

# PSHE/RSHE Parent Consultation 2023



The Attleborough and  
Rosecroft Primary Federation



Personal, Social, Health and  
Economic Education (PSHE)  
and Relationships, Sex and  
Health Education (RSHE) Policy

# Why are we consulting parents?

## RSHE Guidance and Statutory Requirements

From September 2020, the following subjects have become **compulsory** in schools in England.

- ▶ **Relationships education** in primary schools.
- ▶ Relationships and sex education (RSE) in secondary schools.
- ▶ **Health education** in state funded primary and secondary schools.

The DfE continues to recommend that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

These subjects will support all young people to be happy, healthy and safe, equipping them for life as an adult in modern society.

# Why the curriculum has changed...

- Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

(Secretary of State foreword)



# The world has changed...

- Internet access to adult content
- Social media
- Gaming addiction
- Sexualisation of society
- Online bullying (cyber-bullying)
- Online exploitation
- Gangs
- Knife crime
- Extremism
- Fake news

High quality PSHE/RSHE helps create safe school communities in which students can grow, learn, and develop positive, healthy behaviour for life.

# Our School Vision for RSHE

## Our Intent

The intent of our My Life PSHE/RSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more.

Across the Attleborough and Rosecroft Primary Federation our My Life PSHE/RSHE curriculum enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Relationships and sex education (RSE) 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.

Health education is learning about the information needed to make good decisions about health and wellbeing in the modern world in which we all live. It should enable children to recognise when issues arise and how to seek support.

# Compulsory Relationships and Health Education

## Overview of Teaching Expectations: Primary

Relationships Education (Primary)	Physical Health and Mental Well Being (Primary)
Families and People who care for me	Mental Wellbeing
Caring Friendships	Internet Safety and Harms
Respectful Relationships	Physical Health and Fitness
Online Relationships	Healthy Eating
Being Safe	Drugs, alcohol and tobacco
	Health and Prevention
	Basic First Aid
	Changing Adolescent Body

# Non-Statutory Sex Education

Sex Education is not compulsory in primary schools however, the Department of Education state that **primary schools are encouraged to have a programme of study in place for it to be taught**, tailored to the age and the physical and emotional maturity of the pupils.

## What is Sex Education?

**Sex education is learning about how a baby is conceived and born.**

*‘The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.’ Department for Education Relationship Education, Relationships and Sex Education (RSE) and Health Education (2019)*



# RSE Links to the Science Curriculum

## Sex and relationships education in the National Curriculum Science programme of study

### Key Stage 1

#### YEAR ONE

##### Animals, including humans

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

#### YEAR TWO

##### Animals, including humans

- Notice that animals, including humans, have offspring which grow into adults.

### Upper Key Stage 2

#### YEAR FIVE

##### Living things and their habitats

- Describe the life process of reproduction in some plants and animals  
(Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.)
- Describe the changes as humans develop to old age  
(Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.)



# Rights to be excused from Sex Education

(commonly referred to as the right to withdraw).

- ▶ Parents **do not** have the right to withdraw their child/ren from any aspect of Relationships Education.
- ▶ Parents **do not** have the right to withdraw their child/ren from any aspect Health education.
- ▶ Parents **do** have the rights to withdraw their child/ren from any aspects of Sex Education other than those which are part of the Science Curriculum.
- ▶ Parents therefore have the right to withdraw their child from learning about 'how a baby is conceived and born.'
- ▶ Parents will be informed about the content that is going to be taught. If parents/carers choose to withdraw their child/ren from the Sex Education lessons, they can speak to the Headteacher to arrange alternative provision during these lesson times.

