

# Relationship and Sex Education 2021

Earlsmead Primary School



# Objectives

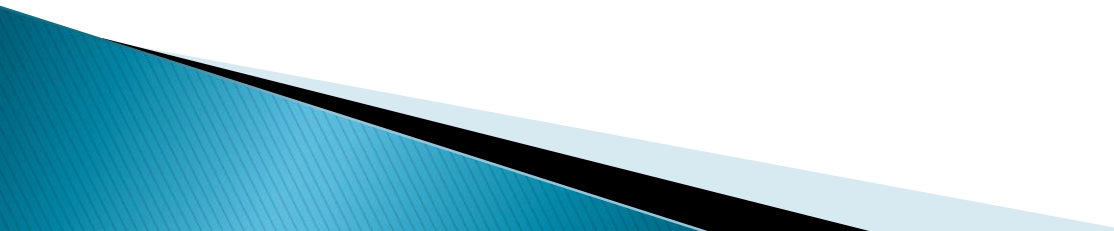
To:

Explain the changes to requirements for RSE coming in from Summer 2021

Explain how we currently teach RSE, and get your views on how well this curriculum works

Get your views on what you think our RSE curriculum should cover

Explain how we'll develop our updated curriculum



# What does the new curriculum say?

We must provide the following to all pupils:

- Relationships education
- Health education

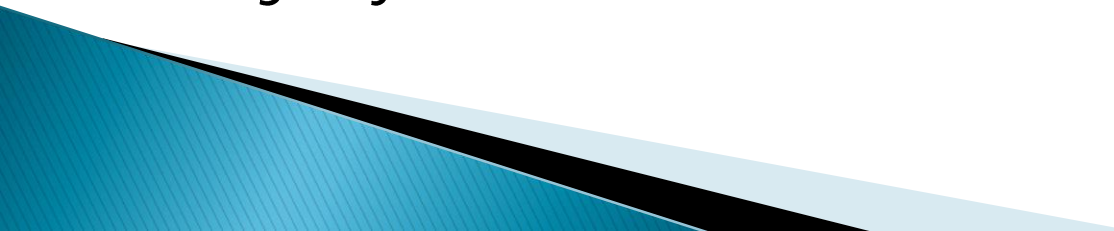
# What is being taught at Earlsmead?

We have adopted a scheme of work called SCARF.  
(Safety, Caring, Achievement, Resilience, Friendship).

The 6 units are:

- Me and my relationships
- Valuing differences
- Keeping myself safe
- Rights and responsibilities
- Being my best
- Growing and changing

These units are taught yearly but content changes to suit the age of the children.



# What will the curriculum look like?

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets  Appropriate touch  Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets

# What will the curriculum look like?

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

# What will the curriculum look like?

## *Breakdown of Y1 Growing and Changing Unit*

Growing and Changing	Learning Outcomes
Inside my wonderful body!	<ul style="list-style-type: none"> <li>•Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</li> <li>•Understand and explain the simple bodily processes associated with them.</li> </ul>
Taking care of a baby	<ul style="list-style-type: none"> <li>•Understand some of the tasks required to look after a baby;</li> <li>•Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</li> </ul>
Then and now	<ul style="list-style-type: none"> <li>•Identify things they could not do as a baby, a toddler and can do now;</li> <li>•Identify the people who help/helped them at those different stages.</li> </ul>
Who can help?	<ul style="list-style-type: none"> <li>•Explain the difference between teasing and bullying;</li> <li>•Give examples of what they can do if they experience or witness bullying;</li> <li>•Say who they could get help from in a bullying situation.</li> </ul>
Surprises and secrets	<ul style="list-style-type: none"> <li>•Explain the difference between a secret and a nice surprise;</li> <li>•Identify situations as being secrets or surprises;</li> <li>•Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</li> </ul>

- Every year we teach the NSPCC PANTS programme.
- It supports primary aged children to keep safe with the message that privates are private.



**P**rivates are private

**A**lways remember your body belongs to you

**N**o means no

**T**alk about secrets that upset you

**S**peak up, someone can help



# How is relationship and sex education taught

- PSHE and Relationship education is taught by the class teacher as they know their children very well.
- The exception to this is for some sex education lessons when we feel it would be more beneficial to teach boys and girls separately. When possible, boys are taught by male teachers.
- Expectations are set before each lesson so the children feel comfortable to ask questions and share ideas if they wish.
- Lessons are taught sensitively and inclusively with respect to backgrounds and beliefs.
- Parents are encouraged to support the learning by continuing the discussions at home.
- Parents have the right to withdraw from sex education but not the relationship or health curriculum.

# What is in the Science curriculum?

## Year 1:

identify, name, draw and label the basic parts of the human body.

## Year 2:

notice that animals, including humans, have offspring which grow into adults.

## Year 5:

describe the life process of reproduction in some plants and animals.

describe the changes as humans develop to old age


## Year 6:

recognise that living things produce offspring of the same kind.

## **We:**

- Inform our pupils
- State facts including the law
- Raise awareness of different life choices
- Are non judgemental about life choices
- Respect different points of view
- Encourage pupils to have discussions with their parents

## **We don't:**

- Say whether we think it is right or wrong
  - Say what pupils should do or think
  - Express our personal views
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# What happens next?

We are also getting feedback from:

- Staff
- Pupils
- Governors

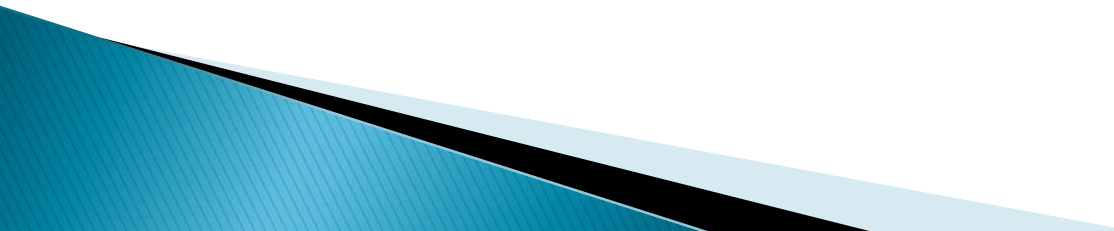
Once we've considered all the feedback, we'll draft an updated RSE policy, which will set out our proposed curriculum.

There will be a formal consultation period before the updated policy is approved.

**How the policy consultation will work.**

We'll post the draft policy on our website, and send you an email letting you know how you can feedback

We'll send a letter explaining how to send us your feedback



Any questions?

