# Clementswood Federation

# PSHE (Personal, Social, Health and Economic Education) Policy Including RHE (Relationships and Health Education)

Prepared Summer Term 2026

Signed _____ Chair of Governors

To Be Reviewed Summer Term 2027

**PSHE (Personal, Social, Health and Economic Education)**

**Including RHE (Relationships and Health Education)**

## 1. Aims

Within the Clementswood Federation, we believe that PSHE and RHE help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens.

Under the new guidance issued by the DfE, by September 2026, Relationships and Health Education (known as RHE within our schools) will have an updated curriculum. We believe that for this to be effective, it must be taught primarily within a broader PSHE education programme, allowing its teaching to be enhanced by learning related topics, including: anti-bullying; keeping safe on and offline; keeping physically and mentally healthy; learning about the risks of drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision-making.

Our teaching of PSHE and RHE aims to:

- Provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- Ensure that our pupils build confidence, respect for themselves and empathy for others.
- Enable our pupils to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- Encourage our pupils to safely take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and wider community.
- Enable our pupils to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- Enable our pupils to make safe, healthy choices, by educating them about physical health, mental health, well-being and relationships.
- Prepare pupils for puberty and give them an understanding of their developing bodies and the importance of health and hygiene.
- Ensure that our pupils have the knowledge and capability to take care of themselves and get support if challenges arise.

## 2. Statutory requirements

The Department for Education introduced compulsory Relationships Education for primary pupils in September 2020 and from this date, it is also compulsory for all schools to teach Health Education. The government have introduced a new RHE curriculum to reflect the changes in society.

As a primary school, we are not required to provide Sex Education, but we are required to teach the elements of Sex Education contained in the Science curriculum.

As a maintained primary school, we must provide Relationships and Health Education to all pupils as per section 34 of the Children and Social Work Act 2017. We intend to work within the context of safeguarding and maintaining a child-centred approach in accordance with the 'Keeping Children Safe in Education Document' (DFE, Sept 2025).

In teaching RHE, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

Within the Clementswood Federation, we teach Relationships and Health Education as set out in this policy.

**3. Policy development**

This policy was developed in consultation with staff, pupils and parents, in September 2021. The consultation and policy development process involved the following steps:

1. *Review* – a working group collated all relevant information including relevant national and local guidance.
2. *Governor consultation* – a group of governors were given the opportunity to discuss our curriculum and make recommendations.
3. *Staff consultation* – the policy, curriculum and resources were shared with staff and their views sought and considered.
4. *Parent and Carer consultation* – the policy, curriculum and resources were parents and carers and their views sought and considered.
5. *Pupil consultation* – we investigated what exactly pupils want from their PSHE and RHE lessons.
6. Ratification – once amendments were made, the policy was shared with governors and ratified.

Following an update in the statutory Relationships, Sex, and Health Education (RSHE) guidance, which takes full effect in all schools across England from September 2026, a further parent and carer consultation was conducted. This included:

1. Sharing of the policy, curriculum and resources with parents
2. Parents being invited to share their views as part of:
    a. An online survey
    b. Email correspondence to RHE@clevelandroadpri.uk or RHE@gordonpri.uk
    c. A parent information meeting

**4. Definition and Guidance**

**PSHE**
PSHE refers to the teaching of Personal, Social, Health and Economic education.

**Relationships and Health Education (RHE)**
Relationships and Health Education (RHE) refers to the new curriculum guidance provided to schools, as detailed in Appendix 1.

- RHE is about the emotional, social and cultural development of pupils and involves learning about relationships, healthy lifestyles, diversity and personal identity.
- RHE involves a combination of sharing information and exploring issues and values.
- RHE is **not** about the promotion of sexual activity.

**Non-Statutory Sex Education**
Non-Statutory Sex Education in primary school is the teaching of sexual reproduction – how a baby is conceived and born.

This goes beyond the National Curriculum teaching of reproduction in mammals and plants.

Within the Clementswood Federation, we have made the decision not to deliver any content on Non-Statutory Sex Education.

**5. Curriculum**

Children will be able to ask questions and responses should be evidence-based, age-appropriate, based on the law and sensitive to the needs of the children.

The curriculum has been designed to ensure continuity, consistency and progression across the primary age range.

The curriculum contributes to the school's Safeguarding and Equality Duties, the Government's British Values agenda and children's SMSC (Spiritual, Moral, Social, Cultural) development.