# Our PSHE/RSHE Curriculum

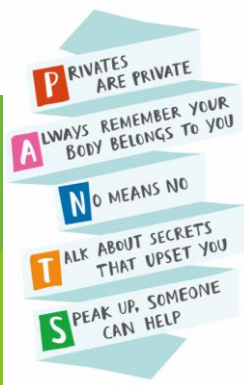
## Relationships and Sex Education (RSE)

For our broader Personal, Social, Health and Economic Education (PSHE) curriculum, we follow the **Collins 'My Life' scheme** which includes RSE. To further support this, we use the Norfolk Educator Solutions 'RSE Sorted' resource.

The resources we use may however vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. Where possible the curriculum will be complemented by themed assemblies, topic days and cross-curricular links.

## Health Education and Living in the wider world

It primarily is drawn from the Collins 'My Life' Scheme of work. We also have an E-Safety curriculum through the teaching of RSHE and Computing.





# Why Personal, Social, Health and Economic Education (PSHE) as well as RSHE?



- ▶ It's believed that a complete PSHE and RSHE curriculum is important, despite PSHE not being a statutory requirement. This is to ensure that pupils have a **well-rounded and rich curriculum covering a range of life skills** as well as financial education and social education, learning about being part of a community and about social issues which affect their local area, nation and the whole world. For example, topics include Life in Plastic, Money Matters and Human Rights.
- ▶ A high-quality spiral PSHE curriculum can also contribute to providing personal development for all pupils, which is one of the 5 inspection areas of Ofsted inspections.

# How our school will teach this...

- ▶ Each class will create a working agreement so pupils feel comfortable to join in with the lessons.
- ▶ All teachers will use the correct scientific language when talking about parts of the body. We have a statutory duty to safeguard our pupils. Knowing the accurate, factual scientific terminology supports this.
- ▶ No pupil will be forced to join in an activity or answer a question. Classrooms will have an ask It Basket, Question Box or Worry Guzzler. It is essential pupils are given space within each lesson to ask any questions they have, to seek reassurance for concerns, fill any gaps of knowledge and address misconceptions.
- ▶ All genders will be taught together, although time may be spent separately to answer specific questions. If the class is broken down into smaller groups, they should come back together afterwards to share what they have been learning.
- ▶ Should a cause for concern be raised as a result of the lesson, it will be dealt with according to the safeguarding policy.





# How we evidence the learning

## My Life PSHE/RSHE Assessment Sheet

Topic:

