



POLICY for Relationships, Sex and Health EDUCATION

Blenheim Park Academy

Document Detail	
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Relationships and Sex Education Policy

This relationships, sex and health education policy covers Blenheim Park Academy's approach to teaching relationships and sex education and health education (RSHE). It was produced following thorough consultation with the Board of Directors and committee members, the community within the academy including pupils, parents/carers, staff and, where relevant, appropriate members of the wider community such as medical professionals and faith leaders. It is approved by the members of the Local Governing Boards from each academy on a yearly basis.

It will be reviewed every year, or sooner if the RSE curriculum is amended, in response to emerging themes, changing pupil needs, or introduction of new legislation and guidance.

Parents will be informed about the policy through the academy websites and an annual letter. Members of staff within the academies will work with parents requiring the policy in an alternative format, ensuring equitable accessibility for all.

Values, aims and objectives:

RSHE is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future. We recognise the importance of RSHE in preparing children and young people to live safe, fulfilled and healthy lives. The overarching objective of RSHE is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and provisions of the Equality Act, 2010.

RSHE is taught in a way which is complementary to the wider ethos, values and principles of our academy. RSHE at Blenheim Park Academy is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

RSHE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- ✓ Providing a progressive curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.

- ✓ Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- ✓ Teaching non-biased, accurate and factual information that is positively inclusive.
- ✓ Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.
- ✓ Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- ✓ Providing protection from shock or guilt.
- ✓ Actively involving pupils as evaluators to ensure relevance.
- ✓ Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.
- ✓ Promotes safe, equal, caring and enjoyable relationships and discuss real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- ✓ The curriculum addresses traditional and emerging issues, and relevant challenges as identified by pupils. Consultation with pupils will be conducted on a regular basis. This will inform the RSE curriculum review, ensuring it remains responsive to emerging needs.

Some elements of the RSHE curriculum are a statutory requirement to teach in order for the academy to meet current government RSHE guidance and the Equalities Act, 2010, the Human Rights Act 1998 and the Education Act 1996. It is important to teach RSHE through a spiral curriculum. This means pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. RSHE will support the academy's commitment to safeguard pupils, preparing them to live safely in the modern world.

Our intended RSE curriculum is detailed as follows but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case parent/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross-curricular links.

Oak Class (R/1)			
Theme	Year group	Objectives	Resources
Relationships	EYFS	<ul style="list-style-type: none"> Pupils can name factors that contribute to who they are (e.g. family members, gender, culture, hobbies, likes/dislikes) Pupils can talk about how school works and their part in that. Pupils understand that there are similarities and differences between everyone and can celebrate this. Pupils know how to make friends and what a healthy/good friendship is. Pupils can recognise what they like and dislike and feel empowered to make real, informed choices. Pupils know what kind and unkind behaviour is and how this can affect others. 	PATHS: Fostering Positive classroom climate Sharing, caring and friendships RSHE scheme: My relationships Asking for Help My rights and responsibilities My beliefs
	1	<ul style="list-style-type: none"> Pupils can identify the special people in their lives, what makes them special and how special people care for one another. Pupils understand the importance of listening to other people and playing and working cooperatively, including simple strategies to resolve disagreements through negotiation. Pupils can identify and respect differences and similarities between people and can celebrate this. 	
Being safe and my body	EYFS	<ul style="list-style-type: none"> Pupils understand the concept of privacy, including the right to keep things private and the importance of respecting another person's right to privacy. Pupils can correctly name and position the body parts. Pupils can identify the special people in their lives, what makes them special and how they care for one another. 	PATHS: Self-Control Intermediate feelings & advanced feelings RSHE scheme: My rights and responsibilities Asking for help My body
	1	<ul style="list-style-type: none"> Pupils can identify the people who look after them and how to attract their attention if needed. Pupils can correctly name the main parts of the body, including external genitalia using scientific terms 	
Keeping healthy	EYFS	<ul style="list-style-type: none"> Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings. Pupils know the importance of physical exercise for being healthy. Pupils know that different food and drink contains varying amounts of sugar and fat, explaining why it is important to make healthier choices. Pupils can identify healthier options and treats. Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene. 	PATHS: Basic feelings 1 and 2 Basic Problem solving and making choices RSHE scheme: My feelings My Body E- bug resources
	Y1	<ul style="list-style-type: none"> Pupils are able to communicate about feelings, recognising how others show feelings, and know how to respond to support respectful relationships. Pupils can identify different ways to protect teeth, maintaining good oral hygiene. To learn about things that go into bodies and onto skin and how this can make people feel. Pupils are able to identify an enjoyable form of physical activity, understanding why it is important to be physically active. 	
Theme	Year group	Objectives	Resources
Living in the wider world	EYFS	<ul style="list-style-type: none"> Pupils can explain what first aid is and why it is important. Pupils can explain how and why we look after the Reception environment. Pupils understand the roles of the jobs of those people who help us. Free flow continuous provision, following the children's interests, different festivals and celebrations, Nativity play, visits 	Development Matters: Living in the wider world PATHS: Transitioning

