Parental Consultation RSHE 2026

Thank you to all the parents who attended, the discussion was very helpful and helped to impact our policy and planning. I discussed the scheme we use and how it is designed as a spiral curriculum so that subjects are returned to throughout the years and knowledge is built on other times. We looked at some examples of resources we used and had a discussion about where we placed things in the curriculum and how we taught different elements.

Some of our discussions included the following.

1. **Teaching children in Reception the lesson Where do babies come from?**

   Previously we have not carried out this lesson with the Reception age children, however after discussion with the parents we will carry out this session going forward. After discussion we felt that a lot of the children would already have some knowledge particularly if they had younger siblings. We agreed that we would use the language that women have an egg and men have a seed. We will explain that a baby grows in a woman's tummy.

2. **Using the scientifically correct terms for the parts of the body.**

   We discussed why we use the correct terms for the parts of the body and why it is so important from both a knowledge and safeguarding point of view. From nursery we use the terms vulva and penis. We also teach the children that they may use other words at home which is completely fine but in school we use the correct terms. The parents agreed with this.

3. **Scientific Images**

   We discussed the use of scientific images to demonstrate different parts of the body. This begins in Year 2 there were no concerns raised other than this.

4. **Beginning to teach about Puberty**

   Children as young as 8 can start their periods. It is important that they are prepared. We previously taught this session when the children were in Year 4 (8/9 yrs). However in line with the scheme we use we feel that we should start it in year 3. We discussed whether at this age we should teach girls and boys separately and we talked about the pro's and con's of each approach. We finally

decided that we should keep them together as it is a natural thing and boys may already have it through parents and siblings. We also talked about how we may vary the approach depending on the needs of the cohort.

5. **Reproduction in Year 6**
   We talked about the only part of the curriculum that is not statutory and this is the reproduction lesson in Year 6. Most parts of the lesson is covered under Science reproduction at Key Stage 2 so is statutory. However, there is one part where we show and teach how eggs are fertilised (penis entering vagina), this is a scientific diagram. Everyone was happy for the children to be taught this and I emphasised that parents may withdraw their child from this lesson if they are uncomfortable with it.

6. **FGM**
   We also discussed teaching the children about this element of the guidance and decided that it was an important safeguarding lesson and that if it did not affect them it could affect their friends in the future. Before we carried out this lesson we would send information to parents.

7. **Dealing with questions children ask**
   We discussed the use of questions boxes so that we can answer any questions the children may have in an age appropriate way. Some questions we would discuss with a class and some maybe with an individual. We also have our safeguarding team and school counsellor if required for additional support.

8. **Option to cover other areas if we feel the need arises for example sharing inappropriate images.**
   We discussed how sometimes things may come up involving our students that are not covered in the primary guidance. We decided that the school would make the decision whether to address this as individuals or a group. Parents would be consulted beforehand.

9. **Keeping parents informed.**
   PSHE lead will upload to Reach More Parents an overview or what we are learning each half term in PSHE. This will give the parents the opportunity to have conversations with pupils at home. If parents would like further information on specific parts of lessons they can come into school and go through lessons and resources with PSHE lead.

10. **Teaching about different families**
    We all agreed that it was important for children to realise that families are made up in a variety of ways. Different families should be represented in our

curriculum. The key teaching point being that the families may look different but the love is still the same.