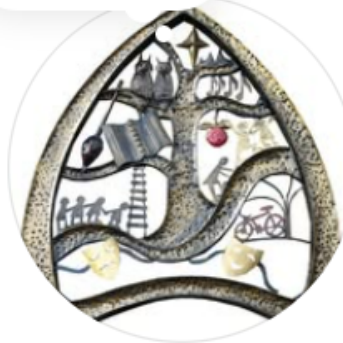


Meet the Head Teacher 2026



Opening Doors, Enriching Lives

We are now on Facebook:



Tanfield Lea Community Primary School

216 followers • 2 following

Opening Doors, Enriching Lives

 School



Opening Doors, Enriching Lives

Our School Values.



Turn Up

Attendance at school is so important. We want you to turn up to school physically but also turn up with the right attitude, ready to learn.



Learn

We really want you to learn lots of new things in school.



Care

As well as learning new skills, we want the you to care about your progress, care about others and care about your community.



Persevere

We want you to develop a 'Growth Mindset' to keep going when facing difficulties so that in the end you can shine!



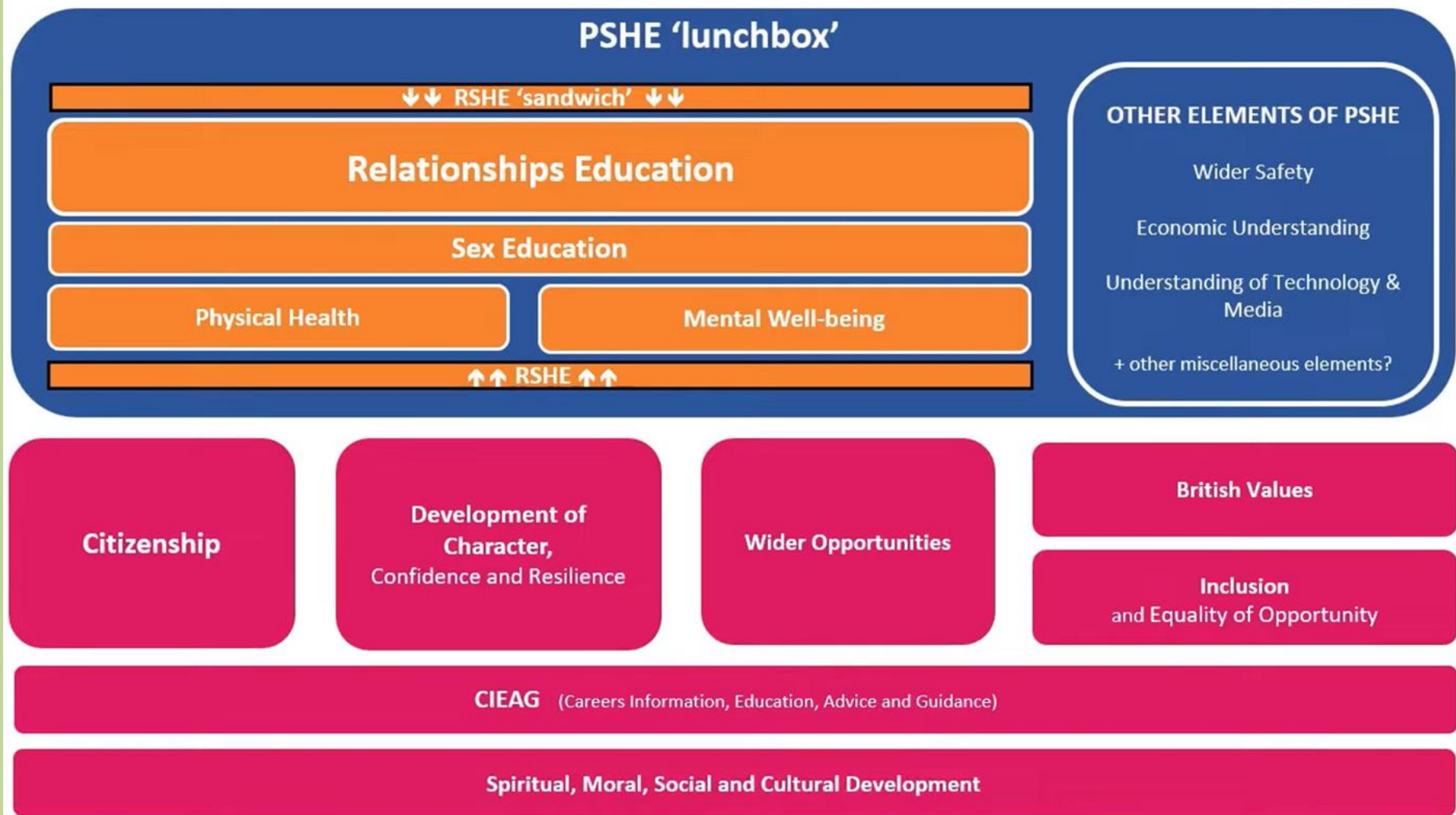
Shine

We want you to succeed, both in school work and as a young person. We will celebrate your successes and enjoy watching you develop from Pre-School through to Year 6 and beyond!

Why are we holding this session?

