

**METHERINGHAM PRIMARY SCHOOL
RSHE POLICY**

This policy should be read in conjunction with DfE guidance regarding Relationships and Sex Education.

This policy should be read in conjunction with the following policies:

Schools own Safeguarding (inc. responding to disclosures)

Schools own Anti-Bullying policy

Schools own Child-on-Child abuse policy

School's own Behaviour Policy

Schools Equality, Diversity and Inclusion policy

DfE Keeping Children Safe in Education (2023)

RATIONALE

“What you do not want done to yourself, do not do to others”

Confucius

“We can improve our relationships with others by leaps and bounds if we become encouragers instead of critics.”

Joyce Meyer

At Metheringham Primary School, we intend that the teaching of RSHE (Relationships, Sex and Health Education) gives children the knowledge, skills, attributes and experiences they need to thrive as individuals and empower them to keep themselves healthy, safe and prepared for work and life in the modern world. We believe that all children are entitled to high quality learning and teaching, which equips them with the skills, knowledge and understanding they need today and prepare them to be ‘Life Ready’ as they take the next steps in their educational journey and beyond into their futures.

Vocabulary:

- RSHE: Relationships, Sex & Health Education
- PSHE: Personal, Social, Health & Economic Education
- SMSC: Social, Moral, Cultural and Spiritual Education
- ICT: Information and Communications Technology
- RE: Religious Education

Appendices:

APPENDIX 1: Statutory Provision of RSHE under Science Curriculum

APPENDIX 2: Overview of PSHE/RSHE

APPENDIX 3: Relationships Education learning objectives

APPENDIX 4: Vocabulary Overview

APPENDIX 5 – DfE What children should know by the end of primary school

Statutory requirements

The Education Act 2002 sets out the statutory duties which all schools, including academies are required to meet. ‘Every state funded school must offer a curriculum which is balanced and broadly based and which:

Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society

Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

The Education Act 1996, as amended by the Learning and Skills Act 2000, requires Head teachers and Governing Bodies to have regard to national guidance on Sex and Relationships Education in schools and

to protect children from unsuitable teaching materials. Under the Children Act 2004, schools have a duty to promote the well-being of their pupils and good quality RSHE contributes to this.

Further, we recognise that we have a responsibility under Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under Sections 34 & 35 of the Children and Social Work Act 2017, to provide comprehensive Relationships and Health Education for all pupils receiving primary education. RSHE became statutory in all schools in September 2020.

The law requires that Relationships, Sex and Health Education (RSHE) is to be taught in all secondary schools in England, and that Relationships Education is to be taught in all primary schools in England. Primary schools are also required to teach the elements of sex education contained in the science curriculum, and Health Education will also be mandatory in all Government-funded schools, which includes content on puberty.

At Metheringham Primary School, we teach RSHE as set out in this policy.

Policy Requirement

- This policy refers to Relationships, Sex and Health Education (RSHE at Metheringham Primary School. It has been developed in consultation with staff, pupils and parents and Governors.
- The Department for Education and Ofsted have clearly outlined aspects of Relationships Education that are statutory in all primary schools. This policy addresses how this is addressed in our school provision.
- Relationships, Sex and Health Education (RSHE) is an excellent forum to provide pupils with life skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships, Sex and Health Education is therefore a tool to safeguard children.
- Relationships, Sex & Health Education contributes to the foundation of PSHE (Personal, Social, Health & Economic education) and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.
- Aspects of RSHE are taught as an integral part of the school's PSHE provision throughout the primary school in a spiral curriculum from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and age-appropriately in a non-threatening environment.
- As a maintained primary school, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.
- Sex Education in this school, is delivered during one lesson at the end of Year 6, this lesson focuses on the biological process of conception. It is taught after a sequenced series of relationships and health education lessons, which have covered the changes that occur during puberty and the reproductive organs of males and females. The final sex education lesson brings together this learning to explain the process of conception.
- This singular sex education is the **only** lesson within the school RSHE curriculum that parents may withdraw their child from. Statutory elements of sex education may also be taught in the National Science Curriculum (see appendix 1).
- In judging overall effectiveness of our school, Ofsted will also require evidence of pupil's personal development. The delivery of an age-appropriate and well taught RSHE curriculum, within a comprehensive PSHE curriculum, will contribute to this judgement.

