



**Erdington Hall Primary School**  
SUMMIT LEARNING TRUST

31<sup>st</sup> October 2022

Dear Parents and Carers,

### **Erdington Hall Relationships and Health Education Curriculum Update**

As a part of your child's educational experience at Erdington Hall Primary School, we aim to promote personal wellbeing and development through a comprehensive programme of Personal, Social, Health Education and Relationships education that gives children and young people the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, and fulfilled lives, both now and in the future.

When we were in the process of developing our curriculum parents, who formed the working party, requested that we share any sensitive content before it is taught to the children, and this is the reason for this letter.

The next unit (Celebrating Differences) for Year 6 deals with understand there are different perceptions about what normal means and understand how being different could affect someone's life. Part of the sequence of lessons covers the story of Robert Cowell, who was one of the first transgender people in the UK to be recognised as such. Using the following questions will help the children understand the key concepts in the story, and be able to discuss as a whole class:

- Why was Robert unhappy?
- Why do you think Robert waited until he was an adult to transition?
- Why do you think people were unkind when Robert changed to Roberta? Do you think that was fair?
- Have you heard about people being transgender before?
- What do you think it would feel like not being happy with who you are?
- Does gender make someone a good or bad person

Some children may have questions about the physical process of transitioning. Care will be given so that answers to their questions are answered in an age-appropriate way. The 'anonymous' question box maybe a helpful strategy here, where children can write any specific questions they have and put them in the box so they can be answered at a later date. This gives the teacher time to think of appropriate responses and avoids being 'on the spot' in the lesson.

The focus of this lesson is also not on the transitioning process; instead, it is about understanding transgender rights and our responsibilities to transgender people as part of society. It will be explained that someone who is transgender does not feel they associate with the gender they were born with and as such make the decision to move forward in their lives being recognised as their chosen gender.

The lessons will be delivered next week. If there are any questions about the content of the sessions, please contact myself via the school office.

Thank you

**Mr Coney**  
**PSHE/RHE Lead**

**Strength through Diversity | Ambition through Challenge | Success through Endeavour**

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