- Personal Development is very important to the school. It's part of our 'Opening Doors, Enriching Lives' mission. Under PD sits Citizenship, British Values, Careers, Social, Moral, Spiritual and Cultural Development, and the lessons called PSHE.
- The government has a new statutory Relationships and Sex Education and Health Education policy which will be statutory from September 2026
- It is important to consult with parents/carers about this prior to it happening.

The elements of Personal Development



RSHE teaches essential life skills including recognising healthy relationships, setting boundaries, and online safety.

RSHE fosters respect, empathy, and understanding among children, supporting their social and emotional growth.

Why RSHE matters

RSHE empowers children to make informed decisions and supports academic success through emotional resilience.

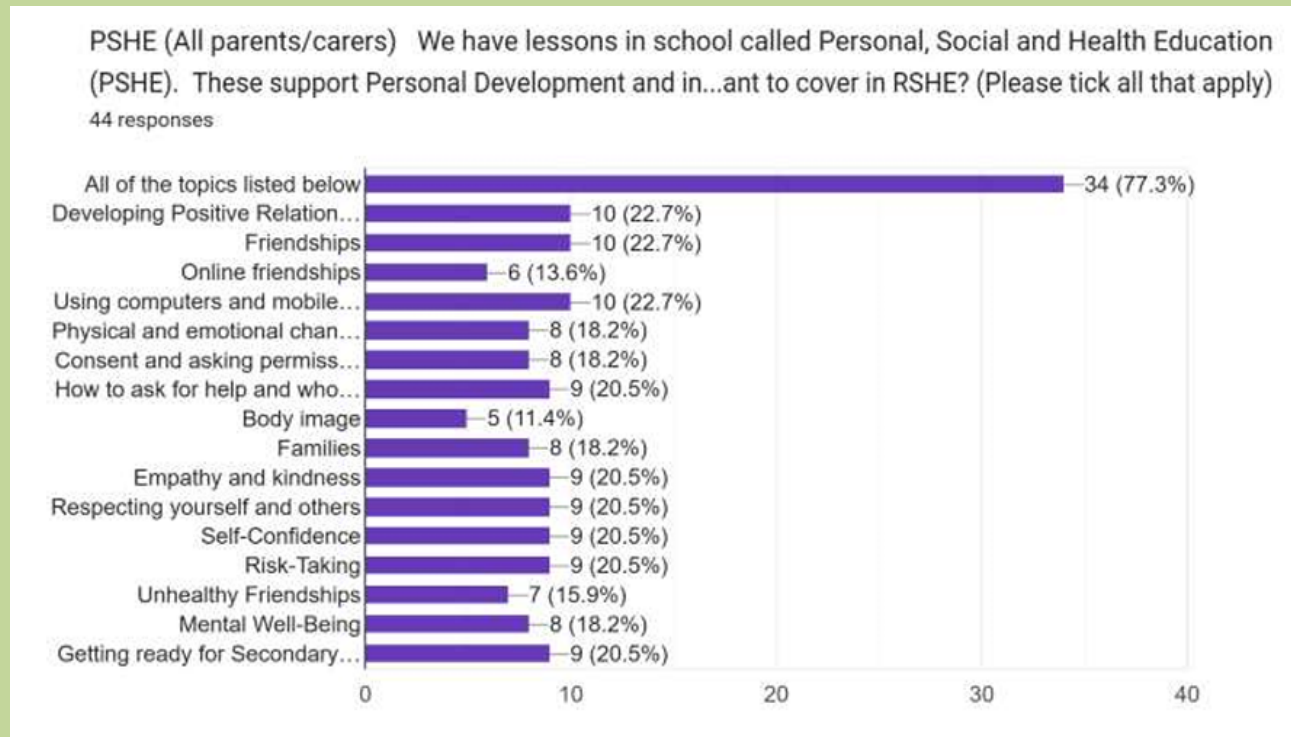
Early RSHE education reduces bullying, exploitation, and mental health risks by promoting emotional well-being.

