



St Paul's RSHE FAQ's



- **When will my child be given lessons on puberty, body changes and periods?**

We will let parents know about the lessons that support RSHE for each year group in a letter including the topics that are taught and when. There are also progression overviews and yearly overviews on the website for more information as well. In Year 3, 4 and 5 parents will be sent home an email to prepare you for the lessons we will be teaching on Puberty. These will include an explanation of what will be taught and we will send the slides that we will be using when your child is in year 5. This is because this is a more substantial session on puberty and will cover more sensitive content. The children's first lesson on Puberty will be in summer 2 in Year 3 followed by a slightly more in depth session in Summer 2 in year 4 and they will then have a more detailed session on this again in Y5 there will also be a recap in Y6. In year 6 the children will also have a non-statutory Sex education lesson.

- **Are there any resources to back up the lessons at home?**

There are some useful book lists and weblinks on the school website to support teaching on families, relationships, online safety, puberty and sex. This can be found on the PSHE section of the school website.

- **Can parents see the PSHE actual content slides which refer to sex education and relationships?**

As stated in the PSHE evening, we will be sending out information prior to the teaching of the puberty sessions in Year 3, 4 and 5 and also before the Sex Education session in Year 6. The relationships part of the curriculum is revisited many times throughout the year and we will not be sending content out regarding this other than an overview of the PSHE that will be focused on each term in the class newsletter and an overview of PSHE that can be found on the school website. However, parents are always welcome to request more information or clarity on topics if they wish.

- **In the relationship part of the curriculum will the children learn that boys can be with boys and girls can be with girls?**

At St Paul's we actively promote positive attitudes to all cultures, faiths, beliefs, life choices and families. From a young age, children are taught about different types of families and then this progresses into later lessons when learning about girlfriends and boyfriends. When teaching about families and relationships we

will tell the children that people can love anyone and that families can be made of many different dynamics and that all of these are normal and ok. We want to support and be sensitive to all children's backgrounds and feelings. There is a document on this that can be found on the school website under the PSHE section that can provide more detail.

- **Will children learn about homosexual sexual relationships?**

We will only be teaching about the scientific explanation of sexual intercourse for reproduction. We will not be going into detail about sexual activity in primary school, these more in-depth conversations will happen during their secondary education. We will not be discussing sexual relationships to the children in any other context other than how a biological man and a biological woman create a baby and the stages that happen to create a baby.

- **Will gender be discussed? Will options for changing gender be discussed?**

As a school, through all of our teaching we challenge gender stereotypes and ensure our teaching promotes equal views of both genders. We also have a gender-neutral approach when providing activities, opportunities, the way children choose to dress and their interests and hobbies. We always challenge gender stereotypes that the children make and overall teach children that everyone should be treated with equal respect. We would support any children who were processing their gender and exploring their identity and where appropriate make adaptations to include this in our teaching where it was deemed necessary and appropriate to do so. There is a document on the PSHE section of the school website that explains this further. We will not be explicitly teaching this to children, unless we feel that this is relevant to a particular cohort or year group. We are adaptive with our use of the Jigsaw curriculum and will adapt where we see necessary.

- **A 'normal' relationship was mentioned a number of times. Would it be possible to be told what constitutes a normal relationship in this context?**

A 'normal' relationship is referred to throughout the scheme as a relationship that is loving, caring and safe. A big part of the PSHE and RSHE curriculums is to make children aware of what is a safe and happy relationship compared to one that is not to empower them to safeguard themselves. The term 'normal' is not used to refer to the genders or people within the relationships.

- **It was mentioned a number of times that the children would be told the 'right message at the right time' but we feel unsure as to what this actually means.**

This has been highlighted through the schemes of work that are available on the school websites and it means that teachers will use their professional judgement to decide as to

whether the lesson plans laid out in Jigsaw are developmentally appropriate for their cohort at that time. They will discuss any concerns with the PSHE lead before delivering any lessons. We have made lots of changes to the Changing Me unit based on what we feel is developmentally appropriate to the children and this has been outlined in the progression of skills document on the school website.

- **It was mentioned that if any questions following the year six talk, parents would be contacted. We completely understand this but does this mean the questions are no longer anonymous?**

The children are given the option to write their questions down so that they feel that they are able to ask questions without needing to put their hands up in front of their peers as this can be daunting for many children especially when asking difficult or personal questions. If these were written down then they were shared anonymously, however they were not anonymous from the teachers leading the puberty and sex education discussions for safeguarding reasons. This is so that we can make decisions on how to answer these questions and also whether a parent needs to be contacted following the lesson. This would not be possible if the questions were completely anonymous.

- **Please could we clarify that when children are taught the PANTS campaign, it is explained from day one that physical abuse can be carried out by their peers and older children in the school? This feels especially important given the wide age range that uses the KS2 toilets.**

The children are taught this in many ways throughout the year through assemblies and whole school initiatives. It is also taught within every year group while teaching the Relationships and Changing Me units. This is something that I (Miss Sims) as PSHE lead would like to develop more next year as well to make it more explicit throughout the school ethos and also so that is revisited more frequently. The ground work for consent begins in the early years, teaching the children about private areas of our bodies and also asking permission before giving each other a hug or taking a toy and then progresses on into year one where the children learn more specifically that parts of their body that are private and they learn about the 'PANTS' campaign and then this continues to be taught throughout each year group.

- **What does relationships constitute?**

There is a whole unit within the Jigsaw curriculum that covers relationships. This is available to view on the school website. You can find the learning intentions on the skills progression document and also the curriculum overview document. We also sent out a letter with this overview on this letter is also available on the school website.

- **In the FAQs section changing gender was discussed. It is mentioned that this won't be explicitly discussed unless particularly relevant to a class but the Jigsaw syllabus mentions transition as one of the topics?**

The transition that is referred to in the jigsaw curriculum relates to transitions from class to class or the transition from Primary school to secondary school this does not relate to transitions in gender.

1. **7. In the Year six vocabulary list 'making love' is mentioned. As we understood it, sexual intercourse so why is this phrase used?**

The vocabulary list refers to jigsaw's version of the sex education lesson. We have adopted the Bucks model created by NHS staff and the Bucks PSHE lead. We have also amended this to suit our school and we do not mention making love. We only discuss sexual intercourse with the children, however we do refer to 2 people being in a loving relationship. The phrase has been removed from the vocabulary list because it is not used. We also send home the slides used for the sex education lesson before the session takes place so parents will see what we are teaching and this is the only lesson referring to sex education in our RSHE programme there will be no other reference made to sex in any other lesson.

- **Is there a simpler version of the curriculum?**

The overview document of the jigsaw curriculum just outlines the basic objectives for each unit of the curriculum. The progression of skills document holds more detail.