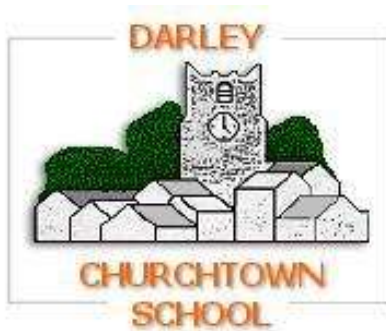




## Darley Churchtown

Church of England Primary School  
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[www.darleychurchtownschool.co.uk](http://www.darleychurchtownschool.co.uk)

Head of School: Mr Tom Lloyd

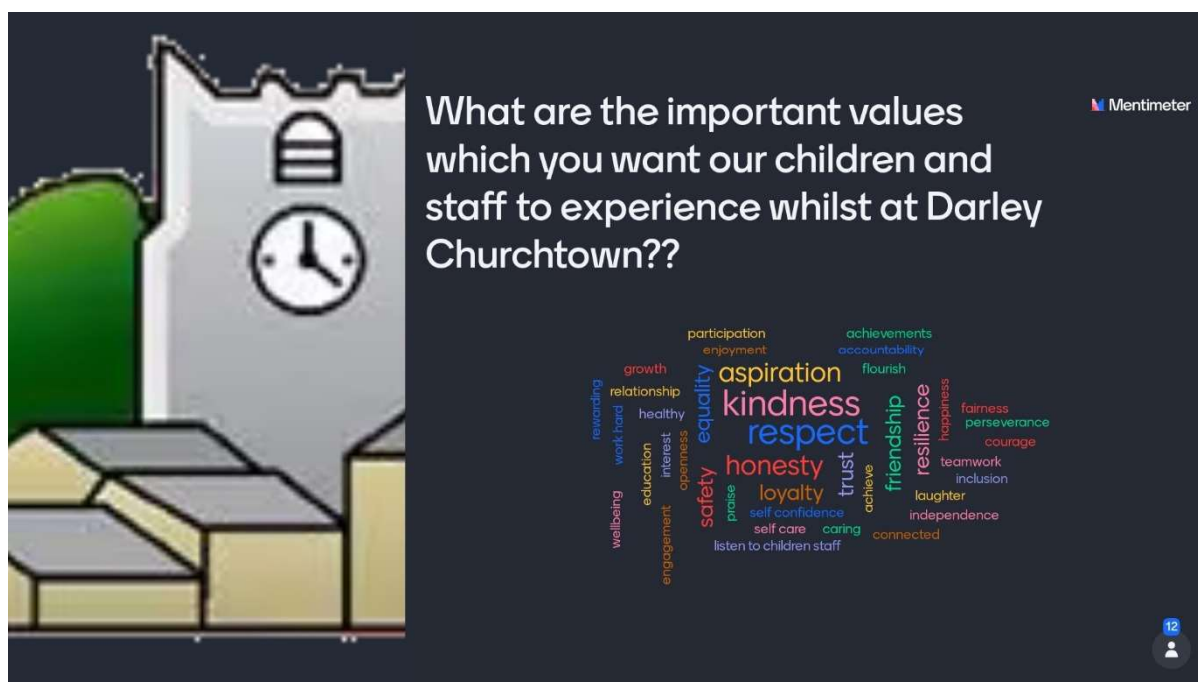
Tuesday 28<sup>th</sup> March 2023

Dear parents,

I hope this letter finds you well.

**Vision for our school:** [www.darleychurchtownschool.co.uk/vision-and-values/](http://www.darleychurchtownschool.co.uk/vision-and-values/)

Many thanks for contributing to our word map as we start to consider *what are the important values which mean a lot to us here at Darley Churchtown*. You can see the 12 responses set out below. The larger words have been added by more than one parent.



It is lovely to see the values of: **aspiration**, **kindness**, **respect**, **honesty** and **friendship** stand out. Who could disagree with a school which ensured these values guided everything decision we make and every action we take?

*What are the next steps for us and our school?*

Our governors are meeting just after Easter, in early May, and will also be contributing to our word map. Governors will also be joined by the Diocesan Deputy Director of Education who will help staff and leaders start to develop a shared vision for our school. We'll keep you updated once governors have met.

## Relationship and Sex Education:

[www.darleychurchtownschool.co.uk/relationship-sex-education/](http://www.darleychurchtownschool.co.uk/relationship-sex-education/)

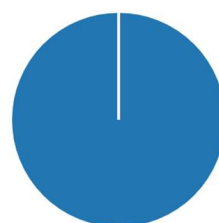
Many thanks to parents who have contributed to our review of our RSE policy and curriculum (via our recent surveys).