Timeline

- 2025-26 (and before) School have always taught RSHE as part of the PSHE lessons in school
- Autumn – Mrs Sparkes and Mr Temple attended training on this
- Spring questionnaire – we asked which topics parents/carers saw as important
- Spring release of the PSHE Draft Document
- May INSET – Teacher training
- June Meeting (today!)- any further questions will be added to this document.
- September 2026 – RSHE Policy adopted and enacted

What will stay the same

- PSHE lessons in school, which are planned, age-appropriate.
- Sexual reproduction in mammals is taught as part of Science in Y5/6.



What is new

- Staff training on 'sensitive' subjects
- Some name changes to curriculum titles

Statutory 2025 Relationship Topics	Topic 1: Families and people who care for me. Topic 2: Caring Friendships Topic 3: Respectful, kind relationships Topic 4: Online safety and awareness Topic 5: Being Safe
Statutory 2025 Primary Health and Wellbeing	Topic 1: General Wellbeing Topic 2: Wellbeing Online Topic 3: Physical health and fitness Topic 4: Healthy Eating Topic 5: Drugs, alcohol, tobacco and vaping Topic 6: Health protection and Prevention Topic 7: Basic First aid Topic 8: Personal safety Topic 9: Developing bodies (Visit from the school nurse in year 5 and 6) Throughout the year there will be visits from the NSPCC.

- An emphasis on the correct names of body parts

New parts of the RSHE Policy

1. Body parts named: This is part of health education.

The following body parts are taught at TLCPS:

Year Groups	Body parts	When
Pre-School and Reception	Penis, vagina, nipples	Autumn 1 term
Year 1 and 2	Penis, vagina, nipples, vulva, testicles	Cycle A – Summer 2 Cycle B – Autumn 1
Year 3 and 4	Penis, vagina, nipples, vulva, testicles, scrotum	Cycle A – Autumn 1 Cycle B – Summer 2
Year 5 and 6	Penis, vagina, nipples, vulva, testicles, scrotum	Covered in puberty talks (Girls in Autumn, Boys in Summer) and in Year 6 sex education lesson.

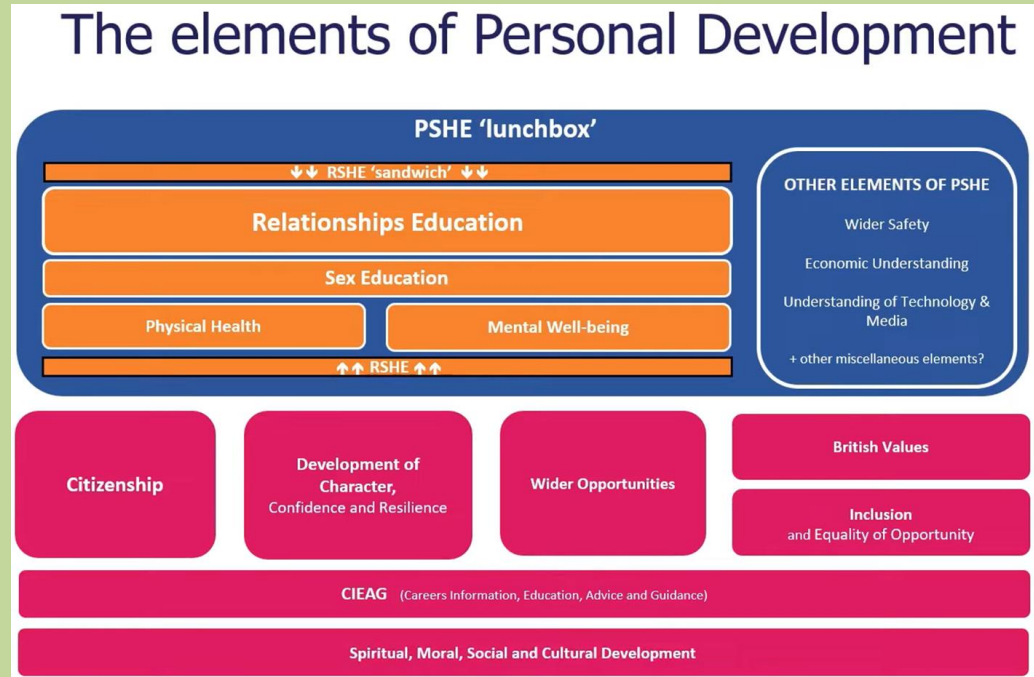
2. 'Protective and preventative content'

- Where particular issues are taught as an additional part of PSHE/Personal Development, parents will be informed. This happened this year where some photos were being shared by Y6s outside of school without consent.