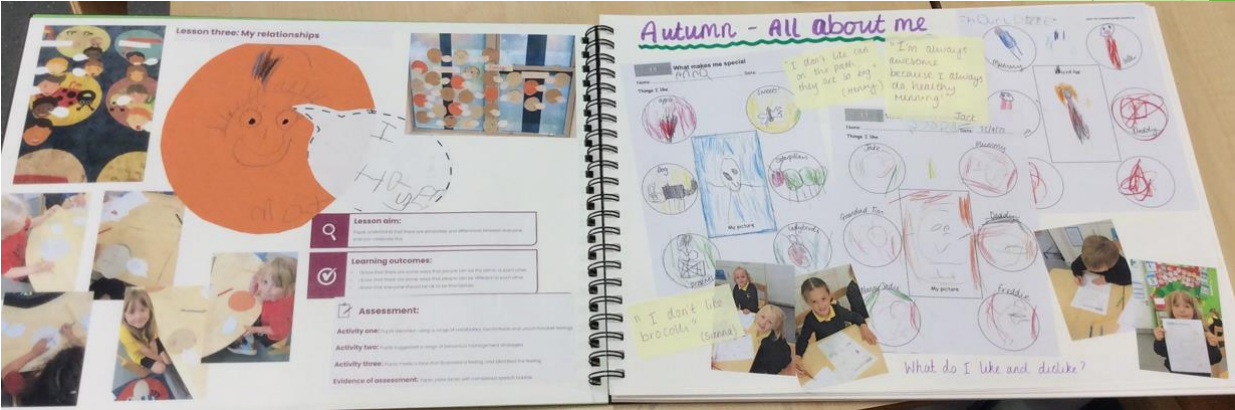
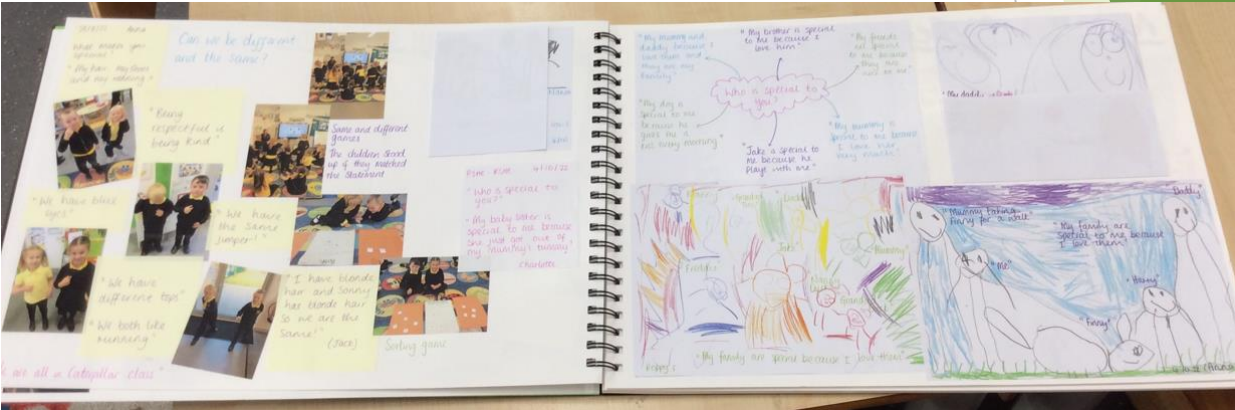
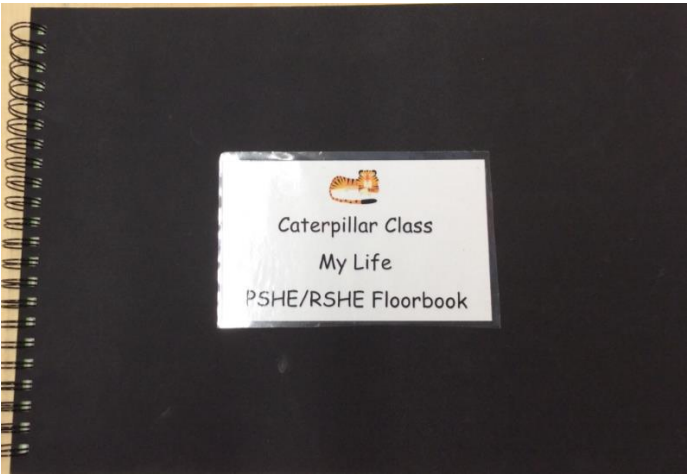
### Baseline

What we already know about this topic:

What we would like to know about this topic:

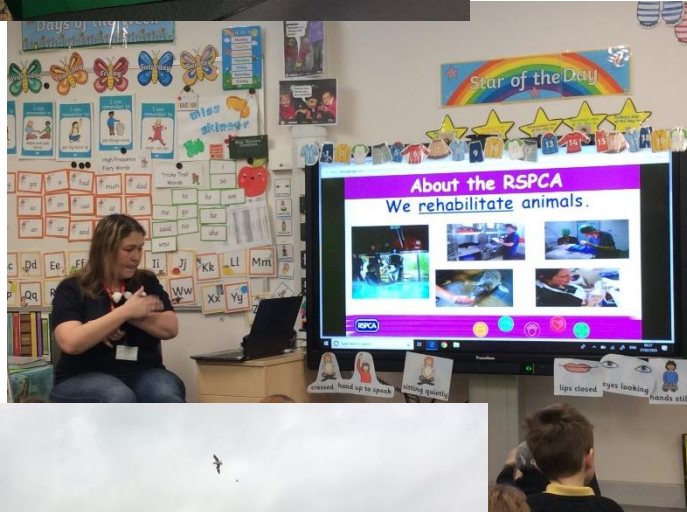
### End of Unit

We have learnt...