The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties are able to access the policy on the school website and can feedback as they feel appropriate.
4. Pupil consultation – we considered what exactly pupils want from their RSHE during the lessons.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

RSHE is not about the promotion of sexual activity.

BIG IDEAS

Relationships

Respect

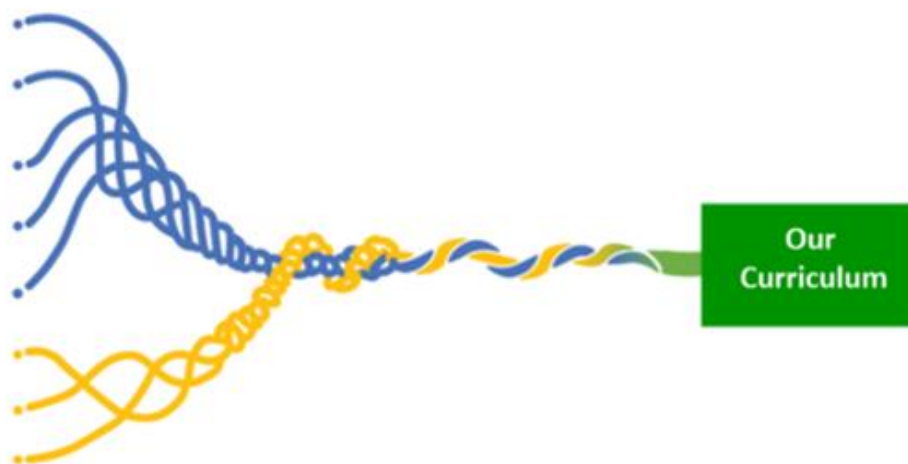
Equality

Diversity

Tolerance

Safety

Empowerment



INTENT - What we want to achieve

At Metheringham Primary School, good relationships are fundamental to our culture, ethos and our success in being a happy, respectful, safe and inclusive school. Relationships, Sex and Health Education (RSHE) is lifelong learning about relationships, emotions, looking after our physical and mental health, different types of families, staying safe, conception, pregnancy and birth. We aim for the children in our school to acquire the appropriate knowledge, develop their skills and form positive beliefs, values and attitudes. RSHE has a key part to play in the personal, social, moral and spiritual development of our young people.

Throughout our RSHE programme, we aim to:

The aim of this policy is to enable the effective planning, delivery and assessment of RSHE.

- Understand how to keep their bodies healthy and clean;
- Understand how to keep themselves and their bodies safe;
- Help pupils recognise what healthy relationships are e.g. respect, manners, trust, kindness, communication etc.
- Help pupils recognise unhealthy relationships e.g. control, bullying, abuse, disrespect, dishonesty etc
- Understand appropriate privacy and permission /consent using the PANTS rule, online safety etc

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Be prepared for puberty and understand the changes that happen during puberty;
- Provide a framework in which sensitive discussions can take place;
- Foster respect for the views of other people
- Provide a safe, supportive space where children can ask questions;
- Teach children about the Equality Act 2010, Protected Characteristics and British Values
- Reduce vulnerability to radicalisation and extremism
- Prepare children for a life in modern Britain
- Teach children to be proud of who they are while recognising and celebrating difference and diversity
- Develop resilience in children
- Create a positive school ethos where everyone feels they belong

IMPLEMENTATION - How we are going to achieve it?

RSHE is not delivered in isolation but firmly embedded in all curriculum areas and the day-to-day life and running of the school (e.g. Computing, RE, Science and assemblies) as well as primarily in explicit lessons through PSHE.

RSHE will be explicitly taught in PSHE lessons using the Kapow Scheme to support this.

RSHE is normally delivered by familiar adults with whom the children have a good rapport, in order to facilitate constructive and supportive discussions around sensitive topics in a safe and secure environment.

