



Date agreed by Governing Body	October 2020
Review date	October 2023
Responsible for this policy	Hannah Clark

Curriculum Intent Statement: Broad, Balanced and Ambitious

At Beeston primary School, our well planned and sequenced curriculum combined with high quality first teaching and resourcing ensures that children are supported to be well rounded young people with a thirst for learning.

Relationships and Sex Education Statement:

Intent:

Our RSE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future. Through the provision outlined in this policy, the school's overall aims of RSE are to:

- learn the value of family life, marriage and stable relationships
- learn the importance of values and individual conscience and moral considerations
- develop critical thinking as part of decision-making
- learn to manage emotions and relationships confidently and sensitively
- develop self-respect and empathy for others
- learn how to make choices based on an understanding of difference and with an absence of prejudice
- manage conflict
- learn how to recognise and avoid exploitation and abuse
- learn and understand physical development at appropriate stages
- understand human sexuality, reproduction, sexual health, emotions and relationships
- learn about contraception and support services
- learn the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy
- ensure that staff teaching RSE remain neutral in their delivery whilst ensuring that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals

Our intent of RSE is NOT to:

- encourage pupils to become sexually active at a young age
- promote a particular sexual orientation
- sexualise children



Relationships and Sex Education Curriculum Content

Foundation Stage

In the Early Years Foundation Stage, RSE is taught and assessed through two prime areas; Personal, Social and Emotional Development and Communication and Language. They relate the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. RSE is also recognised as an integral aspect of daily life as the children learn how to form positive relationships, understand who they are, develop a positive self-image and learn how to communicate effectively. They make links with parents/carers by sharing tasks from school and developing them at home. This is done wherever possible, to involve learning beyond the classroom.

Key Stage 1 and 2

At Beeston Primary School, we base our RSE Curriculum on the 'You, Me & PSHE' scheme of work, which follows the Relationships Education and Sex Education Statutory Guidance. Each topic within the resource incorporates activities to establish the starting point of learners and assess progress. These topics include:

Year 1	Physical Health and Wellbeing, Mental Health and Emotional Wellbeing, Identify, Society and Equality and Keeping Safe and Managing Risks.
Year 2	Physical Health and Wellbeing, Mental Health and Emotional Wellbeing, Relationships, Keeping Safe and Managing Risks and Relationships and Sex Education.
Year 3	Physical Health and Wellbeing, Mental Health and Emotional Wellbeing, Identify, Society and Equality and Keeping Safe and Managing Risks.
Year 4	Physical Health and Wellbeing, Relationships, Identify, Society and Equality, Keeping Safe and Managing Risks and Relationships and Sex Education.
Year 5	Physical Health and Wellbeing, Mental Health and Emotional Wellbeing, Identify, Society and Equality, Drugs, Keeping Safe and Managing Risks and Relationships and Sex Education.
Year 6	Relationships, Relationships and Sex Education, Identify, Society and Equality, Mental Health and Emotional Wellbeing and Keeping Safe and Managing Risks.

The following aspects of RSE will be taught as part of the Science National Curriculum:

Key Stage 1:	Key Stage 2:
<ul style="list-style-type: none">• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.• Notice that animals, including humans have offspring which grow into adults.• Describe the importance for humans of hygiene.	<ul style="list-style-type: none">• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.• Describe the life process of reproduction in some plants and animals.• Describe the changes as humans develop into old age.



Non-statutory RSE

Specific RSE lessons are delivered in Year 2, Year 4, Year 5 and Year 6. They cover the following objectives:

Year 2

- To understand and respect the similarities and differences between people.
- To learn about growing from young to old and that they are growing and changing.
- To learn that everybody needs to be cared for.
- To learn ways that we care for others.
- To learn about different types of family.
- The ways in which their home-life is special.

Year 4

- To learn about the way, they grow and change throughout the human life cycle.
- To learn about the physical changes associated with puberty.
- To recognise their own worth as individuals and to challenge stereotyping.