Home and school partnership and communication and understanding of the school's approach to safeguarding disclosures is important. If pupils ask questions within the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online.

Where children ask questions that are outside of the scope of this policy, teachers will suggest that children discuss these with their parents and notify the parents, where appropriate.

The Primary National Curriculum includes:

- Preparing boys and girls for the changes that adolescence brings (puberty). This will be taught in the summer of Year 5.
- Describe the life process of reproduction in some plants and animals (in the science curriculum). This will be taught through science lessons in Year 5.

As part of RHE, children will learn the correct names for their external private parts. We have chosen to teach this language in Year 5 to support the children's learning about puberty.

Teachers in all year groups will always use the correct terminology when asked about body parts but will acknowledge that "family names" also exist for some body parts. They will always teach that some parts of the body are private. These aspects are important to support safeguarding.

### 5.1 Delivery of PSHE and RHE

RHE will be covered within the weekly PSHE lessons.

Some aspects of RHE will also be explored and reinforced in other curriculum areas, where natural links exist, in subjects such as Science, Physical Education, Religious Education and Computing. Themes may be explored in assemblies too.

The majority of our teaching will take place in class groups. There may be occasions when this might take place in smaller groups or single-gender groups, if deemed appropriate.

### 5.2 Resources

In order to provide a rich learning experience, we have drawn on high-quality resources from a number of sources. Each of these resources has been evaluated by school staff in order to ensure age-appropriateness.

We also draw on external support in relation to the teaching of specific themes. For example, children will partake in NSPCC assemblies which support their understanding of how to safeguard themselves.

### 5.3 Assessment and Record Keeping

Teachers assess pupil's work in PSHE and RHE against the curriculum aims, as stipulated within the school's Curriculum and Assessment Policies.

Children will record their learning in their PSHE and RHE exercise book.

### 5.4 Equal Opportunities and Special Needs (including Gifted and Talented)

All pupils will be given equal access to the PSHE and RHE curriculum - this is the entitlement of every child within the Clementswood Federation. Careful planning, differentiation and classroom organisation will enable the active participation of all pupils.

### 5.5 Training of Staff

All staff have received the necessary training to meet the requirements to deliver the PSHE and RHE curriculum.

Training in relation to PSHE and RHE will be ongoing and regular INSETs will be provided throughout the academic year. All staff will have access to "drop in" sessions with senior staff, should they require further support.

Training for new staff will form part of their induction process.

Also, the Head Teacher may invite visitors from outside of the school, such as the school nurse or health professionals, to provide support and training to staff teaching PSHE and RHE.

### 5.6 Racism

Racism has no place within our schools, nor do we believe it has any place in wider society. The teaching of PSHE prepares children to play a full and active role in the world as they grow. Within this context, we understand that we have a key role to play in educating children about diversity, equality and anti-racism.

Throughout their PSHE lessons, and ongoing assemblies, children learn the importance of equality and the negative impact of discrimination and bullying. As part of this, children will explicitly learn and regularly revisit issues around racism so that they fully understand why this is not acceptable and, under no circumstances should be tolerated. Pupils will learn and recognise what constitutes a racist remark and the negative impact that this has on others. They will learn how to respond appropriately and what they should do if they encounter racism.

We take regular opportunities to celebrate and learn about the rich cultural diversity within our schools, of which we are very proud. We regularly review our curriculum to ensure that it remains appropriate and that it provides embedded opportunities to address real-life issues, in order to allow us to continue to challenge stereotypes and unacceptable behaviours.

### 5.7 Environmental Education

We believe it is important that our children understand their place as global citizens and the impact that their behaviour can have on the future of our planet. Teaching children about the environment and how they can protect it, ensures that they are able to fully contribute to the creation of a more sustainable world. Through PSHE teaching, assemblies, charitable activity and celebration days, children learn about the direct actions they can take to help protect their local area and the planet.

Across the curriculum, the children have opportunities to learn about a wide range of environmental issues and their impact on global societies. They are encouraged to:

- develop empathy for others facing hardship as a result of natural disasters;
- deepen their understanding of how these communities are supported e.g. through charities, and consider how they may contribute to these efforts;
- examine the impact of negative human behaviour on the planet and how these negative behaviours may be counteracted e.g. through recycling, planting and saving energy

### 5.8 The UNICEF Rights Respecting School Framework

We are proud to be working with the UNICEF Rights Respecting School framework. Ensuring that children understand their rights as per the United Nations Convention of the Rights of the Child is central to our Federation's ethos. Where learning opportunities and links exist, relevant articles from the UNICEF Rights of the Child are taught through the teaching of the curriculum.