Parents will be informed about this.

3. Sex Education (Non statutory)

This is what is new.



The new lesson is a single lesson, taught to the Y6 children, using the resources which are displayed in the policy. We thought it best to show the resources of the most 'controversial' lesson in full. They are in the policy too under Appendix A.



How a baby is made

Y6 Lesson 4

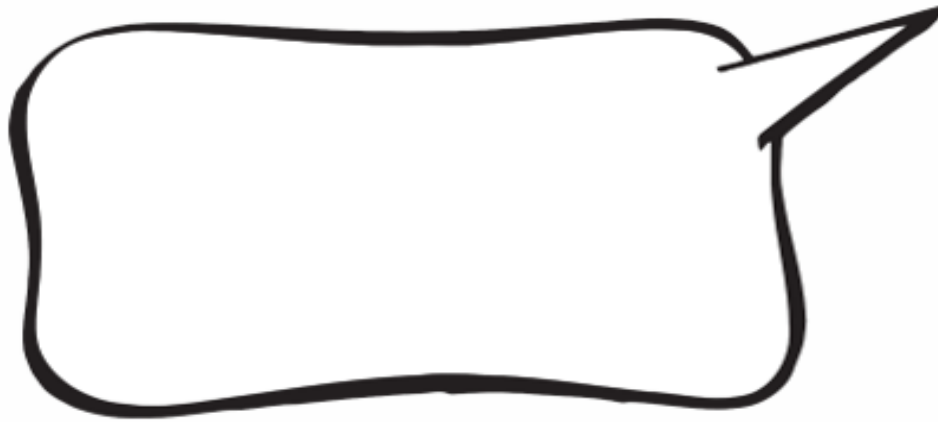
Learning objective

- ☒ We are learning about how a baby is made

Learning outcomes

- ☒ I can describe some of the features of loving relationships.
- ☒ I can explain what is meant by consent in a relationship.
- ☒ I can describe how a baby is made.
- ☒ I can explain what pregnancy means, how long it lasts, and where it occurs.

Ground rules



Sex and consent

Sex is one way that adults, in different and same-sex couples, may choose to show love and care for each other, and also to feel good or close to each other.

It is also how babies are made without medical intervention.



How a baby is made

With your group, put the cards in the order that explains how a baby is made through sexual intercourse.

An adult couple might kiss and cuddle, get very close, and touch each other in romantic and sexual ways. It's important that they only do this if they both feel happy and comfortable.



Sometimes, a man and woman will decide they want to have sexual intercourse (sometimes shortened to sex). It's important that they only do this if they both feel happy and comfortable.



The man's penis enters the woman's vagina.



Sperm is released from the penis.



Millions of tiny sperm in the liquid quickly swim up inside the woman to the fallopian tubes.



If there is an egg (ovum) in one of the fallopian tubes, one of the sperm might meet it, stick onto it, and enter the egg. This means the egg is fertilised.



The fertilised egg travels down one of the tubes to the uterus (womb). It divides to form a cluster of cells and attaches to the uterus lining.



The cluster of cells gradually grows inside the mother's uterus and is called a foetus. It takes nine months for the baby to grow. Some babies are born slightly earlier or later.

Pregnancy statements

Match the two halves of the statements together.

A baby can be made by....

9 months long.

Twins are made when....

having sexual intercourse, or through IVF, assisted conception or surrogacy.

A pregnancy is usually....

two sperm find two eggs, or the egg splits and develops into two babies.

Pregnancy statements

Match the two halves of the statements together.

A baby can be made by....	having sexual intercourse, or through IVF, assisted conception or surrogacy.
Twins are made when....	two sperm find two eggs, or the egg splits and develops into two babies.
A pregnancy is usually....	9 months long.

