



PSHE & RSE Curriculum and Scheme of work

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The Department for Education has introduced a new curriculum for Relationship Education, Relationships and Sex Education and Health Education, commonly shortened to **RSE**. It will be compulsory for all **schools** to teach this curriculum from September 2020.

Children and young people are growing up in an increasingly complex world and living their lives both on and offline. This presents many positive opportunities, but also challenges and risks. Therefore, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why Relationships Education is compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as Health Education in all state-funded schools.

The compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law

In primary schools, the focus is key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Teaching about mental wellbeing is at the core of all we do at Castle House. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content of PSHE and RSE will equip them the knowledge and capability to take care of themselves and receive support if problems arise.

Castle House Preparatory school will help to foster pupil wellbeing and develop the resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from challenging periods in their lives.

In order to meet the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. Pupils can learn how to make sound decisions when facing risks, challenges and complex situations. These subjects can support young people to develop resilience, to know **how** and **when** to ask for help, and to know **where** to access support.

Castle House Preparatory School supports high quality, evidence-based and age-appropriate teaching of these subjects, which can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

THE LAW - The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE)

compulsory for all pupils receiving secondary education.

They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

This policy also sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that head teachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Schools are free to determine how to deliver RSE in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons.

Castle House Preparatory School is aware that for many young people the distinction between the online world and other aspects of life is less marked than for some adults. Young people often operate very freely in the online world and are likely to spend a substantial amount of time online. Topics and issues outlined here are likely to be encountered by pupils online, this will be taken into account when planning how to support them in distinguishing between different types of online content and this should lead to informed decision making. **Our bi-annual CEOP training for pupils enhances pupil knowledge alongside the PSHE/RSE timetable.**

The internet and social media have other important characteristics which young people should be aware of in order to help them use them safely. SOCIAL MEDIA users are sometimes prepared to say things in more extreme, unkind or exaggerated ways than they might in face-to-face situations, and some users present highly exaggerated or idealised profiles of themselves online. Some platforms attract large numbers of users with similar, sometimes extreme, views, who do not welcome dissent or debate. Young people should be aware that certain websites may share personal data about their users, and information collected on their internet use, for commercial purposes (i.e. to enable targeted advertising). In addition, criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. Castle House Preparatory School will take these factors into account when planning teaching of these subjects to ensure pupils know how to keep themselves and their personal information safe.

What is relationships and sex education?

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

Castle House Preparatory School follows DfE guidance:

- **Relationships Education, Relationships and Sex Education (RSE) and Health Education.**

[Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/87122/relationships-education-relationships-and-sex-education-and-health-education-guidance.pdf)

- **Keeping Children Safe in Education 2021**

[Keeping children safe in education 2021 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/87122/keeping-children-safe-in-education-2021.pdf)

- **Guidance for Personal Social Health and Economic (PSHE) Education 2019**

[Personal, social, health and economic \(PSHE\) education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/87122/pshe-guidance-2019.pdf)

The Sex Education Forum believes that good quality RSE is an entitlement for all children and young people and must:

- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;
- Be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;
- Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
- Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
- Be delivered by competent and confident educators;
- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

Arrangements for Teaching at Castle House School

All classes from Reception to Year 6 have a weekly RSE / PSHE Session. This is delivered by the Form Teacher and, in the case of more emotive topics for RSE, is delivered to **Years 5&6 by Mrs Butler, (Designated Safeguarding lead/Head of Pastoral Care) and by Mr Hill, (Year 6 Form Tutor, Deputy Head and SENCO)**. All classes have a half termly session for the whole afternoon, which focuses in on their current learning allowing more time for discussion and reflection for the benefit of all pupils.

Pupils at Castle House Preparatory School receive extra training in addition to the RSE/PSHE curriculum. There are bi-annual visits from CEOP (West Mercia Police) for continued training in online safety and the STAR DRUGS programme. We also have regular visits from the NSPCC to deliver their Speak Out Stay Safe programme, and this is reinforced in our curriculum on a regular basis.

We also hold a whole school Pastoral assembly every Monday with Mr Hill and Mrs Butler, where a planned range of topics are covered to enhance the PSHE curriculum in detail, plus all aspects of FBV. Mrs Butler will hold several Mental Health Workshops throughout the year for all Year groups age appropriately.