The main aspects of Relationships Education are covered in the Summer Term as part of PSHE (See appendix 2) however many aspects of keeping safe, good and bad touch, healthy friendships, online safety, peer pressure, saying no, the PANTS rule, families and people who care for me are taught throughout the school year to ensure a consistent spiralling approach to keeping safe.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- o Families and people who care for me
- o Caring friendships
- o Respectful relationships
- o Online relationships
- o Being safe

The above points are covered in an age- appropriate way from EYFS to Year 6 (see appendix 2 for more detail).

Staff receive in-house training to support them in responding to the needs of the individual child and support children with any questions or concerns they may have. The PSHE/RSHE Lead offers regular training on RSHE to support staff. This helps teachers stay aware of issues that may arise out of teaching and learning about RSHE. If staff feel uncomfortable or unsure when delivering the RSHE curriculum or dealing with individual pupil needs, they know where to seek advice and support.

RSHE is delivered:

- Mainly by the teacher
- In mixed gender groups in order to foster a sense of peer-to-peer respect as they encounter the changes of growing up together
- During circle time activities with an emphasis on being safe, friendships and raising self-esteem etc.

- By external agencies helping us to deliver RSHE in our school including, Lincolnshire Stay Safe Partnership, BOSS, NSPCC etc

Content

Our school uses the Kapow scheme of work to support our curriculum and deliver PSHE and RSHE. The biological aspects of RSHE are taught within the Science curriculum and other aspects are also included within Health Education.

A breakdown of what is covered in Science, Health Education and Relationships Education can be found in Appendix 1

These areas of learning are taught within the context of family, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, multi-generational families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure support around them (for example: looked after children or young carers.)

The changing adolescent body (puberty) is covered in Years 4,5 and 6. It is covered at this age to ensure children are prepared for the emotional and physical changes that will happen during puberty before it happens. Puberty is part of the statutory Health Education curriculum (see appendix 1.)

Sex Education is covered in Year 6 only. In this lesson, it will focus on preparing people with penis' and people with vaginas for the changes that adolescence brings and the scientific process of how a baby is conceived and born.

Managing Discussions:

The following protocols for discussion based on lessons with pupils ('Ground Rules')

No one (teacher or pupil) will have to answer a personal question.

No one will be forced to take part in a discussion.

Only correct/agreed names for body parts will be used.

Meanings of words will be explained in a sensible and factual way.

The use of a question box (Askit Basket) may be used to support children uncomfortable about asking particular questions.

Teachers may use their discretion in responding to questions and may say, for example:

- The appropriate person to answer that question is the parent.
- The question can be discussed one to one after the class.
- The topic will be covered at a later stage in their PSHE.

Resources:

Materials used reflect the consultation with parents/carers and the support from the PSHE Association. Age and cultural backgrounds of the pupils are regarded in relation to images used.

Assessment and Evaluation of Teaching and Learning:

As with any learning process, assessment of pupil's personal, social and emotional development is important. It provides information, which indicates pupil's progress and achievement and informs the development of the subject. Pupil assessment is informally carried out throughout a topic and considers a variety of observations and evidence from the teacher, peers and self-assessment. There are opportunities to record learning and progress in different ways. This includes a mixture of formative evidence; some maybe in learning books, most evidence will be in our class floor books and a summative picture of pupils learning e.g. display about a topic or presentation. Teachers delivering RSHE should constantly evaluate their lessons to inform future planning.

Assessment of RSHE is conducted through the monitoring and observations of pupils' learning with reference to the following:

- Knowledge and understanding gained
- Skills learnt and developed
- Attitudes and values explored
- Responses offered by the pupils

The RSHE curriculum has been mapped out clearly in the progression grids for PSHE and science which ensure coverage of all of the statutory elements by the end of the primary phase; these are delivered at the appropriate stage for our children. Our high expectations of behaviour, interpersonal relationships, respect and tolerance of others reflect the British Values upheld in both our school community and the wider world. Through our rigorous and progressive curriculum, children develop key skills and are prepared for the wider world beyond primary school; a world in which they can keep themselves safe and healthy and thrive with the support of the positive relationships they forge with those around them.

Delivery of RSHE

RSHE is taught within the personal, social, health and education (PSHE) curriculum.

Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils also receive stand-alone sex education sessions delivered by trained teachers. Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life and respectful relationships.

Equal opportunities

All teaching and non-teaching staff ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstances have access to and make the greatest progress possible in line with the Equality Act 2010. Children with special educational needs are taught the full RSHE curriculum, which is tailored by their teacher to meet their individual needs. Some children may receive additional support to help them take a full and active role in RSHE lessons. Tasks will be adapted if necessary to help children to succeed and reach their potential.

IMPACT - How will we know we have achieved

The impact of our curriculum offer will be that the standards of attainment across the school will meet or exceed those which are expected of our children nationally. We continuously assess the implementation and impact of our RSHE curriculum in order to achieve the highest outcomes possible across all year groups and ensure we provide the support that is necessary for all children to have a good understanding of the complexities of relationships and a secure knowledge and skills base to navigate their way through these, now and in the future.

Through our RSHE curriculum, we believe we can:

- Enhance children's education and help them to become confident individuals, who have positive body awareness, and in-depth knowledge of how to keep themselves safe and healthy and who will, through respect, tolerance and understanding, forge and maintain positive relationships with a diverse range of family and friendship groups.

- Teach children the correct vocabulary to describe themselves and their bodies
- Develop confidence in talking about feelings and relationships
- Help children develop feelings of self-respect, confidence and empathy
- Have the confidence and self-esteem to value themselves and others
- Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of relationships and sexuality
- Understand about the diverse range of different relationships, and families, and their importance for the care and support of children
- Behave responsibly within relationships
- Be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- Understand the role of the media in forming attitudes
- Understand that offence can be caused by the use of sexual terms as an insult

Curriculum

Our curriculum may be seen on the RSHE and PSHE page on the school website, which we may need to adapt as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online.

Primary sex education will focus on:

- The biological aspects of human reproduction (Year 6)
- How a baby is conceived and born (Year 6)

For more information about our RSHE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families can include single parent families, LGBTQ+ parents, families headed by other relatives, adoptive parents, foster parents/carers amongst other structures along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Visitors Policy:

Visitors are invited to the school because of a particular expertise or contribution they are able to make e.g. the Lincolnshire Stay Safe Partnership may be invited to support the lesson on puberty.

All visitors are familiar with and understand the school's RSHE policy and work within it.

All visitors are familiar with and understand the school's confidentiality policy and work within it.

All input to RSHE lessons is part of a planned programme and negotiated and agreed with staff in advance.

All visitors are supervised/supported by a member of staff at all times.

The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

The school will liaise with the local secondary schools to ensure that the programme for RSHE is continuous at KS3.

Specific Issues within RSHE

Confidentiality and Child Protection

This policy should be read in conjunction with the Safeguarding Policy.

Partnership with Parents:

This policy was developed in thorough consultation with parents, carers, staff and Governors.

The school views parents as partners in the delivery of RSHE. Information about the RSHE programme in the Summer Term will be shared with parents and carers. We will liaise with parents via varying means including:

RSHE Coffee Morning (Year 6)

The school website

Information leaflet/letter

Seesaw

The school encourages parents to ask questions and share their thoughts with their child's teacher and will be invited to view any materials. Parents wishing for further support with having conversations with their child about RSHE are invited to contact the school.

This policy will be available on the school website for parents.

Parents will also be signposted to:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

9. Child Withdrawal Procedure

Since September 2020, all schools in England have been required to teach relationships and health Education in line the DfE Guidance and LA Guidance. This is a statutory curriculum requirement for all primary schools. Relationships and Sex Education is also informed by the statutory Science curriculum. Relationships, Sex and Health Education is to be taught across the curriculum. The primary Sex Education aspect is taught for two lessons in Year 6 only and refers to the biological process of fertilisation, conception, pregnancy and birth. This has built upon the knowledge that has been introduced through an age-appropriate spiral curriculum. We do not use photographs or any content which would be deemed inappropriate for children.

Human reproduction is not a statutory part of Relationships Education. However, the DfE advises that children know and understand how human babies are made and born before they reach secondary school. We agree with this as we believe that being taught the facts by well-trained staff is preferable to learning through playground talk or via social media or the internet

Parents have the right to withdraw their child from this one lesson.

