

## **RSE Curriculum 2020 - 2021**

We want all children at Tansley Primary School to grow up healthy, happy, safe and able to manage the challenges and opportunities of modern Britain within an open and friendly environment where individual needs are met.

Relationships and Sex Education is defined by the PSHE Association as 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health'. This content is delivered in an age appropriate way in our school with regard to the age and stage of pupils.

The intention of Relationships and Sex Education in our school is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their health and wellbeing.

RSE is part of our school's P.S.H.E. curriculum.

### **By the end of primary school pupils should know:**

<b>FAMILIES AND PEOPLE WHO CARE FOR ME</b>	<b>CARING FRIENDSHIPS</b>	<b>RESPECTFUL RELATIONSHIPS</b>	<b>ONLINE RELATIONSHIPS</b>	<b>BEING SAFE</b>
<ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li><li>• that stable, caring relationships, which may be of different types, are at the</li></ul>	<ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li></ul>	<ul style="list-style-type: none"><li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li><li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>• the conventions of courtesy and manners.</li><li>• the importance of self-respect and how this links to their own happiness.</li><li>• 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</li></ul>	<ul style="list-style-type: none"><li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li><li>• that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</li><li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li><li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li></ul>	<ul style="list-style-type: none"><li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li><li>• 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.</li><li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li><li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li></ul>

<p>heart of happy families, and are important for children’s security as they grow up.</p> <ul style="list-style-type: none"> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>	<ul style="list-style-type: none"> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>	<p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <ul style="list-style-type: none"> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<ul style="list-style-type: none"> <li>• how information and data is shared and used online.</li> </ul>	<ul style="list-style-type: none"> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>
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Year group	Objectives	Statutory element	Teaching ideas/resources	Basic Elements
<p><b>Basic skills for life</b> We are committed to ensuring that children learn the basic skills that will equip them for life in the 21st century. Through our teaching of RSE, children will learn to:</p>				
Oaks	Children entered the world as babies, and that this event is referred to as their birth.	<ul style="list-style-type: none"> <li>• Early Learning Goal: people and communities: “Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.”</li> </ul>	<p><u>Living and Growing unit 1 page 25</u> <u>Living and Growing unit 1page 26. Match artifacts</u></p>	
Oaks	To understand some basic hygiene principles (how to keep clean and	To identify, name, draw and label the basic parts of the human body	PSHE curriculum: Growing up. This is progressively planned for in PSHE Matters	<b>KEY STAGE ONE</b>

	<p>look after oneself, objects that help us- towel, hairbrush, bath, soap, toothbrush etc)</p> <p>To introduce the concept of growing and changing.</p> <p>To explore different types of families and who to ask for help.</p> <p>To reinforce the security of the school community as a place of safety to express concerns about any subject.</p>	<p>and say which part of the body is associated with which sense</p>	<p>Order sequence of pictures/articles from babyhood to old age. Write an estimate of age next to each picture. Living and growing Unit 1 page 11.</p> <p>Part of the statutory National Curriculum for Science: 'Notice that animals, including humans, have offspring which grow into adults'</p>	<p>Manage personal hygiene</p> <p>Understand that animals, including humans, move, feed, grow, use their senses and reproduce.</p>
<p><b>Elms</b></p>	<p>Talk about good relationships and what they understand of friendship and trust.</p> <p>Boy/Girl - gender differences</p>	<p>To learn about the importance of a healthy diet, regular exercise and personal hygiene.</p> <p>To talk about how animals, including humans, have offspring which grow into adults.</p>	<p>PSHE curriculum: Growing up. This is progressively planned for in PSHE Matters.</p> <p>This builds on the Year 2 Science curriculum</p> <p>Sex education: sensitive and age appropriate for our children</p> <p>Watch Living and Growing Video Unit 1 Programme 3 Growing Up.</p> <p>Watch Living and Growing Video Unit 1 Programme 1 Differences.</p> <p>Complete a Venn diagram, sorting body parts in to male/ and /or female. Living and Growing Unit 1 p15.</p> <p>'The Pantosaurus Song' <a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a></p> <p>Watch Living and Growing Video- Unit 1 Programme 2. How did I get here?</p> <p>Living and growing Unit 1 p31.</p> <p>Living and Growing Unit 1 page 9.</p>	<p>Understand that humans can produce babies and these babies grow into children and then into adults.</p> <p>Make comparisons between human and plant life cycles</p> <p>Have recognition of</p>