	Y1	<ul style="list-style-type: none"> Pupils understand how to identify risk, keeping themselves and others safe in an emergency situation. Pupils to understand the importance of looking after the environment Pupils can identify what their dreams are, what they want to be when they are older and what they want to get better at. 	
Money sense	EYFS	Pupils understand how we can earn money and what it is used for.	
	Y1	<ul style="list-style-type: none"> Pupils to understand what coins and notes we have in England and how they can keep their money safe. <p>Pupils to understand where money comes from and how it is earned.</p>	
Online safety	EYFS	Pupils understand what being online may look like, the different feelings they can experience online and how to identify adults who can help.	
	Y1	<p>Taught as one day</p> <p>Pupils understand that photos can be shared online, the importance of seeking permission before sharing a photo and how to identify and approach adults who can help.</p>	

Birch 2/3/4			
Theme	Year group	Objectives	Resources
Relationships	Y2	<ul style="list-style-type: none"> Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them. Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid. Pupils can recognise and celebrate their strengths and achievements, setting simple but challenging goals. 	<p>PATHS: Establishing a Positive Classroom/Classroom rules Environment Friendships and feeling lonely/Friendships Compliments/complimenting Enhancing self-esteem Feelings in Relationships Getting along with others Recognising and Controlling Anger</p> <p>RSHE scheme: My beliefs Asking for help My feelings My relationships My rights and responsibilities</p>
	Y3	<ul style="list-style-type: none"> Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships. Pupils can distinguish different kinds of conflict; know when and where to get help. Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy or one way to be a girl. 	
	Y4	<ul style="list-style-type: none"> Pupils know that marriage is a commitment freely entered into by both people and that no one should marry if they do not want to or are not making the decision freely for themselves Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help. Pupils recognise differences and similarities between people arise from a number of factors, including family and personal identity. 	
Being safe and my body	Y2	<ul style="list-style-type: none"> Pupils can judge what kind of physical contact is acceptable, comfortable or uncomfortable and how to respond. Pupils can recognise how they grow and will change as they become older. 	<p>PATHS: Self-control and anger management/Self-awareness and anger management Problem solving Improving self-control,</p> <p>RSHE scheme: My body Rights and responsibilities My relationship</p>
	Y3	<ul style="list-style-type: none"> Pupils know how their body may change and develop and how to celebrate their uniqueness. Pupils understand the right to protect themselves from unwanted touch, feeling unsafe or feeling bad. 	
	Y4	<ul style="list-style-type: none"> Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, including ways to respond. Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty. 	