However, we would highly recommend that all children take part in these lessons. If parents wish to withdraw their child from these lessons, the school cannot guarantee that they will not hear about the content of these lessons from other pupils e.g. on the playground, walking home from school etc. By withdrawing children from sex education, they may seek the information from elsewhere eg friends, siblings, and the internet. These sources of information may be incorrect and unreliable and can expose children to information which may not be appropriate for their age.

In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over. Lessons about keeping safe, good and bad touch, people who help us, good friendships and peer pressure are taught throughout the year.

If a parent/guardian feels it necessary to withdraw their child, they should arrange to come into school and discuss their concerns with the Head Teacher and the PSHE Lead and view the teaching resources in order to inform any decisions regarding withdrawing their child. This should be confirmed in writing and addressed to the Head Teacher. A copy of withdrawal requests will be placed in the pupil's educational record.

In the unlikely event that the concern cannot be dealt with, the Governors and then the Local Authority will be contacted.

Monitoring and Review

Monitoring of the subject will happen termly in line with the school subject monitoring schedule and will include areas such as:

The PSHE Lead is responsible for:

- Reviewing childrens' learning and the quality of teaching learning in RSE
- Monitoring the planning and delivery of the curriculum
- Reviewing and contributing to planning where required to ensure full coverage
- Supporting colleagues in the planning, teaching and assessment of PSHE
- Informing colleagues of current developments in the subject, providing advice and sharing resources
- Evaluating the strengths of the subject and highlighting areas for further improvement on the subject action plan
- Planning and book looks, learning walks and pupil voice.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed by the PSHE Leader annually. At every review, the policy will be approved by the Head Teacher and the Governing Body.

Confidentiality:

Teachers cannot and should not promise total confidentiality. The nature of the subject is such that teachers may find themselves party to personal information which does not normally surface within the school environment. When a pupil discloses information which is sensitive, not generally known and which the pupil asks not to be passed on the request will be honored unless child protection issues, police investigation or the need for referral to external services becomes apparent. (Please refer to the Safeguarding Policy)

Roles and Responsibilities

The Governing Body

The Governing Body will approve the RSE policy, and hold the Headteachers to account for its implementation.

The Headteacher

The Headteacher (supported by the PSHE Lead) is responsible for managing requests to withdraw pupils from non-statutory components of RSHE.

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE. Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head Teacher and the PSHE Lead.

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

Parental involvement

At Metheringham, we recognise the importance of parents as partners and encourage their involvement in all aspects of learning. With regards to RSHE, we share successes, achievements and behaviour. We share learning information regularly with parents and carers through the weekly newsletter, topic overviews, through termly parent consultations, through open days/mornings, assemblies, Seesaw (sharing platform) and Google Classroom.

Training

Staff are trained on the delivery of RSHE and it is included in our continuing professional development calendar.

Visitors should complement but never substitute or replace planned provision. When appropriate however, visitors such as the school nurse or other health professionals may be involved in the support and delivery of RSHE.

Written - Vicky Wilcox – January 2023

Approved December 2023

To be reviewed – December 2024

Please note: New legislation 2023 which our teaching about marriage will need to be clear about.

7. A request for schools to review relationships, sex and health education (RSHE) teaching due to new laws on marriage and forced marriage

The Marriage and Civil Partnership (Minimum Age) Act 2022 comes into force on Monday 27 February 2023. Under existing law, people can enter a marriage or civil partnership at age 18, or 16 to 17 with parental or judicial consent. The Act raises the minimum marriage and civil partnership age to 18, removing all consent requirements.

The Act extends existing forced marriage legislation, so it will be an offence to carry out any conduct causing a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion aren't used.

Marriage and forced marriage are taught as part RSHE so teaching plans will now need to be reviewed to cover these points.

APPENDIX 1: Statutory Provision of RSHE under Science Curriculum

Relationship Education is also informed by the Science Curriculum.

