



Buxton Primary School

Aylsham Road, Buxton, Norwich, NR10 5EZ
Telephone: 01603 279357 Fax: 01603 279296
Email: head@buxton.norfolk.sch.uk
Headteacher: Mrs Juliet Stops

Achieving Excellence Together

16th February 2024

Dear Parents / Carers,

National Curriculum and compulsory education

As part of our requirements, we are writing to make clear how we share details of our RSE, PSHE and RE curriculum.

All elements of the National Curriculum are designated as compulsory education for your child. They are a legal entitlement of every child in the country. The following subjects form the National Curriculum:

- | | | | | |
|---|-------------|--|----------------|-----------------------|
| ✓ English | ✓ Maths | ✓ Science | ✓ Geography | ✓ Music |
| ✓ Computing | ✓ Languages | ✓ History | ✓ Art & Design | ✓ Design & Technology |
| ✓ PE (Physical Education, including swimming) | | ✓ RHE (Relationships and Health Education) | | |

In October 2023, the Education Secretary wrote to schools to make it clear that they should share RSHE (Relationships, sex and health education) curriculum information with parents.

As has been the case for many years, our current Relationships and Sex Education Policy is on our website under 'Policies' and our PSHE (Personal, Social, Health and Economic education) curriculum and RSE (Relationships and Sex Education) curriculum details are shared in the Curriculum section.

Links here:

<https://www.buxtonschool.co.uk/policies/>

<https://www.buxtonschool.co.uk/learning/curriculum/>

The DfE (Department of Education) recommends that a sex education programme is in place in primary schools. The school also follows the requirements set out in the Norfolk Agreed Syllabus for Religious Education. Both of these areas are not part of the National Curriculum. At Buxton, we follow the Educator Solutions RSE scheme (details of each unit and related vocabulary are on the website). This enables us to ensure the compulsory RHE curriculum is taught alongside teaching children sex education by the time they finish year 6, ready for transition to the next phase of their education.

We know that some content within these subjects can be sensitive and we want to assure you that we teach children in a way that's appropriate for your child's age and level of understanding. We believe parents and carers should be well-informed about what their children are learning and therefore, you will find a good level of detail about what we cover in our curriculum section on the website.



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Some parts of the statutory science curriculum in upper Key Stage 2 (years 5 and 6) include elements that you may expect to find in other curriculum areas such as:

- | | | | | | |
|-------------------------|---|-------------|-----------|-------------|----------------|
| ✓ Evolution | ✓ Inheritance | ✓ Offspring | ✓ Puberty | ✓ Gestation | ✓ Reproduction |
| ✓ Development of humans | ✓ Effect of drugs & lifestyle on the human body | | | | |

Requirements within the compulsory relationships and health education are extensive and include, but are not limited to:

- ✓ the characteristics of healthy family life
- ✓ that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences
- ✓ how to recognise if family relationships are making them feel unhappy or unsafe
- ✓ the characteristics of friendships, including mutual respect
- ✓ that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- ✓ 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
- ✓ the importance of self-respect and how this links to their own happiness
- ✓ that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- ✓ that people sometimes behave differently online, including by pretending to be someone they are not
- ✓ that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- ✓ that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- ✓ how to ask for advice or help for themselves or others, and to keep trying until they are heard

We hope that this letter provides you with a good level of understanding around how what we teach our children relates to our requirements and how we prepare your children for life in the modern world.

As always, should you have any questions around this topic, please get in contact in the usual way.

Kind regards,

Jules Stops
Headteacher



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