# Promoting the subject



# Pupil Voice: Your children want to learn about...

- ▶ Different relationships and families including adoption and fostering.
- ▶ Friendships - being kind and caring and how to stop bullying.
- ▶ Being safe - road safety, fire safety, staying safe online - stranger danger.
- ▶ First aid - what to do, how to take care of ourselves.
- ▶ The human body and relationships - different body parts and the scientific names.
- ▶ Mental wellbeing - how to look after our minds and bodies.
- ▶ How babies are made and born.
- ▶ Puberty - the changes that happen, how hormones affect your emotions and how to deal with different emotions.
- ▶ Making right choices.
- ▶ Staying healthy and exercising - starting early to look after your body.
- ▶ Different cultures and backgrounds.
- ▶ Dealing with pressurising situations - how to deal with situations when people might offer drugs or alcohol. Also learning about the affects drugs, alcohol and tobacco have on your body.



# Information found on our Federation Website

My Life: PSHE/RSHE Whole School Overview

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Whole School RSE Sorted
Autumn 1	All About Me	Feelings and Special People	Different types of families	Safety online	Nutrition and Dental Health	Body Image	Drugs and Alcohol Education	RSE Sorted (Relationships and Sex Ed.) for all Year Groups My Feelings, My Body, My Relationships, My Beliefs, My Rights and Responsibilities, Asking for Help  One Lesson per half term. (KS1 cover this unit in the summer term).
	My Feelings							
Autumn 2	Friendships	Staying Safe	Healthy bodies	Celebrating achievements and being resilient	Human Rights	Bereavement and Loss	Mental and Emotional Health	
	Celebrations							
Spring 1	What do people do all day	Healthy me	Feeling included	Being part of a community	Emergency Situations	Fake News	Global Sustainable Development Goals	
	Staying Safe							
Spring 2	Being Healthy	All around us	Healthy minds	Exercise	Respect	Life in Plastic	E-Safety and Social Media	
	Looking After Myself							
Summer 1	My World	Money Matters	Caring for the environment and social responsibility	Stereotypes	Money Matters	Changes in Friendships	Anti-social Behaviour and the Role of the Police and the Law	
Summer 2	Growing up	RSE Sorted	RSE Sorted	What I like	Falling out and making up	Puberty	Sex Education	