The content of the National Curriculum for Science, for each Key Stage, related to RSHE is outlined below. This is a statutory part of the school curriculum and children cannot be withdrawn from these aspects

Foundation Stage (Reception)

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Investigate objects and materials by using all of their senses as appropriate
- Find out about, and identify, some features of living, objects and events they observe. Look closely at similarities, differences, patterns and change

Key stage 1 (Year 1 and 2)

1b. That animals including humans, move, feed, grow, use their senses and reproduce.

2a. To recognise and compare the main external parts of the bodies of humans

2f. That humans and animals can produce offspring and that these grow into adults

4a. To recognise similarities and differences between themselves and others and treat others with sensitivity.


Key Stage 2 (Year 3 – 6)

1a. That the life processes common to humans and other animals included nutrition, growth and reproduction.

2f. About the main stages of the human life cycle; including growth and development (puberty Y5/6)

APPENDIX 2 - Overview of PSHE/RSHE

Appendix 2 – Overview PSHE

 PSHE/RSHE OVERVIEW EYFS			
CYCLE A	AUTUMN	SPRING	SUMMER
	TERM 1 BIG IDEA: MY FEELINGS Self-regulation End point assessment: Can I name feelings and ways to manage them? TERM 2 BIG IDEA: SPECIAL RELATIONSHIPS Building relationships End point assessment: Can I talk about who is special to me and name how I am special too?	TERM 3 BIG IDEA: Self-regulation – Listening and following instructions End point assessment: Can I demonstrate how to regulate my emotions? TERM 4 – BIG IDEA: Managing self- taking on challenges End point assessment: Can I show resilience and determination when faced with challenge?	TERM 5 BIG IDEA: Managing self- my well-being End point assessment: Can I talk about how to take care of myself? TERM 6 BIG IDEA: Building relationships: My family and friends End point assessment: Can I talk about and respect similarities and differences in people?



PSHE/RSHE OVERVIEW

KS1

	AUTUMN	SPRING	SUMMER
CYCLE A	<p>TERM 1 – FAMILIES AND RELATIONSHIPS BIG IDEA: RELATIONSHIPS (core theme)</p> <p>End point assessment: Can I talk about respectful family and friendships?</p> <p>TERM 2 – HEALTH AND WELL BEING BIG IDEA: HEALTHY LIFESTYLES</p> <p>End point assessment: Can I discuss ways of keeping my body and mind healthy?</p>	<p>TERM 3 – ECONOMIC WELL BEING BIG IDEA: LIVING IN THE WIDER WORLD</p> <p>End point assessment: Can I explain what money is and how to look after it?</p> <p>TERM 4 – CITIZENSHIP BIG IDEA: VALUES</p> <p>End point assessment: Can I explain how I fit into my communities (school and local)?</p>	<p>TERM 5 – SAFETY AND THE CHANGING BODY BIG IDEA: KEEPING SAFE</p> <p>End point assessment: Can I discuss ways of keeping myself safe?</p> <p>TERM 6 – TRANSITION BIG IDEA: DEALING WITH CHANGE</p> <p>End point assessment: Can I talk about what I have achieved and what I am looking forward to in the next school year?</p>
CYCLE B	<p>TERM 1 – FAMILIES AND RELATIONSHIPS BIG IDEA: GETTING ON AND FALLING OUT</p> <p>End point assessment: Can I talk characteristics of positive relationships?</p> <p>TERM 2 – HEALTH AND WELL BEING BIG IDEA: LOOKING AFTER MYSELF</p> <p>End point assessment: Can I discuss ways of keeping my body and mind healthy?</p>	<p>TERM 3 – ECONOMIC WELL BEING BIG IDEA: HOW MONEY HELPS US</p> <p>End point assessment: Can I explain how people get money and why people make different choices about spending and saving money?</p> <p>TERM 4 – CITIZENSHIP BIG IDEA: UNDERSTANDING THE NEEDS OF OTHERS</p> <p>End point assessment: Can I talk about similarities and differences between ourselves and others?</p>	<p>TERM 5 – SAFETY AND THE CHANGING BODY BIG IDEA: KEEPING SAFE</p> <p>End point assessment: Can I describe risks and hazards?</p> <p>TERM 6 – TRANSITION BIG IDEA: DEALING WITH CHANGE</p> <p>End point assessment: Can I talk about what I have achieved and what I am looking forward to in the next school year?</p>