Pregnancy statements

Match the two halves of the statements together.

A baby is born through....

can cause feelings of sickness and tiredness.

People who don't want to make a baby when they have sex can use something called....

the vagina, or a 'caesarean section'.

The first few weeks or months of pregnancy....

contraception.

Pregnancy statements

Match the two halves of the statements together.

A baby is born through....

the vagina, or a 'caesarean section'.

People who don't want to make a baby when they have sex can use something called....

contraception.

The first few weeks or months of pregnancy....

can cause feelings of sickness and tiredness.

Any questions

- Will this not start until September 2026? Could the lessons be brought forward before the Year 6 leave this year?
- This is statutory from September 2026. This is when the new curriculum be delivered.
- I would like to know specifications for what level of information will be taught to each year group and how this is made “age appropriate” as I feel some of these policies that need taught about my child is too young to be talking about and don’t align with topics we as a family support.

The curriculum will be on the website. The policy lays out when certain body part names will be taught. The sex education lesson will be taught in Y6. For this non-statutory lesson, parents can opt out, see following slides.

- I would like some further information on the Y6 science curriculum. Would you always teach the same content in sex education?

Yes. We have chosen the set resources with sex education (see slides 10 – 17)

- Will parents be told in advance when sensitive lessons are due to take place? Will parents be able to view the resources beforehand so we can support conversations at home? How will staff manage any questions from children that go beyond the planned age-appropriate content?

The resources for the sex education lesson are in this slideshow and in the policy. We aim to give prior warning as to when this is taught. Staff will manage any questions sensitively, as they have always done (eg in puberty talks), and not go beyond the planned curriculum. If children have questions, these will be recorded in the way we have done tonight.

Questions from the meeting

- Will the (sex-education) resources have pictures?

No, the resources will be as displayed on this PDF. There are resources of the body which will be used to label body parts during the lesson.

- Will the boys be taught about the menstrual cycle in their puberty talk?

Yes. We do include some information for the boys about this in the puberty talk (although not in as much detail as for the girls).

- Do you think sex-education lessons will encourage children to experiment?

No. We think that the lessons will give children more information that would be covered in the reproduction lesson in Science. It will focus on consent and staff will emphasise that this is an adult activity.

Further comments

- I think this is a very good idea and very happy for this to be taught. I think children definitely need to learn about this.
- This policy is comprehensive and well thought out - thank you. I realise gender reassignment is mentioned, but could we also see some discussion of gender identity as a related concept? Even if just to support that this can be distinct from biological sex and also physical reassignment (a person may not identify as female or male, they may not identify with gender labels at all, and it doesn't necessarily follow that they are considering a physical reassignment). Ultimately, I'd like school to reinforce that the person themselves is the only person who can decide who they are, and it is respectful to use any pronouns they share (i.e.: don't assume - how to use neutral pronouns in writing and discussion).

There is further training planned on gender identity for next academic year.

- I really appreciate the school tackling these big, tricky topics head-on instead of shying away from them. We all know that areas like RSHE can be a flashpoint, but ignoring them doesn't help our children navigate the world they are actually growing up in. Seeing this draft builds a lot of goodwill and trust for me in that it shows that the school is ready to treat these sensitive moments with both the seriousness they deserve and the age-appropriate warmth the kids need. It's reassuring to see a policy that prioritizes the pupils' well-being over the easy option of staying silent.
- Looks good 👍
- Very informative, I look forward to the parental engagement session.
- I think it sounds like a good policy
- I think the draft policy is clear and the safeguarding focus is really important. Through my job, I see a lot of children on CIN plans, so I feel strongly that children need age-appropriate teaching around consent, boundaries, online safety, healthy relationships and how to speak up if something feels wrong.

Opting out/Viewing materials

If parents choose to opt out of sex education lessons, which are non-statutory, they should complete which is available from the Head Teacher. This would involve a discussion about the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate.

Although we have reproduced the resources for sex education here, parents have the right to see other resources and are welcome to come in and browse the resources linked to the PSHE curriculum.



Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education:			
Any other information you would like the school to consider: (The school will discuss these with you).			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions, from discussion with parents, regarding alternative provision during sex education			

Parents were asked 'what values are important in RSE?'



Any questions?

Next steps

- Creating a Frequently Asked Questions document from this session
- Curriculum published on the website before the end of term.
- Adopting the policy and sharing with the whole school ready for implementation in September 2026.