Relationships Education

Health Education

Living in the Wider World

Relationships, Health and Living in the Wider World Education

Sex Education

Non-Statutory

# Relationships and Sex Education Progression and Key vocabulary

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
My Feelings	<p>Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.</p> <p><i>feelings, comfortable, uncomfortable.</i></p>	<p>Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.</p> <p><i>emotions, feelings.</i></p>	<p>Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.</p> <p><i>self-esteem.</i></p>	<p>Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to self-esteem.</p> <p><i>aspiration, compliment, self-esteem.</i></p>	<p>Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.</p> <p><i>emotions, empathy.</i></p>	<p>Pupils can anticipate how their emotions may change as they approach and move through puberty.</p> <p><i>Puberty, emotions, hormones.</i></p>	<p>Pupils can recognise how images in the media, including online do not always reflect reality, and can affect how people feel about themselves.</p> <p><i>Body image.</i></p>
My Relationships	<p>Pupils understand that there are similarities and differences between everyone and can celebrate this.</p> <p><i>same, similar, different.</i></p>	<p>Pupils understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.</p> <p><i>communication.</i></p>	<p>Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable.</p> <p><i>bullying.</i></p>	<p>Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.</p> <p><i>relationship.</i></p>	<p>Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.</p> <p><i>public, private.</i></p>	<p>Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.</p> <p><i>relationships.</i></p>	<p>Pupils realise the nature and consequences of discrimination, including the use of prejudice based language.</p> <p><i>homophobic, biphobic, transphobic, gender, cisgender, transgender, pangender, intersex, sexuality, gay, lesbian, bisexual.</i></p>
Asking for help	<p>Pupils can identify the special people in their lives and what makes them special and how special people care for one another.</p> <p><i>special.</i></p>	<p>Pupils can identify the people who look after them, who to go to if they are worried and how to attract attention.</p> <p><i>problem, help.</i></p>	<p>Pupils know the difference between secrets and surprises including the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.</p> <p><i>secret, surprise.</i></p>	<p>Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.</p> <p><i>secret, surprise.</i></p>	<p>Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.</p> <p><i>peer pressure.</i></p>	<p>Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk about what they have seen.</p> <p><i>online.</i></p>	<p>Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.</p> <p><i>problem, support, help, trust.</i></p>
My rights and responsibilities	<p>Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.</p> <p><i>Public, private.</i></p>	<p>Pupils understand how some diseases are spread, including the right to be protected from disease and the responsibility to protect others.</p> <p><i>disease, bacteria.</i></p>	<p>Pupils can judge what kind of physical contact is acceptable, comfortable, and uncomfortable and how to respond.</p> <p><i>personal space, privacy.</i></p>	<p>Pupils understand the right to protect their body from unwanted touch.</p> <p><i>private parts, penis, testicles, vulva, breasts, vagina, buttocks, anus.</i></p>	<p>Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.</p> <p><i>marriage, arranged marriage, forced marriage.</i></p>	<p>Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.</p> <p><i>personal information.</i></p>	<p>Revisit Year 5 Lessons</p>

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
My beliefs	<p>Pupils can recognise what they like, dislike and feel empowered to make real, informed choices.</p> <p><i>Like, dislike, difficult.</i></p>	<p>Pupils can identify and respect the differences and similarities between people.</p> <p><i>Similarities, differences.</i></p>	<p>Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.</p> <p><i>Unique.</i></p>	<p>Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.</p> <p><i>Gender, stereotypes.</i></p>	<p>Pupils recognise differences and similarities between people arise from a number of factors including family and personal identity.</p> <p><i>Similar, different, Identify.</i></p>	<p>Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.</p> <p><i>Gender, sex, intersex, transgender, gay lesbians.</i></p>	<p>Revisit Year 5 Lessons</p>
My Body	<p>Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene</p> <p><i>Hygiene.</i></p>	<p>Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.</p> <p><i>Private parts, penis, vulva</i></p>	<p>Pupils can recognise how they grow and will change as they become older.</p> <p><i>Foetal development, vagina.</i></p>	<p>Pupils know how their body may change as they grow and develop, how to care for their body and celebrate uniqueness.</p> <p><i>Differences, unique, penis, vulva, hygiene</i></p>	<p>Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty</p> <p><i>Foetus, physical and emotional development, puberty</i></p>	<p>Pupils can anticipate how their body may change as they approach and move through puberty</p> <p><i>Puberty, penis, erection, wet dream, menstrual cycle, periods.</i></p>	<p><b>Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female organs.</b></p> <p><b><i>Sexual intercourse, conception, sexual organs, penis, testicles, scrotum, foreskin, epididymis, sperm ducts, erection, ejaculation, semen, vulva, vagina, clitoris, labia, ovaries, fallopian tube, womb, uterus.</i></b></p> <p><b><u>Additional Sex Education Terminology from the 'My Life' curriculum:</u></b></p> <p><b><i>consent, contraception, heterosexual, conception, umbilical cord, embryo, fertilisation, egg, birth, caesarean section, IVF, surrogacy, adoption, labour.</i></b></p>

\*The lessons highlighted in blue are Sex Education lessons.