Keeping healthy	Y2	<ul style="list-style-type: none"> Pupils can recognise different types of teasing and bullying and understand that these are wrong and unacceptable. Pupils know that different food and drink contains varying amounts of sugar, fat and salt, explaining why it is important to make healthier choices. Pupils understand that some bacteria are spread and that they have the right to be protected from illness and a responsibility to protect others. To learn about medicines, and the people who help them to stay healthy To learn about rules for keeping safe around medicines and other household products 	PATHS: Feelings/Behaviours Emotions Using thinking skills Feelings and Expectations Good Decisions Problem Solving RSHE scheme: My relationships My feelings E- bug resources Barney The Magic Mirror (drugs story)
	Y3	<ul style="list-style-type: none"> Pupils are able to identify an enjoyable form of physical activity, understanding why it is important to be physically active. Pupils can identify their strengths and set aspirational goals for themselves, understanding how these contributions to self-esteem and happiness. Pupils understand the danger of overexposure to the sun To learn about the safe use of medicines and household products 	
	Y4	<ul style="list-style-type: none"> Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond Pupils know that different food and drink contains varying amounts of sugar, fat and salt, explaining why it is important to make healthier choices. Pupils understand and learn about some of the risks and effects of legal and illegal drug use Pupils know how to care for their body. 	
Living in the wider world	Y2	<ul style="list-style-type: none"> Pupils can identify an emergency situation where someone needs help quickly. Pupils can understand the importance of recycling and looking after the environment. Pupils can identify what they want to be when they are older. Pupils can identify what an aspiration is. 	PATHS: Manners Listening to Others Goals and Identity Being Responsible Caring for Others RSHE scheme: The Bad Apples class book (anti-social behaviour)
	Y3	<ul style="list-style-type: none"> Pupils to identify ways to improve the local community. Pupils can explain what first aid is and why it is important. Pupils can discuss what careers suit them and why. Pupils can identify aspirations they would like to achieve. 	
	Y4	<ul style="list-style-type: none"> Pupils understand how to identify risk, keeping themselves and others safe in an emergency situation. Pupils can come up with ways to raise money for something in the community. Pupils can discuss what careers suit them and why. Pupils can identify aspirations they would like to achieve. 	
Money sense	Y2	<ul style="list-style-type: none"> Pupils can recognise the importance to save money. Pupils will know the difference between needs and wants. Pupils will have an understanding of how to keep track of money 	
	Y3	Pupils can identify the different ways to pay for items. Pupils understand how a bank account works.	
	Y4	<ul style="list-style-type: none"> Pupils understand the benefits of raising money. Pupils understand the link between employment and money. 	
Online safety	Y2	<ul style="list-style-type: none"> Taught as one day Pupils understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help. 	PATHS: RSHE scheme: Asking for help Caught in the Web story
	Y3	<ul style="list-style-type: none"> Taught as one day Pupils can identify the difference between secrets and surprises, 	

		knowing when it is right to break a confidence and share a secret, including within an online context.	
	Y4	<ul style="list-style-type: none"> • Taught as one day • Pupils have the knowledge, skills and confidence to understand and navigate online risks linked to social media. 	

Willow 4/5/6			
Theme	Year group	Objectives	Resources
Relationships	Y4	<ul style="list-style-type: none"> • Pupils know that marriage is a commitment freely entered into by both people and that no one should marry if they do not want to or are not making the decision freely for themselves • Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help. • Pupils recognise differences and similarities between people arise from a number of factors, including family and personal identity. 	PATHS: Classroom rules Complimenting Recognising and Controlling Anger Making and keeping friends Respect Getting help from others RSHE scheme: My rights and responsibilities Asking for help My beliefs My relationships
	Y5	<ul style="list-style-type: none"> • Pupils know that there are different contexts in which families can be stable and caring. • Pupils can identify healthy friendships, recognising the skills to manage and maintain healthy friendships • Pupils know the correct terms associated with gender and sexuality and that using these words to be unkind is homophobic, biphobic and /or transphobic bullying. They understand that this is unacceptable. 	
	Y6	<ul style="list-style-type: none"> • Pupils safely explore examples of unhappy and unsafe family relationships, including identification of healthy responses to safely seeking help. • Pupils know some cultural practices are against British law, including FGM. • Pupils realise the nature and consequences of discrimination, including the use of prejudice-based language. 	
Being safe and my body	Y4	<ul style="list-style-type: none"> • Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, including ways to respond. • Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty. 	PATHS: Good Decisions Problem Solving Conflict resolution Consequences and choices RSHE scheme: My relationship My body Asking for help
	Y5	<ul style="list-style-type: none"> • Pupils have considered how to manage accidental exposure to explicit images and upsetting online content, including who to talk to about what they have seen. • Pupils can anticipate how their body may change as they approach and move through puberty. 	
	Y6	<ul style="list-style-type: none"> • Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support. • Pupils can explain what sexual intercourse is and how this leads to reproduction using the correct terms to describe the male and female sexual organs. 	
Keeping healthy	Y4	<ul style="list-style-type: none"> • Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond • Pupils know that different food and drink contains varying amounts of sugar, fat and salt, explaining why it is important to make healthier choices. • Pupils understand and learn about some of the risks and effects of legal and illegal drug use • Pupils know how to care for their body. 	PATHS: Emotions Own feelings Handling Stress Calming down Endings and Transition RSHE scheme: My feelings My rights and responsibilities E-bug resources
	Y5	<ul style="list-style-type: none"> • Pupils can anticipate how their emotions may change as they approach and move through puberty. • Pupils understand how taking part in regular physical activity has 	