**6. Parental Partnership**

What children learn at school is only part of the curriculum and children must continue to learn from their parents. For some parents/carers, it can feel completely natural to discuss relationships and health matters with their child whilst, for others, it can be uncomfortable.

By working in partnership, we can ensure our children grow up with the skills and knowledge they need. Some advice on talking to your children about Relationships and Health Education is included in appendix 2.

**7. Equality Law**

The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must ensure that pupils and their families are not discriminated against because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics).

RHE focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships/Online Safety
- Being safe
- Mental wellbeing and General wellbeing
- Internet safety and harms, leading Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health prevention
- Personal safety – new topic
- Basic first aid
- Changing adolescent body and developing bodies

**What do we teach and how?**

In lessons that explore families, pictorial resources of different family types will be used. This is something we have done within our schools for many years and many of the resources used remain unchanged. Questions such as; 'Which photos show a family?' 'What is important about a family?' and 'What does your family mean to you?' help children understand about their own and other's families and how a family is founded in love and respect. Where children ask questions beyond the scope of the curriculum, they will be encouraged to discuss this with their parent /carer, who will be informed accordingly.

As the children move into Key Stage 2, they will learn about marriage. This is defined as "two people in a loving relationship that want to spend the rest of their lives together". If children mention same sex weddings or marriage it will be explained that the law of the country allows two people of the same gender to get married. This is discussed within the context of Civil Partnerships within Year 6 too.

In Year 6, work on bullying will address racist and homophobic bullying. Children will learn the word "gay" should not be used in an insulting or derogatory way. If teachers are asked, they will explain that the word "gay" relates to a person who is romantically attracted to someone of the same gender.

## 8. Community sensitivity

Some members of the community may see some family structures as a preferred way of living. UK Law says that people have a right to live with whomever they choose. The most important thing is that we always make sure to respect the way that people choose to live their lives. Teachers can acknowledge in PSHE and RHE lessons that some children/young people may have beliefs about the content taught, whilst noting that the purpose of the lesson is to give information. Children and young people will also be reminded of the ground rules and their right to pass on discussing anything that they do not want to.

## 9. Roles and responsibilities

### 9.1 The governing board

The Governing Board approve the PSHE Policy including RHE and non-statutory Sex Education and hold the Head Teacher to account for its implementation.

### 9.2 The Head Teacher

The Head Teacher is responsible for ensuring that RHE is taught consistently across the school.

### 9.3 Staff

Staff are responsible for:

- Delivering PSHE and RHE in a sensitive way and in line with the school's policy.
- Modelling positive attitudes to PSHE and RHE.
- Monitoring progress.
- Responding to the needs of individual pupils.

Staff do not have the right to opt out of teaching PSHE and RHE. Staff who have concerns about teaching aspects of this curriculum are encouraged to discuss this with the Head Teacher.

### 9.4 Pupils

Pupils are expected to engage fully in PSHE and RHE and, when discussing issues, treat others with respect and sensitivity.

## 10. Parents' right to withdraw

At Clementswood Federation, we are not teaching the non-statutory sex education to our children. There are some areas that we must legally teach within Relationships and Health Education curriculum and the Science curriculum.

Therefore, parents and carers do not have the right to withdraw their children from learning in these areas of the curriculum.

**All parents in Year 5 will be provided with an opportunity to view the content of this lesson prior to their child being taught it.**

## 11. Monitoring arrangements

The delivery of PSHE and RHE is monitored by the PHSE leader, through:

- Planning scrutinies
- Learning walks
- Teacher questionnaires

- Curriculum coverage
- Pupil questionnaires
- Pupil outcomes
- Lesson observations

Pupils' development in PSHE and RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE leader annually. At every review, the policy will be approved by the headteacher and the Governing Body

**12. Mental Health Statement**

In the Clementswood Federation, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

We endeavour to ensure that children are able to manage times of change and stress and aim to ensure that they are supported to reach their potential or to access help when they need it.