# Year group Overviews

## My Life PSHE/RSHE Year 3 Yearly Overview – Question Based Model

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 - RSE Sorted Lesson
<b>Autumn 1 - Safety Online</b>	What is good and bad about the internet?	What is my personal information?	How are online friends different from friends in the real world?	Is too much online gaming bad for you?	What advice about being safe online do pupils in Year 3 need?	<p>Asking for help</p> <p>Can I identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret?</p>
<b>Autumn 2 - Celebrating Achievements and Being Resilient</b>	What are achievements and why and how do we celebrate them?	What are my aspirations?	What does it mean to be resilient?	What is a growth mindset and what does it mean for me?	How can I deal with difficult situations in my life?	<p>My Feelings</p> <p>Can I identify my strengths and set aspirational goals for myself, understanding how this contributes to high self-esteem?</p>
<b>Spring 1 - Being part of a community</b>	What is my class community?	What is my family community?	How do I belong to my community?	How can I help people in my community?	How can we design a community centre that is suitable for everyone?	<p>My Relationships</p> <p>Can I recognise a wide range of relationships, including the attributes of positive, healthy relationships?</p>
<b>Spring 2 - Exercise</b>	Why is being active good for our minds and our bodies?	Can exercise be fun, quick and free?	What happens to my body if I don't exercise?	Why is it good for us to spend time outdoors?	What are the signs I might be getting ill (physically or mentally) and who can I go to if I am worried?	<p>My rights and responsibilities</p> <p>Do I understand the right to protect my body from unwanted touch?</p>
<b>Summer 1 - Stereotypes</b>	Are all boys the same? Are all girls the same?	Are all men the same? Are all women the same?	Can we change traditional stereotypes?	What is it like when people make assumptions about you?	How can I know what to say when people say things based on stereotypes?	<p>My Beliefs</p> <p>Can I challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl?</p>
<b>Summer 2 - What I Like</b>	What are my likes and dislikes?	What is important to me?	What do I do if I don't agree?	What decisions are mine to make?	What can I do and where can I go for help if I am worried or feel uncomfortable?	<p>My Body</p> <p>Do I understand how my body may change as I grow and develop, how to care for my body and celebrate my uniqueness?</p>

To find out more information about our PSHE/RSHE curriculum, please familiarise yourself with the PSHE/RSHE Policy on the school website as well as the year group overviews.



The Attleborough and  
Rosecroft Primary Federation



Personal, Social, Health and  
Economic Education (PSHE)  
and Relationships, Sex and  
Health Education (RSHE) Policy

# Whole School Approach

All of these subjects across the Attleborough and Rosecroft Primary Federation are set in the context of a wider whole school approach to supporting pupils to be safe, happy and prepared for life beyond school. For example, our curriculum on Relationships, Sex and Health Education complements, and is supported by, our school's wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding.

At the heart of Relationships, Sex and Health Education, there is a focus on keeping children safe and the role that schools can play in preventative education.

# Support for Parents and Carers

The DfE has produced guides for parents of primary and secondary aged children which can be used by schools to communicate how relationships and health education will be taught. The guides provide details of topics that will be covered and information of parent's rights to withdraw. (DfE, 2019c).

- ▶ You may access relevant guides following the link below  
<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

These are also accessible on the School Website.

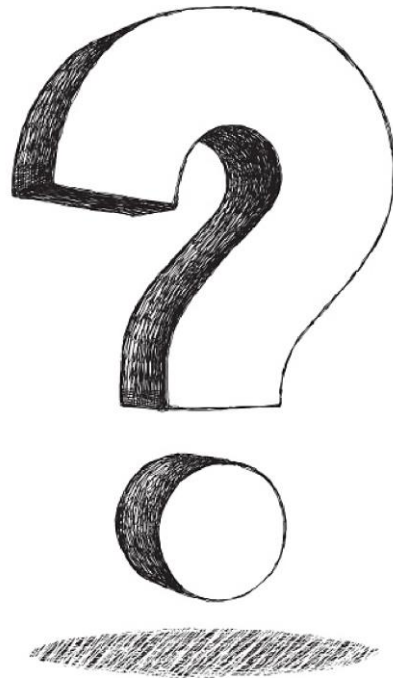


# Common Principles

- ▶ We all want what is best for children.
- ▶ We want to protect children and to keep them safe.
- ▶ We want children to be healthy and happy.