### *What do we know?*

- ✓ All of the 17 parents who responded to our initial survey wanted our children to benefit from sex education.

4. Would you consent for your child to be taught sex education, in a 'sensitive and age-appropriate' context?

[More Details](#)



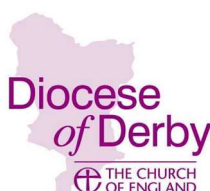
- ✓ Staff have developed an RSE curriculum and we shared this with parents before half term.
- ✓ Far fewer parents responded to our second survey. We had 17 responses to our first survey but only two for our second.

### *How do we teach children about staying safe from harm and about mental health?*

I thought it would be useful to share our draft curriculum with this letter (see at the end of this letter) and also share some further information:

- ✓ We teach all of children about staying safe and private parts of the body. This helps children recognise from an early age when something is right and when something is inappropriate. By providing children with this knowledge, we aim to help them raise any concerns which may arise.
- ✓ We teach children that families come in all different shapes and sizes and that healthy families share one common theme: love. By providing children with this understanding, we aim to help children raise any concerns which may arise.
- ✓ We teach children about mental health, including how to support their own and others. We do this via our PSHE curriculum.

### *What happens now?*



Staff at school will review the outcome of both surveys and use this to finalise our policy and curriculum before we take to governors for their consideration. Governors next meet after Easter.

We will share the outcome of the meeting with parents.

*When will Relationship and Sex Education be taught?*

- ✓ We will aim to teach Relationship and Sex Education in the summer term. Parents will be made aware well in advance.
- ✓ Parents will be invited into school to review the books and materials which staff will be using.

You can find further information, including our draft policy which includes vocabulary, on our website ([Curriculum/Relationship & Sex Education](#)).

Finally, I would like to remind and reassure parents that you have the right to request that your child/ren can be excused from sex education within the teaching of RSE.

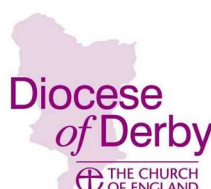
Phew! That letter was longer than I had anticipated so thank you for taking the time to read this and for continuing to share your views, suggestions and thoughts.

Here's to continuing to develop our school so that **aspiration**, **kindness**, **respect**, **honesty** and **friendship** shine through.

Many thanks,

*Ben O'Connell*

Ben O'Connell  
Headteacher



## Overview of our agreed L

NB: Our coherently sequenced sensitive and age appropriate sex education is highlighted in yellow. This has been developed as **additional sex education**.

| Early Years                                                                                                           | Year 1                                                                                          | Year 2                                                                                                                 | Year 3                                                                          |
|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Reflect on the fact that the children entered the world as babies, and that this event is referred to as their birth. | Understand that babies have special requirements and need a lot of care.                        | Reflect on the fact that our bodies and skills develop at different rates. Develop a positive attitude to differences. | Recognise that children are a part of growing up.                               |
| Recognise the different stages of life.                                                                               | Name the main parts of the body.                                                                | Name the main parts of the body.                                                                                       | Revise the correct names of sexual body parts and major organs in the body.     |
| Identify the people who they love and are special to them                                                             | Develop skills to ask for help.                                                                 | Understand that it is always the female that gives birth.                                                              | Begin to learn about physical and emotional changes during puberty.             |
| Recognise a male role in caring for babies.                                                                           | Develop skills for dealing with unwanted physical contact.                                      | Explain how a baby is cared for in the womb.                                                                           | Understand how to keep clean and change during puberty.                         |
| Explore the feelings they experience with special people.                                                             | Develop strategies for staying safe (in person and online)                                      | Develop strategies for staying safe (in person and online).                                                            | Establish clear skills for help when in school or home.                         |
| Understand that families are special for caring and sharing                                                           | Understand that families are special for caring and sharing                                     | Understand that families are special for caring and sharing                                                            | Understand that families are special for caring and sharing                     |
| Understand that there are different types of families                                                                 | Understand that there are different types of families.                                          | Explore their perceptions about gender stereotypes                                                                     | Revisit perceptions of gender stereotypes and extend to protect characteristics |
| Describe the special things that they like to do with their family and people who care for them.                      | Describe the special things that they like to do with their family and people who care for them |                                                                                                                        |                                                                                 |