				similarities and differences between themselves and other people.
<b>Elms</b>	Male and Female differences To understand personal space and every individual's right for their personal space to be respected. To explore different types of families and who to go to for help and support (all families are different and have different family members – All different/All equal	To understand the importance of nutrition and humans have skeletons and muscles for support, protection and movement.	<p>PSHE curriculum: Growing up. This is progressively planned for in PSHE Matters.</p> <p>Revision of the statutory Year 2 Science curriculum which states that pupils should: “notice that animals, including humans, have offspring which grow into adults.”</p> <p><u>BBC Active Unit 1: Growing Up: Physical Changes: From birth to the present day.</u></p> <p><u>BBC Active Unit 2: Cycle of Life: Loss and Change: How do we change as we grow older?</u></p> <p><u>Living and Growing Unit 2 p29.</u></p> <p><u>BBC Active Unit 2: Cycle of Life: Birth: How do you care for a new born baby?</u></p>	<p><b>KEY STAGE TWO</b></p> <p>Understand that all living things share certain characteristics</p> <p>Appreciate the main stages of puberty</p> <p>Know and understand how changes at puberty affect the body in relation to hygiene.</p>
<b>Year 4/5 Recommendations are</b>	<b>‘this must include teaching about puberty, which is a principle change for humans as they get older.’ ‘It is clear, therefore, that schools should teach about puberty in either Y4 or Y5, depending on the needs of their pupils.’ ‘Parental right to withdraw children from this part of the school curriculum does not fall within this remit.’</b>			
<b>Sycamores</b>	To understand personal space and every individual's right for their personal space to be respected. Growth and changes	To understand the importance of nutrition and humans have skeletons and muscles for support, protection and movement.	<p>Sex education: sensitive and age appropriate for our children</p> <p>Part of the National Curriculum for Science.</p>	Understand the physical, emotional and social changes

	<p>To explore different types of families and who to go to for help and support (all families are different and have different family members – All different/All equal</p>		<p>PSHE curriculum: Growing up. This is progressively planned for in PSHE Matters.</p> <p>Living and Growing Unit 2p13 and 14.  BBC Active Unit 3: Feelings: How do our feelings change?  BBC Active Unit 1: Growing up: Physical Changes: Emotional changes: Feeling Positive.</p> <p>Draw and write what changes will take place in the body. Watch Living and Growing Unit 2 Programme 1 Changes</p> <p>BBC Active Unit 3: Feelings: Keeping safe: Resisting negative peer pressure.  BBC Active Unit 3: Feelings: Keeping safe: Asking for help.  BBC Active Unit 3: Feelings: Keeping safe: the helping hand.</p>	<p>which take place at puberty.</p> <p>Know that there are different types of friendship and relationships and be able to talk about friends and relationships with important adults.</p>
<p><b>Sycamores</b></p>	<p>To explore the emotional and physical changes occurring in puberty (main physical and emotional changes that happen during puberty)  To understand male and female puberty changes in more detail (how puberty affects the body and the emotions, how to manage changes)</p>	<p>To describe the differences in lifecycles of a mammal. An amphibian, an insect and a bird.</p> <p>Pupils should be taught to describe the changes as humans develop to old age</p>	<p>Part of the National Curriculum for Science.</p> <p>PSHE curriculum: Growing up. This is progressively planned for in PSHE Matters.</p> <p>Watch Living and Growing video- ‘Changes’  BBC Active Unit 1: Growing up: Physical changes: How does my body change at puberty?  BBC Active Unit 1: Growing up: Physical changes: What changes do boys and girls go through at puberty?</p>	

	<p>To explore the impact of puberty on the body and the importance of physical hygiene (how to stay clean during puberty)</p> <p>To explore ways to get support during puberty (how emotions change, how to get help and support during puberty)</p>		<p>BBC Active Unit 1: Growing up: Physical changes: Men and women’s bodies.  BBC Active Unit 1: Growing up: Emotional changes : Crushes  BBC Active Unit Feelings: I have feelings.  Living and Growing Unit 2 Book Activity Sheet 17.  Living and growing Unit 3 p40.</p> <p>BBC Active Unit 4 :Family life: Marriage and partnerships: Marriage, partnerships and commitment.  BBC Active Unit 4: Family life: Celebrating events: Marriage celebrations.  BBC Active Unit 4 : Family life: Celebrating</p> <p>BBC Active Unit 4: Family life: Celebrating events: writing focus: Marriage vows.</p>	
Elders		<p>To describe the changes as humans develop to old age.  To describe the life process of reproduction in some plants and animals.</p>	<p>PSHE curriculum: Growing up. This is progressively planned for in PSHE Matters.</p> <p>Watch Videos- Living and growing Unit 3 Boy Talk, Girl Talk.  Living and Growing Unit 3 p22</p>	

### Resources

The main resources we use to deliver a sensitive and age appropriate RSE curriculum in a spiral approach

PSHE Matters – The Derbyshire PSHE Resource developed by the Derbyshire Health and Well-being Team

Living and Growing DVDs and teacher resource books - Channel 4 Living and Growing series; DVDs and accompanying teacher resource booklets

BBC Active - Sex and Relationship education Whiteboard Active PSHE Age 9-11 BBC Active [www.bbcactive.com/schoolshop](http://www.bbcactive.com/schoolshop)