**High quality PSHE/RSHE is part of this.**

# COMMONLY ASKED QUESTIONS ADDRESSING MISCONCEPTIONS



## Where can I find out more information about what will be taught in my child's school?

Please visit the school website to find information including:

- My Life PSHE/RSHE Policy
- Whole School Overview
- Year Group Overviews
- Parent Consultation
- Parent Questionnaire
- Frequently Asked Questions
- Guides For Parents (including Top tips for talking to your children about tricky things and useful picture book information)
- List of relevant picture books

# Will my child's school have to engage with me before teaching these subjects?

- ▶ Schools will be required to consult with parents when developing and reviewing their policies for Relationships and Sex Education, which will inform schools' decisions on when and how certain content is covered.
- ▶ Effective consultation gives the space and time for parents to input, ask questions, share concerns and for the school to decide the way forward. Schools will listen to parent's views, and then make a reasonable decision as to how they wish to proceed. What is taught, and how, is ultimately a decision for the school and consultation does not provide a parental veto on curriculum content. (UK Gov)

# Do I have a right to withdraw my child from Relationships and Sex Education?

- ▶ From September 2020 in Primary Education parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the Science Curriculum.
- ▶ Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools (other than those which are part of the Science Curriculum), which, unless there are exceptional circumstances, should be granted **up to three terms before their child turns 16**. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16- the legal age of sexual consent.
- ▶ There is no right to withdraw from Relationships Education or Health Education at Primary or Secondary as we believe that the contents of these subjects-such, friendships, safety (including online safety) –are important for all children to be taught as family.

# Does the new Relationships Education and RSE curriculum take account of my faith?

- ▶ The DfE states that Relationships Education has been designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain –this means taking into account the religious background of pupils when planning teaching, so that topics are appropriately handled.
- ▶ In developing these subjects, the government has worked with a number of representative bodies and faith organisations, representing all the major faith groups in England. Several faith organisations produce teaching materials that schools can choose to use.
- ▶ The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.

# Has the government listened to the views of my community in introducing these subjects?

- ▶ A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and parents –these responses have helped finalise the statutory guidance.



# Will my child be taught about Lesbian, Gay , Bisexual and Transgender(LGBT+) relationships?

- ▶ We believe that all pupils should be taught about the society in which they are growing up. Relationships Education is designed to foster respect for others and for difference and educate pupils about healthy relationships. We also believe that children should receive teaching on LGBT+ content during their school years. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist is very important.

*'In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.'* Department for Education Relationship Education, Relationships and Sex Education (RSE) and Health Education (2019)

Across the Attleborough and Rosecroft Primary Federation:

Learning is inclusive and we do not discriminate

Children are taught to value others and themselves

Children learn about diversity and difference

# What support will schools receive to deliver these subjects well?

- ▶ The government has invested in a central support package to help teachers introduce these subjects well and with confidence. This will include a new online service, featuring access to high quality resources, innovative training materials, case studies and an implementation guide, available from Spring 2020.
- ▶ There will be training available for teachers through existing regional networks, offering opportunities to improve subject knowledge and build confidence.
- ▶ Collaboration with expert organisations, schools and teachers to develop this support.
- ▶ Staff Professional Development Days.

# Any Questions ?

- ▶ Please read our PSHE/RSHE policy and complete the relevant Parent Consultation Questionnaire to add any feedback and share PSHE/RSHE curriculum queries.

You may also share curriculum queries by emailing us at:

[office@attleborough-pri.norfolk.sch.uk](mailto:office@attleborough-pri.norfolk.sch.uk) and/or [jstanford@attleboroughprimary.org.uk](mailto:jstanford@attleboroughprimary.org.uk)