



THE FEDERATION OF BURLEY AND SOPLEY PRIMARY SCHOOLS



Executive Headteacher: Mrs Helen Morris
Executive Deputy Headteacher: Nanette Allies

Monday 22nd March 2021

Dear Parents and Carers,

At Burley and Sopley Primary Schools, it is very important to us that we support our children with their social and emotional development. With a rapidly changing world dominated by social media and online gaming, it is essential that we teach our children the tools they need to be safe and how to make the right choices or seek advice.

We do this by developing personal health and wellbeing through our PSHE curriculum. You may have read or heard in the media, that the Government have introduced a new Relationships, Health and Sex Education (RHSE) curriculum. This means we now need to review our current PSHE curriculum to ensure it is up to date with the latest Government Statutory expectations. We will be merging these expectations with our existing PSHE curriculum.

We would like to have your feedback to help us review our Relationships and Sex Education policy, so that it is appropriate for our children based on their age, physical and emotional maturity and their cultural background. To help you understand the curriculum requirements we would like you to spend time looking at the school website for more information and take a look at the summary of the new Relationships, Health and Sex Education expectations below:

YEAR GROUP	TERM	TOPIC/THEME DETAILS	VOCABULARY	RESOURCES
Reception	Spring 1/Summer 2	<p>Keeping Myself Safe/Growing and Changing</p> <ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability.• 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.• How important friendships are in making us feel happy and secure, and how people choose and make friends.• 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.• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	Private parts, dress, undress, clean, smelly, flannel, sponge, towel, hands, toothpaste, hairbrush, comb, family, mum, dad, brother, sister, grandma, granddad, step mum, stepdad	SCARF Scheme on-line resources

YEAR GROUP	TERM	TOPIC/THEME DETAILS	VOCABULARY	RESOURCES
Year 1	Spring 1	<p>Keeping Safe</p> <ul style="list-style-type: none"> Identify people who can help them when they feel unsafe Understand and learn the PANTS rules; Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say "no" to unwanted touch; Start thinking about who they trust and who they can ask for help 	Private parts, clean, similar, different, family, boy, girl, male, female, private parts	SCARF Scheme on-line resources
	Summer 2	<p>Growing and Changing</p> <ul style="list-style-type: none"> Understand some of the tasks required to look after a baby; Identify the people who help/helped them at those different stages Explain the difference between teasing and bullying; Give examples of what they can do if they experience or witness bullying; Say who they could get help from in a bullying situation 		

YEAR GROUP	TERM	TOPIC/THEME DETAILS	VOCABULARY	RESOURCES
Year 2	Spring 1	<p>Relationships:</p> <ul style="list-style-type: none"> Things that cause conflict between me and my friends What I do when my friend makes me upset Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop 	Private parts, penis, vagina, similar, different, gender roles, stereotypes, boy, girl, female, male	SCARF Scheme on-line resources
	Summer 2	<p>Growing and Changing</p> <ul style="list-style-type: none"> Identify which parts of the human body are private; Explain that a person's genitals help them to make babies when they are grown up; Understand that humans mostly have the same body parts but that they can look different from person to person. Explain what privacy means; Know that you are not allowed to touch someone's private belongings without their permission; Give examples of different types of private information. 		

YEAR GROUP	TERM	TOPIC/THEME DETAILS	VOCABULARY	RESOURCES
Year 3	Spring 1	<p>Keeping Safe</p> <ul style="list-style-type: none"> Identify people who can help if a situation is unsafe; Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; 	Private parts, penis, testicles, vagina, womb, stereotypes, gender roles, similar, different, male, female, family, fostering, adoption, relationship	SCARF Scheme on-line resources
	Summer 2	<p>Growing and Changing</p> <ul style="list-style-type: none"> Identify different types of relationships; Recognise who they have positive healthy relationships with. Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; <p>Note: My changing body lesson to be taught in Y4</p>		

YEAR GROUP	TERM	TOPIC/THEME DETAILS	VOCABULARY	RESOURCES
Year 4	Spring 2	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> Suggest people they can ask for help in managing risk Understand how the onset of puberty can have emotional as well as physical impact Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise <p>Growing and Changing</p> <ul style="list-style-type: none"> Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens. <p>My changing body: (Y3 lesson)</p> <ul style="list-style-type: none"> Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; Understand that for girls, periods are a normal part of puberty; <ul style="list-style-type: none"> Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods. Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony 	Puberty, lifecycle, reproduction, physical changes, breasts, sperm, egg, pubic hair, emotional, feelings	SCARF Scheme on-line resources

YEAR GROUP	TERM	TOPIC/THEME DETAILS	VOCABULARY	RESOURCES
Year 5	Spring 2	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> Suggest what someone should do when faced with a risky situation. Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; <p>Growing and Changing</p> <ul style="list-style-type: none"> Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty. Identify some products that they may need during puberty and why; Know what menstruation is and why it happens. 	Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, feelings	SCARF Scheme on-line resources

YEAR GROUP	TERM	TOPIC/THEME DETAILS	VOCABULARY	RESOURCES
Year 6	Summer 1	<p>Keep Myself Safe</p> <ul style="list-style-type: none"> Know that it is illegal to create and share sexual images of children under 18 years old; Explore the risks of sharing photos and films of themselves with other people directly or online; Know how to keep their information private online. Understand and give examples of conflicting emotions; Understand and reflect on how independence and responsibility go together. <p>Growing and Changing</p> <ul style="list-style-type: none"> Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people. Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; Suggest strategies that would help someone who felt challenged by the changes in puberty; Understand what FGM is and that it is an illegal practice in this country; Know where someone could get support if they were concerned about their own or another person's safety. Identify the changes that happen through puberty to allow sexual reproduction to occur; Know a variety of ways in which the sperm can fertilise the egg to create a baby; Know the legal age of consent and what it means. 	Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, relationships, friendship, love, consent, intimacy, communication, personal/private information, internet safety	SCARF Scheme on-line resources

If you would like to share your views on this summary, please use the link to answer a short questionnaire: <https://www.surveymonkey.co.uk/r/QY8P5NK> which needs to be completed by 26th March 2021.

On our website, you will find a consultation page, titled RHSE Consultation, which has our RSE policy, an informative power point about RSE at the Federation of Burley and Sopley, and a parent withdrawal letter for Sex Education.

I will be sharing the PowerPoint about RSE on Wednesday 24th March at 8pm. Details of this meeting will be sent out that afternoon.

We will keep you up to date with our revised curriculum once we have reviewed it with our staff, our community and our governors.

Yours sincerely,
Mrs Helen Morris
Executive Headteacher
The Federation of Burley and Sopley Primary Schools

Sopley Primary School,
South Ripley, Bransgore,
Christchurch, Dorset BH23 8ET
Email: admin@sopley.hants.sch.uk
www.burleyandsopley federation.org.uk
Tel: 01425 672343

Burley Primary School (Main Federation Office)
Church Lane, Burley,
Ringwood, Hampshire, BH24 4AP
Email: adminoffice@burley.hants.sch.uk
www.burleyandsopley federation.org.uk
Tel: 01425 403375