PSHE/RSHE OVERVIEW

LKS2

	AUTUMN	SPRING	SUMMER
CYCLE A	<p>TERM 1 - FAMILIES AND RELATIONSHIPS BIG IDEA: FRIENDSHIPS AND RELATIONSHIPS</p> <p>End point assessment: Can I discuss how to manage friendship issues and explain the concept of trust?</p> <p>TERM 2 – HEALTH AND WELL BEING BIG IDEA: HEALTHY BODY AND MIND</p> <p>End point assessment: Can I talk about my strengths and can discuss growth mind set?</p>	<p>TERM 3 - ECONOMIC WELL BEING BIG IDEA: FINANCIAL RESPONSIBILITIES</p> <p>End point assessment: Can I talk about how money or lack of it can affect the way we feel?</p> <p>TERM 4 – CITIZENSHIP BIG IDEA: PERSONAL RESPONSIBILITY</p> <p>End point assessment: Can I describe my role in the local community and the consequences of breaking the rules?</p>	<p>TERM 5 - SAFETY AND THE CHANGING BODY BIG IDEA: CHANGING ME</p> <p>End point assessment: Can I talk about keeping myself safe on and offline?</p> <p>TERM 6 – TRANSITION BIG IDEA: REFLECTION ON OPPORTUNITY AND RESPONSIBILITY</p> <p>End point assessment: Can I discuss the opportunities and responsibilities that come with moving on to the next year group?</p>
CYCLE B	<p>TERM 1 – FAMILIES AND RELATIONSHIPS BIG IDEA: DIFFERENT TYPES OF FAMILIES</p> <p>End point assessment: Can I explain how families and friends support each other when things get challenging?</p> <p>TERM 2 – HEALTH AND WELL BEING BIG IDEA: MENTAL HEALTH</p> <p>End point assessment: Can I talk about the ways I can support good mental health?</p>	<p>TERM 3 – ECONOMIC WELL BEING BIG IDEA: BUDGETING AND SPENDING</p> <p>End point assessment: Can I discuss the spending choices that we make and why, thinking about potential jobs and careers?</p> <p>TERM 4 – CITIZENSHIP BIG IDEA: CHARITY</p> <p>End point assessment: Can I talk about the different people in a community and how we can help others through charity?</p>	<p>TERM 5 – SAFETY AND THE CHANGING BODY BIG IDEA: HARMFUL INFLUENCES</p> <p>End point assessment: Can I explain things that could harm me and how to call the emergency services?</p> <p>TERM 6 – TRANSITION BIG IDEA: GOALS</p> <p>End point assessment: Can I talk about my goals for the new school year?</p>

Appendix 3 Relationship Education learning objectives - Kapow Reception

To name and describe the different members of our families.
To understand that all families are valuable and special.
To identify the people in my family
To know where I get help
To consider the routines and patterns of a typical day
To understand how to keep myself clean and healthy and explain why it is important
To know that some rules are in place to keep us safe.
To know how to behave safely on the pavement and when crossing roads with an adult.

Key Stage 1 (Year 1 and 2)

Y1: To understand that families look after us.
Y1: To know some words to describe how people are related (eg. aunty, cousin)
Y1: To know that some information about me and my family is personal.
Y1/Y2 (Cycle A): To know that families can be made up of different people.
Y1/Y2 (Cycle A): To know that families may be different to my family.
Y1: To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.
Y2: To understand some gender stereotypes related to jobs.
Y1: To know that some types of physical contact are never appropriate.
Y1: To know the PANTS rule.
Y1/Y2 (Cycle A): To understand the difference between secrets and surprises.
Y1/2 To understand how I have grown and changed since birth
Y1/2 To understand the stages in the human lifecycle

Y2: To know the names of parts of my body including private parts.
To understand how boys and girls are different and to name boy and girl body parts
Y1/2 To explain personal boundaries
Y1/2 To know where I can get help