Year 5

- To learn about the way, they grow and change throughout the human life cycle.
- To learn about the physical changes associated with puberty.
- To learn about menstruation and wet dreams.
- To learn about the impact of puberty on personal hygiene and strategies for managing this.
- To learn how puberty affects emotions and behaviour.
- To learn strategies for dealing with the changes associated with puberty.
- To learn strategies for dealing with emotions in the context of relationships
- To answer each other's questions about puberty with confidence.
- To seek support and advice when they need it.

Year 6

- To learn about the changes that occur during puberty.
- To consider different attitudes and values around gender stereotyping and sexuality and consider their own origin and impact.
- To learn what values are important to them in relationships
- To appreciate the importance of friendship in intimate relationships.
- To learn about human reproduction in the context of the human life cycle.
- To learn how a baby is made and grows (conception and pregnancy).
- To learn about the roles and responsibilities of carers and parents.



- To answer each other's questions about puberty with confidence.
- To seek support and advice when they need it.

The class teacher delivers non-statutory SRE using a range of teaching methods such as videos, discussions and written activities. Resources to teach RSE include fiction and reference books, leaflets and extracts from the Channel 4 Living and Growing DVD. RSE is usually delivered in mixed gender groups, however there are occasions where single gender groups are more appropriate and relevant.

Parents/carers will be informed when non-statutory RSE is taught and opportunities are provided for parents and carers to discuss the content of the lessons and to view the videos and resources being used.

Right to Withdraw

Parents/carers cannot withdraw their child from the statutory Sex Education content included in the National Curriculum for Science (e.g. human development and reproduction). Parents/carers also cannot withdraw their child from Relationships Education because it is important that all children receive this content, covering topics such as friendships, how to stay safe and puberty. However, they do have the right to request that their child is withdrawn from some or all of the Sex Education delivered as part of the non-statutory RSE.

Requests for withdrawal from the non-statutory RSE should be put in writing and addressed to the child's class teacher or Miss Clark (PSHE Lead). This will be documented to ensure a record is kept.

Language

Pupils will be taught the anatomical terms for body parts during their planned RSE lessons. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and what is not acceptable. We will alert parents as to when anatomical terms are likely to be used in class. However, we might need to use the terms at other times, for example when dealing with a safeguarding issue.

MindMate

Every half term, teachers deliver one MindMate lesson to enhance the RSE curriculum. The lessons contribute to our MindMate Champion whole school approach. Each year group is taught a lesson on the following themes:

- Feeling Good and Being Me
- Friends and Family
- Life Changes
- Strong Emotions
- Being the Same and Being Different
- Solving Problems (and making it better)



Curriculum Drivers:

Our School Curriculum Drivers underpin the development work which we undertake in all areas of school life and ensure our curriculum offer is enriched and personalised to meet the needs of our community. As happy, confident individuals we support our Drivers in many ways e.g.:

Our Place in Our World: Children will learn what makes themselves and others special and how prejudice and discrimination can make people feel. They will learn how to value the similarities and differences between themselves and others and what it means to belong to a community. They will learn about Britain as a democratic society, how laws are made and their own human rights.

Aspiring Entrepreneurs: The children are taught about where money comes from, how they can save money, how people can keep track of their money and the associated risks with borrowing money. They are also taught about enterprise and learn about the world of work, different jobs people do and consider what influences people's decisions about careers.

Inquisitive Investigators: Our aim is to start each topic with a pre-assessment activity to gain an understanding of the children's knowledge and skills, so that they can be built upon throughout lessons. In addition to providing the children with the knowledge of how to live a confident, healthy life now and in the future, the children will be encouraged to ask questions, problem solve and take part in debates and discussions about various topics.

Healthy and Happy Living: The children will be taught about the features of healthy friendships, family relationships and other relationships which they are likely to encounter and how these relationships should lead to happiness and security. The children will also develop skills to help them recognise less positive relationships and where they can go for support and advice. The children will also be taught about positive emotional and mental well-being and how a healthy lifestyle can contribute to this.

Cross Curricular Links

Relationships Education is part of a broader developmental PSHE education programme with explicit links to Science, Religious Education (RE) and Computing. In Science the children learn about biological facts relating to human growth, puberty and reproduction and in Computing, the children will learn about online safety. In RE the children will be taught about the law and the views of religious groups on different issues.

