

Dear Parents and Carers,

At Shillington Lower School, we are committed to offering a curriculum that is broad and balanced. As part of your child's educational experience, we aim to promote personal wellbeing and development through a comprehensive programme of Personal, Social, Health and Economic (PSHE) education, including the teaching of Relationships and Sex Education (RSE). Our aim is to equip children with the knowledge, understanding, attitudes and practical skills they need to live healthy, safe, productive and fulfilled lives, both now and in the future.

From September 2026, schools will be required to teach the revised Department for Education (DfE) 2025 statutory guidance for Relationships and Health Education. In addition, the DfE strongly encourages primary schools to include sex education in Years 5 and/or 6 to help prepare children for their transition to secondary school. This is a positive opportunity to bring our curriculum content up to date in a changing world, whilst maintaining our age-appropriate focus on the core knowledge and essential skills that children need to navigate different aspects of their lives with confidence both in and beyond primary school.

At our school, we use the expertise of Coram SCARF, a leading children's health and wellbeing charity, to support the delivery of our PSHE and RSE. The programme consists of six half-term units: Me and My Relationships, Valuing Difference, Keeping Safe, Rights and Respect, Being My Best and Growing and Changing. In addition, we receive:

- Visits from a trained educator who will deliver aspects of the Relationships and Health Education programme
- Use of Coram SCARF's high-quality online teaching resources

Further information about Coram SCARF can be found at: <http://www.coramscarf.org.uk/>

The updated guidance enhances the Coram SCARF programme we already know and trust. The strong foundations remain the same and we continue to focus on building the



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fundamental skills and knowledge children need.

As part of this process, schools are required by law to consult with parents before an updated policy is approved by governors. The consultation period will begin on Thursday 4th June and end on Thursday 18th June 2026. We therefore invite you to take part in this important process.

To support you in this, we have created a dedicated section on our school website. Under the Information tab, you will find a section titled “RSE Consultation 2025.” This area contains:

- A copy of this consultation letter
- Our updated PSHE & RSE policy (draft version)

Additional information that you may find informative including:

- Parent information about Coram SCARF
- Parent information about SCARF’s age-appropriate content
- Long term overview of SCARF half-termly units. Updated changes mapped to the 2025 guidance are highlighted.
- A Learning Journey document showing how the unit Growing and Changing develops from Nursery through to Year 6

The Growing and Changing unit, which is often the most sensitive area of the curriculum, like all units of work, is carefully planned to ensure learning is age-appropriate and developmentally appropriate at every stage.

As schools are expected to deliver a spiral curriculum, topics are introduced at an early stage and revisited over time. For example, in the early years, children learn about the differences between boys’ and girls’ bodies and the correct names for external body parts. This provides the foundation for later learning about how and why bodies change. Lesson content then grows in complexity and maturity in line with children’s development, supporting them



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every step of the way.

The updated guidance places a stronger emphasis on developing skills alongside knowledge, particularly in helping children to navigate an increasingly complex digital world safely and positively. It recognises that there is no one-size-fits-all approach and allows schools flexibility to meet the needs of their pupils.

There is also a strengthened focus on supporting boys to develop a positive sense of masculinity, challenging harmful stereotypes, and promoting emotional expression and help-seeking behaviours. This benefits all children and supports their mental health and wellbeing. The curriculum supports children to build positive relationships, understand boundaries, and develop kindness and respect for others.

Research shows that not delivering this vital education can put children at greater risk of confusion and poor mental health. For example, some children begin experiencing puberty-related changes, such as menstruation or wet dreams, before learning about them, which can cause unnecessary worry or embarrassment. The updated guidance stipulates that puberty education, including menstruation, is introduced at the age of eight years old (Year 3) so children are prepared and supported.

Relationships and Sex Education also play a vital role in safeguarding. By teaching children to name body parts correctly, understand the difference between appropriate and inappropriate touch, and identify trusted adults, we help give them the confidence to speak out and stay safe.

Evidence also shows that children with better health (including mental health) and wellbeing are likely to achieve better academically. When children feel secure, understand relationships, and behave safely, including online, they are better able to focus on their learning.

We believe that PSHE and RSE education is most effective when school and families work together. Your child's wellbeing, safety and personal development are at the heart of everything we do, and we strongly encourage you to continue discussions at home.



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Your views are very important to us. Once we have considered feedback from parents, staff, governors, and pupils, the final policy will be approved and published on the school website.

If you wish to contribute, please review the materials on the website and use the following link to complete the questionnaire:

[Parent PSHE and RSE Consultation survey](#)

When reviewing the content, please note that Year 5 and Year 6 materials will become relevant to our federation if/when Central Bedfordshire moves to a two-tier system and we transition from a lower to a primary school.

If you have any queries, concerns, or would like to discuss the consultation process or view resources in school, please do not hesitate to contact me.

Thank you for your continued support.

Yours sincerely,



Mrs Flack
Head Teacher



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