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Inspired to learn, motivated to achieve

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Dear Parent

Our school prides itself on delivering effective, age appropriate relationships and sex education (RSE) that meets the needs of all our pupils within and inclusive and supportive learning environment; using non-biased resources. RSE is taught by experienced and skilled teaching staff who are committed to preparing your child to live and learn safely in the modern world, negotiating the transition into increasing independence with a development of knowledge, values and skills to make positive, healthy and safe choices.

RSE will deliver a spinal curriculum that enables pupils to build on their prior learning by revisiting some themes to further develop knowledge, values and skills in an age and stage-appropriate manner. As such, some themes are repeated to enable a deeper exploration of the related issues. Please see the enclosed RSE Curriculum.

I would like to take this opportunity to reassure you that none of the teaching materials or strategies should shock pupils. All lessons will be taught in a strictly non-judgemental and non-biased manner, to allow your child the opportunity to consider the information and develop their own values, attitudes and opinions about the topic. We would encourage you to discuss your child's relationships and sex education with them at home. This is an opportunity for you to share your family values in relation to the topics, building strong channels of communication about emotions, the human body and relationships with your child.

If you would like to know more about our programme of relationships and sex education, please familiarise yourself with the RSE policy, read the 'Top tips for talking to your child' which is enclosed or speak with your child's class teacher.

Please feel free to contact the school if you would like to discuss our programme of relationships and sex education on an individual basis.

Yours sincerely

Mrs Sharon Nour - Headteacher



Top tips for talking to your child...

Talking to your child about their feelings, relationships and changing body is important. Building good channels of communication throughout childhood can help your child to communicate with you as future issues of increasing seriousness arise.

Your child needs to know that it's OK to talk, and that you're happy to talk. They will learn this through your body language, tone and manner when you talk so try to behave as you would in any other topic of conversation.

Below are simple strategies to make talking about feelings, relationships and the body more comfortable:

- ✓ Start by talking about something that you both find comfortable, such as feelings and emotions.
- ✓ Ask your child what they think their friends know/think about the topic, as this provides a way to talk about your child's views indirectly.
- ✓ Avoid 'The Chat'. Talk about these topics little and often over everyday events like playing, drawing, whilst driving in the car or watching TV. This can help to normalise the conversation, easing uncomfortable feelings.
- ✓ Reading a story book containing relevant content is a helpful way to stimulate discussion with your child.
- ✓ Don't leave it too late. Start talking about relevant topics before you feel your child is approaching a level of curiosity about it, so you establish strong channels of communication in readiness.
- ✓ Be prepared to listen. Your child will want to have their voice heard without feeling judged. Feeling listened to will encourage your child to talk about issues in the future.
- ✓ If your child asks you a question you are not sure how to answer, don't panic! Let them know that you will answer it at another time, making sure you remember to. Sometimes a simple answer can provide a sufficient response.
- ✓ Try to listen calmly, even if what they say surprises or concerns you. Remember that it is good that they are comfortable to discuss issues with you. They need to trust that you will not respond negatively.

Make sure your child knows they can always talk to you anytime, about anything.

| | My feelings | My body | My relationships | My beliefs | My rights and responsibilities | Asking for help |
|----------------|--|--|---|--|---|---|
| Y ₃ | Identify personal strengths and set aspirational goals, understanding how this builds high self-esteem. | How their body may change as they grow and develop. | The attributes of positive, healthy relationships. | Challenging gender stereotypes. | The right to protect their body from unwanted touch. | The differences between secrets and surprises, knowing when it is right to break confidence and share a secret. |
| Y ₄ | Recognising a wide range of emotions. Responding to their own, and other people's emotions. | Anticipate body changes, understanding that some are related to puberty. | Acceptable and unacceptable physical behaviours and how to respond. | That differences and similarities between people arise from a number of factors including family types and personal identity. | That marriage is a commitment freely entered into. | Knowing when to ask for help to manage a situation, and how skills to ask for help. |
| Y ₅ | How emotions may change as they approach, and move through puberty. | Anticipate how their body may change as they approach, and move through puberty. | Healthy relationships, including the skills to manage and maintain healthy relationships. | Correct terms to describe gender and sexual orientation, including the unacceptability of homophobic and transphobic bullying. | Strategies for keeping safe online; knowing personal information can be shared easily. | How to manage accidental exposure to upsetting online material, including who to talk to about this. |
| Y ₆ | That images in the media, including online do not always reflect reality, and can affect how people feel about themselves. | That sexual intercourse leads to reproduction. The scientific terms to describe the male and female sexual organs. | The nature and consequences of discrimination, including the use of prejudice based language. | That some cultural practices are against British law, including Female genital mutilation (FGM). | That some infections can be shared during sexual intercourse, and that a condom can help to prevent this. | Knowing when, who and how to ask for help independently or with support. |