		<p>lots of benefits to physical and mental health, wellbeing and their learning.</p> <ul style="list-style-type: none"> To learn how the correct use of medicines, and how vaccinations and immunisation, can help to maintain health and wellbeing. Pupils to learn about the importance of good sleep. 	<p>Barney & The Magic Mirror (Story about drugs) Smash Alley class book (effects of drugs)</p>
	Y6	<ul style="list-style-type: none"> Pupils can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves. Pupils can understand the important of daily exercise. Pupils can recognise the impact of diet in lifestyle. To learn about the reasons why people use drugs; managing situations and peer influence. To learn that mixed messages about drug use in the media exist and that these can influence opinions & decisions. Pupils have an awareness that infections can be shared during sexual intercourse and that a condom can help to prevent this. 	
Living in the wider world	Y4	<ul style="list-style-type: none"> Pupils understand how to identify risk, keeping themselves and others safe in an emergency situation. Pupils can come up with ways to raise money for something in the community. Pupils can discuss what careers suit them and why. Pupils can identify aspirations they would like to achieve. 	<p>PATHS: Goals and Identity Being Responsible Caring for Others Authority Goals Study & organisational skill Respecting differences throughout the world RSHE scheme: The Bad Apples class book (anti-social behaviour)</p>
	Y5	<ul style="list-style-type: none"> Pupils can identify an emergency situation where someone needs help quickly. Pupils can participate in wider community events. Pupils can discuss what careers suit them and why. Pupils can identify aspirations they would like to achieve. 	
	Y6	<ul style="list-style-type: none"> Pupils know when it is safe to give first aid, call for help and what to do in an emergency. Pupils can participate in wider community events. Pupils can discuss what careers suit them and why. Pupils can identify aspirations they would like to achieve. 	
Money sense	Y4	<ul style="list-style-type: none"> Pupils understand the benefits of raising money. Pupils understand the link between employment and money. 	
	Y5	<ul style="list-style-type: none"> Pupils can discuss the importance of keeping a budget and can identify how to keep money safe 	
	Y6	<p>Pupils can understand the difference of money from around the world. Pupils can recognise what money does to choice and how it affects their feelings.</p>	
Online safety	Y4	<ul style="list-style-type: none"> Taught as one day Pupils have the knowledge, skills and confidence to understand and navigate online risks linked to social media. 	<p>RSHE scheme: Caught in the Web class story My rights, my responsibilities</p>
	Y5	<ul style="list-style-type: none"> Could be taught as one day. Pupils have strategies for keeping safe online, knowing that personal information, including images of themselves and others, can be shared without their permission. 	
	Y6	<ul style="list-style-type: none"> Taught as one day Pupils can consider a range of information that is acceptable and unacceptable to share online, knowing how to get help if needed. 	

Entitlement and equality of opportunity

RSHE will be taught using a range of teaching methodologies including story-telling, drama, discussions, individual private reflection, quizzes, fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles. Distancing techniques, such as the use of characters within RSHE, avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSHE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The academy's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

Blenheim Park Academy actively celebrate the diversity of our pupils, their families and the wider whole academy community. RSHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole academy community.

Teaching and Learning

The RSHE programme will be led by senior staff within each academy and taught by class teachers, supported by outside agencies as appropriate.

On occasion external visitors, experts and agencies may be invited to contribute to the delivery of RSHE to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, our school will:

- Check the visitor or visiting organisation's credentials.
- Ensure the teaching delivered by the visitor fits with our planned programme and our published policy.
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see in advance the materials visitors will use as well as a lesson plan so that collectively we can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy.
- Arrange for the visitor to be supervised/supported by a member of school staff at all times.
- Monitor and evaluate the visitor input to inform future planning.

Responding to pupils' questions

During lessons, pupils will be provided with an opportunity to ask questions as a class. Teachers will answer questions as fully as they feel age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. Teachers may ask a pupil to wait for a response to a question if they need time to consult with a colleague, or the academy leadership team, to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate. Teachers will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons for this decision clearly explained. The teacher will work with the pupil to identify suitable sources of information, where they can safely obtain an answer to their question.