Staff Development /INSET

Opportunities will be available for staff to undertake training in Relationships and Sex Education. This will develop and reinforce their knowledge and understanding of the new curriculum. Teachers will also be given opportunities throughout the year to discuss and reflect on their understanding of the curriculum and how children learn best in RSE. If gaps in a teacher's understanding are identified in book reviews, learning walks and pupil interviews then appropriate support would be put into place to support that teacher.



Implementation:

Provision is made for different ages and levels of ability. Beeston Primary School delivers the RSE curriculum through practical, written and enquiry based resources.

Children are given opportunities to:

- Work independently and in groups.
- Undertake teacher directed and child initiated tasks.
- Explore artefacts and objects which are relevant to RSE topics.
- Use drama.
- Explore and discuss scenarios.
- Categorise using a range of diagrams and graphs.
- Have discussions and debates.
- Research and present given topics.

Appropriate provision is made for children with special educational needs. Individual staff expertise and skills is utilised to the benefit of both children and staff.

Resources

A range of appropriate books for various topics are available in each year group, in the school library, in classrooms and from the Nurture Team. Teachers are given the opportunity to order resources from the Library Service to support their teaching of topics.

Spiritual, Moral, Social and Cultural Development:

Children's Spiritual. Moral. Social and Cultural Development is important part of our Relationships and Sex Education Curriculum, as evidenced by the following examples:

Spiritual

RSE helps children:

- identify their emotions and feelings
- to care and share
- recognise personal rights and rights of others
- to recognise right and wrong
- use and understand sensory experiences (e.g. relaxation techniques, calming down jars).

Moral

Through RSE the children learn:

- how to make choices within a moral context
- to understand equal opportunities
- how to take responsibility for themselves and others
- to cooperate with adults and peers
- about different types of relationships and families
- respect for others

Social

RSE supports the children with:

- developing a positive self-esteem
- expressing opinions more confidently
- rights and responsibilities



- turn taking
- decision making

Cultural

The children are taught:

- about Sex Education at an appropriate level
- awareness of other cultures, race and equality

Equality and Diversity:

At Beeston Primary School we aim to promote equality and develop positive relationships, by tackling any form of discrimination. As part of our duty under the Equality Act 2010 and the Public Sector Equality Duty we aim to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics. We make reasonable adjustments to remove any barriers that may prevent children from participating in all aspects of school life, making progress and achieving their full potential. We make reasonable adjustments to remove barriers to access and participation that may prevent parents and carers being fully involved in the wider education of their child at school. (See Equalities policy).

At Beeston Primary we aim to create a diverse curriculum which reflects the diversity of our pupils, our local and wider community. We celebrate diversity by learning about a broad range of relationships. This provides the opportunity to see a wide range of humanity, see people to which they can aspire that are similar to themselves and develop tolerance and understanding of people with different beliefs, religions, genders, abilities and sexual orientations.

Inclusion:

In school we aim to meet the needs of all our children by differentiation in our RSE planning and by providing a variety of approaches and tasks appropriate to attainment levels and learning styles. This enables children with learning and/or physical difficulties to take an active part in their learning, during practical activities and investigations and to achieve the goals they have been set. Some children will require closer supervision and more adult support to allow them to progress whilst more able children will be extended through differentiated activities. By being given enhancing and enriching activities, higher attaining children will be able to progress to a higher level of knowledge and understanding.

Dyslexia friendly: In order to accommodate the individual's particular learning style, lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that each pupil is offered a variety of methods and is not inhibited by any specific difficulty.

Assessment:

At Beeston Primary School, RSE is assessed using pre and post assessments. The assessments are completed as a class, at the beginning of each topic. The teacher scribes the children's ideas/answers to an image, question or scenario using a coloured pen. At the end of the topic, the teacher asks the children the same question, image or scenario and scribes the children's answers using a different coloured pen. This shows what the children knew at the beginning



of the topic and what they know now. Work samples are saved from each lesson and are evidenced in the PSHE floor book. The work is evidenced as photographs, observations, work samples and images.

Displays:

To support the children's learning in RSE, every class should have a worry box and place where children can self-regulate. Worry boxes and self-regulation displays help the children let an adult know about any worries or anxieties they may have without having to share their worry, verbally. An adult in the classroom can then address the children's worry appropriately.