**Policy Reviewed: Summer 2026**

**To Be Reviewed: Summer 2028**

**Appendix 1**

**Relationships Education in Primary schools – Statutory DfE Guidance**

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

| | **Pupils should know…** |
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| **Families and people who care for me** | • That families are important for children growing up safe and happy because they can provide love, security and stability.<br>• The characteristics of safe and happy family life, such as 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.<br>• That the families of other children, 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.<br>• That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.<br>• That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.<br>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. |
| **Caring friendships** | • How important friendships are in making us feel happy and secure, and how people choose and make friends.<br>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.<br>• That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.<br>• The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.<br>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.<br>• How to manage conflict, and that resorting to violence is never right.<br>• How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. |

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| **Respectful relationships** | • How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.<br>• The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.<br>• How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.<br>• Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.<br>• That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.<br>• Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.<br>• The conventions of courtesy and manners.<br>• The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.<br>• The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.<br>• What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.<br>• How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. |
| **Online relationships** | • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.<br>• How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.<br>• That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.<br>• The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.<br>• Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.<br>• That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel |

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| | worried or concerned about something they have seen or engaged with online. |
| **Being safe** | • What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.<br>• The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.<br>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.<br>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.<br>• How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.<br>• How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.<br>• How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. |

**Physical health and mental well-being education in Primary schools –DfE Guidance**

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

| | **Pupils should know** |
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| **General wellbeing and mental wellbeing** | • The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.<br>• The importance of promoting general wellbeing and physical health.<br>• The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.<br>• How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.<br>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.<br>• That isolation and loneliness can affect children, and the benefits of seeking support.<br>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. |

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| | • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.<br>• Where and how to seek support (including recognising the triggers for seeking support), including who 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 (including issues arising online).<br>• That it is common to experience mental health problems, and early support can help.<br>• |
| **Wellbeing online** | • That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.<br>• Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.<br>• The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.<br>• How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.<br>• Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.<br>• The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.<br>• How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.<br>• That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.<br>• How to understand the information they find online, including from search engines, and know how information is selected and targeted.<br>• That they have rights in relation to sharing personal data, privacy and consent.<br>• Where and how to report concerns and get support with issues online. |
| **Physical health and fitness** | • The characteristics and mental and physical benefits of an active lifestyle.<br>• The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.<br>• The risks associated with an inactive lifestyle, including obesity.<br>• How and when to seek support including which adults to speak to in school if they are worried about their health. |
| **Healthy eating** | • H22 what constitutes a healthy diet (including understanding calories and other nutritional content).<br>• H23 the principles of planning and preparing a range of healthy meals.<br>• H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). |
| **Drugs, alcohol and tobacco** | • The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. |

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| **Health and prevention** | • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.<br>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.<br>• The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.<br>• About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.<br>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.<br>• The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. |
| **Personal Safety** | • About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.<br>• How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. |
| **Basic first aid** | • How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.<br>• Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries. |
| **Developing bodies** | • About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.<br>• The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.<br>• The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress. |

**Appendix 2**

Parental engagement is essential in relation to this curriculum area. Here are some tips for talking to your child:

- Be honest. If you don't know the answer to a question, be honest and say so. Tell your child that you will need to find out and that you will get back to them with more information soon.
- Remember that children are curious and want to know and understand. We tend to place our adult perspective on children's questions and comments, when actually a child just wants (and needs) a very simple, age-appropriate, matter-of-fact answer. This answer will not involve an 'adult' understanding of a topic – it needs to be at a child's level, with opportunity given for the child to be able to ask further questions, if needed. Give yourself time to respond by asking something like, "What do you think that means?" or "Why do you ask?"
- Keep lines of communication open. Having an open and honest relationship with your child can really help make conversations easier, so make sure that you are always willing to talk when your child needs you; if you can't, explain why and find another time when it is more mutually convenient.
- Use correct terminology. It helps that children aren't confused by hints, euphemisms and innuendo; use correct terminology whenever you can, especially for body parts. This is hugely important for safeguarding as well.
- Respond to what children say they need. Bear in mind that children's lives today are very different from even five years ago. Therefore, the education they receive needs to reflect this. Research shows us that children want and need to understand relationships and puberty and want to be able to talk with parents/carers about this when they have had lessons at school.
- Answer questions and don't be afraid to say, 'I really don't know – let's work it out or look it up together'. Have a phrase for awkward moments, such as, 'That's a good question, and let's talk about it once we get home'.
- Always respond. If you don't, they may think it is wrong to talk to you about relationships, puberty or human reproduction and as a result you may find your child clams up when you want to raise the subject, now or in the future.
- If it all feels too personal, try talking about people in books, films and favourite television programmes.
- Enjoy it. Laugh with each other!
- Work in partnership with the school.

**Should parents/carers require further support in talking to their children about physical development or puberty, the school will provide this support.**