Confidentiality, sign posting and handling disclosures

Staff will discuss with children a 'working agreement' so children are clear of the limits of confidentiality that can be guaranteed by a member of staff. Teachers will conduct RSHE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved

Where relevant, at the end of every lesson, teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the pastoral team within the academy to advise of topic coverage. This will ensure that we can be responsive to pupils' pastoral needs, and safeguarding arrangements can be actioned efficiently if required. If the academy has any reason to believe a pupil is at risk of harm, we are required to respond in accordance with the academy's safeguarding policy.

Assessment

Pupils' learning will be assessed at the end of every topic. This will ensure that pupils are making sufficient progress building on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

Involving Parents and Carers

We believe that parents are the primary educators of their children in RSHE and that RSHE is most effective when it is collaboration between school and home. We therefore wish to build a

positive and supporting relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation.

The school will provide a valuable opportunity to develop awareness of emerging RSHE topics, meet RSHE teachers and review the resources being used as well as consider ways to build on the learning at home, fostering strong channels of communication between parents/carers and their children. The school also operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year. The vast majority of RSHE is compulsory. There is no right to withdraw from RSH Education.

Links to Policies

Curriculum Policy; Inclusion Policy; Anti-bullying Policy; Safeguarding Policy; Equalities Policy; E-safety Policy and Teaching and Learning.

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Dear Parent/Guardian

Our academy prides itself on delivering effective, age-appropriate relationships, sex and health education (RSHE) that meets the needs of all our pupils within an inclusive and supportive learning environment; using non-biased resources. RSHE is taught by experienced and skilled teaching staff who are committed to preparing your child to live and learn safely in the modern world, negotiating the transition into increasing independence with the development of knowledge, values and skills to make positive, healthy and safe choices.

RSHE will deliver a spiral curriculum that enables pupils to build on their prior learning by revisiting some themes to further develop knowledge, values and skills in an age and stage-appropriate manner. As such, some themes are repeated to enable a deeper exploration of the related issues. All lessons will be taught in a strictly non-judgemental and non-biased manner, to allow your child the opportunity to consider the information and develop their own values, attitudes and opinions about the topic. We would encourage you to discuss your child's relationships and sex education with them at home. This is an opportunity for you to share your family values in relation to the topics, building strong channels of communication about emotions, the human body and relationships with your child.

If you would like to know more information about our programme of relationships and sex education, please speak to our staff and familiarise yourself with the RSHE policy and read the 'Top tips for talking to your child' overleaf. You have the right to request that your child be withdrawn from some or all of sex education delivered as part of statutory RSHE and in these circumstances you should speak to your child's teacher in the first instance. As always, in the event of any complaints which cannot be resolved through informal discussion with the school, the Trust's Complaints Policy will be provided and followed.

Please feel free to contact the academy if you would like to discuss our programme of relationships and sex education on an individual basis.

Yours sincerely

Ms N Taylor, Head Teacher.

TOP TIPS FOR TALKING TO YOUR CHILD

Talking to your child about their bodies, relationships, puberty and sex is important; building good channels of communication throughout childhood can help your child to communicate with you as future issues of increasing importance arise and may help to reduce risk taking behaviours as they approach adulthood.

Your child needs to know that it's OK to talk, and that you're happy to talk about it. They'll learn this through your body language, tone and manner when you talk, so try to behave as though you would in any other normal, everyday topic of conversation.

Simple strategies to make talking about bodies, relationships, puberty and sex more comfortable:

- ✓ Start off by talking about something that you both find more comfortable, such as feelings and emotions.
- ✓ Ask them what they think their friends know/think about the topic, as this provides a way to talk about your child's views indirectly.
- ✓ Avoid 'The Chat'. Talk about these issues little and often, over everyday events like washing up or watching TV. This can help to normalise the conversation, and ease uncomfortable feelings.
- ✓ Don't leave it too late. Start talking about puberty before you feel your child is approaching it so that you already have strong channels of communication established in readiness.
- ✓ Be prepared to listen. Your child will want to have their voice heard without feeling judged and feeling listened to will encourage them to come to you to talk about issues in the future.
- ✓ If they ask you a question that you are not sure how to answer, that is OK. Suggest that you find out the answer together and then you will both know!
- ✓ Try to listen calmly, even if what they say surprises or concerns you. Try to remember that it is good that they are comfortable to discuss issues with you, and that they need to trust you will not respond negatively.

Make sure they know that they can always talk to you anytime, about anything.

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