

# William Gilbert Endowed (Church of England)

## Primary School & Nursery

Vicarage Lane, Duffield, Belper, Derbyshire, DE56 4EB

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Headteacher: Mrs E H Britten



16<sup>th</sup> May 2023

Dear Year 6 Parents/Carers

This term, we have been looking at ‘Changes (including Relationships and Sex Education’) in your child’s RHE lessons in school. The lessons on changes focus on different types of changes that can happen in our lives and how to cope with change. Lessons will take place over the next few weeks, up to and possibly after the May half term holiday.

Children need help to make sense of the messages they have may picked up (including from the media) about our bodies, puberty and how a variety of relationships work (e.g. with friends, parents and carers, family members, romantic and sexual relationships). Being aware of and able to talk about their body, relationships and feelings is vital for children to stay safe and seek help if they feel at risk or are being harmed. Relationships and Sex Education (RSE) is important to help and support children through their physical, emotional and moral development. It helps children grow up able to enjoy the positive benefits of loving, rewarding and responsible relationships. It makes sure they are informed and comfortable with their bodies; that they understand the changes during puberty; that they are healthy and are physically and emotionally safe.

Coverage will include:

- **Coping with change, why can change be difficult and how it makes us feel**
- Body parts and processes (including sperm, testicles, semen, scrotum, urethra, vagina, fallopian tube, egg, discharge periods, pubic hair). Physical and emotional changes during puberty for boys (erections, wet dreams, voice breaking, ejaculation) and girls (periods, breast development, hips widening), learning about the basics of reproduction (egg and sperm meet), anxieties about being different from others their age.
- Different types of relationships and appropriate touching for these (friends, family, sexual relationships), importance of consent for sexual touching, what are sexual feelings (includes how adults may choose to express these through sexual touching of themselves or others, having sex), **what to do if they feel uncomfortable or worried.**
- Sexual intercourse within relationships, consent, conception and birth, the age of consent and how this protects young adults. There will also be a separate boys’ and girls’ session to allow children to ask questions without the other gender there, after initial learning together.
- **Changing emotions in puberty, moods, body image, fancying/having a crush on someone else, gender stereotypes, changing relationships in puberty (e.g. with friends, family, parents, peers), peer pressure, independence, falling out, where to get help with changes, worries and questions in puberty**



- **Communication in relationships, including over internet/social media, real life vs online life, privacy, sending pictures and messages, how to get help and advice**

(**areas in bold already covered, but will be revisited**).

Naturally, each time these lessons are taught, they are not identical, as they are also guided by children's own questions and needs. Lucy Emmerson, director of the Sex Education Forum, gives an example: "**Children will have questions about what terms like "lesbian" and "gay" mean, and it's appropriate to explain them, but the main thing is that children learn that relationships should be loving, equal and safe across the board.**"

RSE teaching at William Gilbert is set in the context of clear values, most importantly the value of loving and stable relationships (including marriage). It teaches children to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and choices when they are adults. We recognise and acknowledge the diversity of people, faiths, cultural backgrounds, family structures and relationships. It promotes awareness and understanding of the wide range of practices and beliefs relating to sex and relationships within our society *without promoting any particular practice or belief as right or wrong*. The teachers will only use biological language to name and describe body parts and the children will be expected to do the same. Clear ground rules are set so that children understand that personal comments, from teachers or children, are not an appropriate part of the lesson.

Children will be encouraged to ask questions and teachers will answer children's questions accurately, whilst also being sensitive to the range of knowledge, beliefs and attitudes in the class:

1. Questions which are about the objective and content of the lesson and are generally age appropriate will be answered for the whole class.
2. Questions which ask for more detail than the whole class needs or which are not about the lesson focus will be answered later, one to one and away from the other children.
3. Questions which require a great deal of detail or are much more advanced than the lesson focus will be referred back to you as parent/carer so that you can judge how much and what you want your child to know at this stage.

Some parts of SRE are compulsory - these are part of the National Curriculum for Science. Parents can withdraw their children from all other parts of SRE if they wish to do so. However, we believe that the presentation of sexual images in social and other media make it important that all young people have a place to discuss pressures, check facts and dispel myths. Even if a child is withdrawn, many pupils will discuss such issues with each other outside the classroom – so, rather than hear about the content second-hand, we hope all children will have the opportunity to take part in our carefully planned lessons.

Many parents and parent-related organisations support good quality SRE in school. Parents are the most important educators of young people in personal issues and many welcome the support that school can offer to supplement their home teaching. You may find that your child starts asking questions about the topic at home, or you might want to take the opportunity to talk to your child about issues before the work is covered in school. This will help your child to feel prepared.

There are resources available for parents on the Family Planning Association site:

<https://www.fpa.org.uk/for-parents/>

If you have any queries about the content of the programme or resources used, please do not hesitate in contacting me at school. All materials used are available for you to browse through should you so wish. Children will be given some handouts from the lessons which I have included here, which are produced by the FPA (Family Planning Organisation).

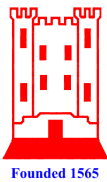
I hope that you will feel this important topic is a partnership between home and school. **Please click on the link below to confirm your consent as soon as possible.**

[RHE Consent Form](#)

Thank you for your support

Yours Sincerely

Mrs B Marshall  
Class Teacher



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Resources used:

<https://www.clickview.co.uk/free-teaching-resources/puberty/> Extracts from the videos and activities available on this site are used during lessons

There are also additional powerpoint and worksheet resources, available on request

Children will receive the 4Ugrowing up booklet, available on :

<https://www.fpa.org.uk/professionals/resources/> in the Key Stage 2 section – it can be downloaded to read for free.

<https://www.bbc.co.uk/programmes/p00w5wqh>

<https://www.youtube.com/watch?v=M9nEJUgUHQ0#action=share>

Consent: <https://www.youtube.com/watch?v=h3nhM9UIJjc>

There is a lot to cover, and time must be taken for discussion, questioning and activities to put these resources in context, so the lessons will take some weeks to cover. If you have any concerns or questions during this time, please contact the office and I will get back to you. I hope that you find the chance to review these resources reassuring, and that this will enable you to give your child the support they need.

