STI’s and how to protect yourself against them |  |
| -Facts about periods | -How to use a condom |
| -Myths about pregnancy and STI’s | -Sexual Health clinics |
| -What is safer sex | -Distinguish between different types of abuse |
| -Laws in the UK about sex | -What agencies are available for support |
| -Sexual attraction and orientation | -What is grooming |
| -Rights and responsibilities with regards to sex | -Develop strategies to stay safe from the dangers of grooming |
| -Attitudes to sex vary according to; age, religion and culture | -Dangers with sexting and how to protect yourself |

We recognise that the topics above may present some pupils with challenging content and we will help to support them to gain maturity as the topic progresses through the years.

We adapt our curriculum to suit the needs of our pupils and recognise the importance of helping to keep themselves safe and want to impart this knowledge so that they are then able to recognise what is ok, not ok and how to keep themselves safe.

We would love to have your support and please welcome any feedback, questions or queries that you may have in regards to the above information or in relation to our policy.

We really want as many of our pupils to engage in all aspects of the curriculum above as they progress through the years but respect that you may request that your child should be withdrawn from the Sexual Education part of the curriculum offer. If you do have concerns and are considering this option then please contact either Craig Reed (for Sunbury pupils) or myself, Kitty Clark (for Streatham pupils) and we will work with you to decide the best course of action and how we will proceed moving forward.

Kind regards

Kitty Clark

Executive Headteacher

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