Lower Key Stage 2 (Year 3 -4)

Y3/4: To know that families are varied in the UK and across the world.
Y3: To understand that there are similarities and differences between people.
Y3: To understand some stereotypes related to age.
Y4: To understand some stereotypes related to disability.
Y3/Y4 (Cycle B): To know that I can talk to trusted adults or services such as Childline if I experience family problems.
Y3/4 To understand how boys and girls are different and to name boy and girl body parts
Y3/4 To explain personal boundaries
Y4: To understand the physical changes to both male and female bodies as people grow from children to adults.
To begin to understand menstruation

Upper Key Stage 2 (Year 5 – 6)

Y5/Y6 (Cycle A): To know that marriage is a legal commitment and is a choice people can make.
Y5/Y6 (Cycle B): To know that if I have a problem, I can call ChildLine on 0800 1111.
Y6: To know that stereotypes can be unfair, negative and destructive.
Y6: To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.
Y6: To understand that stereotypes can lead to bullying and discrimination

Y5: To understand the process of the menstrual cycle.

Y5: To know the names of the external sexual parts of the body and the internal reproductive organs.

Year 5

Y5: To know that puberty happens at different ages for different people.

To explore the emotional and physical changes that occur during puberty

To understand male and female puberty changes

To explore the impact of puberty on the body and the importance of physical hygiene

To explore ways to get support during puberty

To understand what makes a family and who to turn to for help and support

Year 6

To recap the male and female changes that happen during puberty

To understand what makes a family and who to turn to for help and support

To explore positive and negative ways of communicating in relationships

To understand healthy relationships

(Y6: To understand how a baby is conceived and develops (*parents can withdraw children from this lesson.*)

Appendix 4 Accurate Vocabulary

Below is a list of vocabulary from Relationship and Health Education lessons

Vocabulary from each year group is carried forwards to the next (Vocabulary in Year 3 will be carried forwards and re-visited in year 4)

Reception

Routine

Clean

Healthy

Washing

Family

Help

Support

Year 1

Clean

Hygiene

Healthy

Family

Grown

Changed

Year 2

Different

Similar

Penis

Vagina

Vulva

Stereotype

Private

Boundaries

Girl

Boy

Male

Female

Baby

Adult
Toddler
Child
Senior citizen

Year 3

Difference
Personal space
Personal
Boundaries
Good friendships
Peer pressure
Unhealthy friendships

Year 4

Body change
Puberty
Testicles
Nipple
Pubic hair
Breast
Menstruation
Period
Egg
Sanitary products
Body hair

Year 5

As above plus -
Physical change
Emotional change
Body changes
Voice deepens
Body hair
Fallopian tube
Womb

Year 6

As above plus –
Relationship
Positive and negative relationship
Personal information
Wet dream
Erection
Sexual intercourse (parents can withdraw from this lesson)
Sperm
Egg
Fertilised / fertilisation
Embryo
Embedded
Pregnancy
birth

[Relationships Education leaflet for parents.pdf](#)

[RSE primary schools guide for parents.pdf](#)

Appendix 5: By the end of primary school pupils should know

Respectful relationships

The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

Practical steps they can take in a range of different contexts to improve or support respectful relationships

The conventions of courtesy and manners

The importance of self-respect and how this links to their own happiness

That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

What a stereotype is, and how stereotypes can be unfair, negative or destructive

The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

That people sometimes behave differently online, including by pretending to be someone they are not

That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we are anonymous)

The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met

How information and data is shared and used online

Online relationships

That people sometimes behave differently online, including by pretending to be someone they are not

That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we are anonymous)

The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met

How information and data is shared and used online

Being safe

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

About the concept of privacy and the implications of it for both children and adults, (including that it is not always right to keep secrets if they relate to being safe)

That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact

How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know

How to recognise and report feelings of being unsafe or feeling bad about any adult

How to ask for advice or help for themselves or others, and to keep trying until they are heard

How to report concerns or abuse, and the vocabulary and confidence they need to do so

Where to get advice (e.g. family, school, and other sources)

Source:

These expectations are set out in the Department for Education's guidance for schools on RSHE.