Safeguarding

The **statutory guidance on safeguarding for children in schools and colleges** requires schools to ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'. Effective PSHE education supports safeguarding by delivering protective learning opportunities on a range of potential safeguarding issues identified by Ofsted in the guidance **Inspecting Safeguarding in Early Years, Education and Skills Settings**, including:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls

- peer-on-peer abuse, such as sexual violence and harassment
- radicalisation and/or extremist behaviour
- risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'
- substance misuse
- domestic abuse
- female genital mutilation
- forced marriage
- poor parenting

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	KS1 TEAM (Relationships)	KS1 Think Positive (Health and Wellbeing)	KS1 Diverse Britain (Living in the Wider World)	KS1 Be Yourself (Relationships)	KS1 It's My Body (Health and Wellbeing)	KS1 Aiming High (Living in the Wider World)
Year 2	KS1 VIPs (Relationships)	KS1 Safety First (Health and Wellbeing)	KS1 One World (Living in the Wider World)	KS1 Digital Wellbeing (Relationships)	KS1 Money Matters (Living in the Wider World)	KS1 Growing Up (Health and Wellbeing)
Year 3	LKS2 TEAM (Relationships)	LKS2 Think Positive (Health and Wellbeing)	LKS2 Diverse Britain (Living in the Wider World)	LKS2 Be Yourself (Relationships)	LKS2 It's My Body (Health and Wellbeing)	LKS2 Aiming High (Living in the Wider World)
Year 4	LKS2 VIPs (Relationships)	LKS2 Safety First (Health and Wellbeing)	LKS2 One World (Living in the Wider World)	LKS2 Digital Wellbeing (Relationships)	LKS2 Money Matters (Living in the Wider World)	LKS2 Growing Up (Health and Wellbeing)
Year 5	UKS2 TEAM (Relationships)	UKS2 Think Positive (Health and Wellbeing)	UKS2 Diverse Britain (Living in the Wider World)	UKS2 Be Yourself (Relationships)	UKS2 It's My Body (Health and Wellbeing)	UKS2 Aiming High (Living in the Wider World)
Year 6	UKS2 VIPs (Relationships)	UKS2 Safety First (Health and Wellbeing)	UKS2 One World (Living in the Wider World)	UKS2 Digital Wellbeing (Relationships)	UKS2 Money Matters (Living in the Wider World)	UKS2 Growing Up (Health and Wellbeing)

HEALTH AND WELL BEING KS1

H1. about what keeping healthy means; different ways to keep healthy
H2. about foods that support good health and the risks of eating too much sugar
H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday
H4. about why sleep is important and different ways to rest and relax
H5. simple hygiene routines that can stop germs from spreading
H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
H10. about the people who help us to stay physically healthy
H11. about different feelings that humans can experience
H12. how to recognise and name different feelings
H13. how feelings can affect people's bodies and how they behave
H14. how to recognise what others might be feeling

H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things
H16. about ways of sharing feelings; a range of words to describe feelings
H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
H21. to recognise what makes them special
H22. to recognise the ways in which we are all unique
H24. how to manage when finding things difficult
H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
H26. about growing and changing from young to old and how people's needs change
H27. about preparing to move to a new class/year group
H28. about rules and age restrictions that keep us safe
H28. about rules and age restrictions that keep us safe
H29. to recognise risk in simple everyday situations and what action to take to minimise harm
H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
H33. about the people whose job it is to help keep us safe
H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
H36. how to get help in an emergency (how to dial 999 and what to say)
H37. about things that people can put into their body or on their skin; how these can affect how people feel

HEALTH AND WELL BEING KS2

H1. how to make informed decisions about health
H2. about the elements of a balanced, healthy lifestyle
H3. about choices that support a healthy lifestyle, and recognise what might influence these
H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle
H5. about what good physical health means; how to recognise early signs of physical illness
H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer
H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health
H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
H17. to recognise that feelings can change over time and range in intensity
H18. about everyday things that affect feelings and the importance of expressing feelings
H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways
H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
H26. that for some people gender identity does not correspond with their biological sex
H27. to recognise their individuality and personal qualities
H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
H31. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for ¹
H34. about where to get more information, help and advice about growing and changing, especially about puberty
H35. about the new opportunities and responsibilities that increasing independence may bring
H36. strategies to manage transitions between classes and key stages
H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming

H38. How to predict , assess and manage risk in different situations
H39. About hazards(including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risk and keep safe.
H40 about the importance of taking medicines correctly and using household products safely eg following instructions
H41 strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety, safe use of digital devices when out and about.
H42. About the importance of keeping personal information private, strategies for keeping safe online including how to manage requests for personal information or images of themselves and others, what to do if frightened or worried and how to report concerns , inappropriate content and contact
H43. about what is meant by first aid, basic techniques for dealing with common injury.
H44. How to respond and react in an emergency situation, how to identify situations which may require emergency services, know how to contact and what to say.
H45. That FGM is against British law, what to do and whom to tell if they think they or someone they know may be at risk.
H46. , about the risks and effects of legal drugs common to everyday life (eg cigarrey, e-cigarettes/vaping, alcohol and medicines) and their impact on health, to recognise That drug use may become a habit and is difficult to break.
H47 to recognise that there are a laws surrounding the use of legal drugs, and that some drugs are illegal to own, use or give to theirs.
H48. about why people choose to use or not use drugs including alcohol o and smoking/vaping.
H49 about the mixed messages in the media about drugs including alcohol, smoking/vaping
H50. about the organisations that can support people concerning alcohol, tobacco, nicotine or other drug use, who to talk to if they have concerns.

Relationships KS1

R1. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives
R2. To identify the people who love and care for them and what they do to help them feel cared for
R3. About different types of families including those that may be different to their own
R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong
R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
R6. About how people make friends and what makes a good friendship
R7. About how to recognise when they or someone else feels lonely and what to do
R8. Simple strategies to resolve arguments between friends positively
R9. How to ask for help if a friendship is making them feel unhappy

R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online
R11. About how people may feel if they experience hurtful behaviour or bullying
R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
R14. That sometimes people may behave differently online, including by pretending to be someone they are not
R15. How to respond safely to adults they don't know
R16. About how to respond if physical contact makes them feel uncomfortable or unsafe
R17. About knowing there are situations when they should ask for permission and also when their permission should be sought
R18. About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
R19. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
R20. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
R21. About what is kind and unkind behaviour, and how this can affect others
R22. About how to treat themselves and others with respect; how to be polite and courteous
R23. To recognise the ways in which they are the same and different to others
R24. How to listen to other people and play and work cooperatively
R25. How to talk about and share their opinions on things that matter to them

Relationships KS2

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong
R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another
R7. to recognise and respect that there are different types of family structure (including single parents, same-

sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face

R13. the importance of seeking support if feeling lonely or excluded

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

R16. how friendships can change over time, about making new friends and the benefits of having different types of friends

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R21. about discrimination: what it means and how to challenge it

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R26. about seeking and giving permission (consent) in different situations

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will

find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.

Living in the wider world. KS1

L1. about what rules are, why they are needed, and why different rules are needed for different situations
L2. how people and other living things have different needs; about the responsibilities of caring for them
L3. about things they can do to help look after their environment
L4. about the different groups they belong to
L5. about the different roles and responsibilities people have in their community
L6. to recognise the ways they are the same as, and different to, other people
L7. about how the internet and digital devices can be used safely to find things out and to communicate with others
L8. about the role of the internet in everyday life
L9. that not all information seen online is true
L10. what money is; forms that money comes in; that money comes from different sources
L11. that people make different choices about how to save and spend money
L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want
L13. that money needs to be looked after; different ways of doing this

L14. that everyone has different strengths

L15. that jobs help people to earn money to pay for things

L16. different jobs that people they know or people who work in the community do

L17. about some of the strengths and interests someone might need to do different jobs

Living in the wider world KS2

L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws

L2. to recognise there are human rights, that are there to protect everyone

L3. about the relationship between rights and responsibilities

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

L6. about the different groups that make up their community; what living in a community means

L7. to value the different contributions that people and groups make to the community

L8. about diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities

L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

L13. about some of the different ways information and data is shared and used online, including for commercial purposes

L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

L17. about the different ways to pay for things and the choices people have about this

L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

L20. to recognise that people make spending decisions based on priorities, needs and wants
L21. different ways to keep track of money
L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
L24. to identify the ways that money can impact on people's feelings and emotions
L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life

L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them
L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
L31. to identify the kind of job that they might like to do when they are older
L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

SUMMARY OF THE WORK COVERED IN RELATIONSHIP AND SEX EDUCATION

This is a summary of the scheme of work currently used at Castle House Preparatory School. Each year, the scheme is modified slightly to accommodate the specific needs of the individual children. However, we have found that this outline of work does embrace the main teaching points we wish to cover and seems suited to the general level of understanding of the children in Years 5 and 6. The staff concerned will continue to review and update the scheme each year, this will be Mrs Elizabeth Butler and Mr Gavin Hill.

SESSION 1

SECTION 1

Sex and relationship education usually takes place during the last half of the Summer Term. Before beginning the lessons, a **detailed letter is sent to parents explaining that sex and relationship education will be part of the curriculum at a future date. No specific dates are given. The parents are invited to come into school and the staff involved explain the content of the scheme of work and**

show parents the resources, including videos which the children will be seeing. Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wished their child to be withdrawn from Sex education lessons, they should discuss this with the head teacher and make it clear which aspects of the programme they do not wish their child to participate in. Parents are not allowed to withdraw children from those parts of the statutory National Curriculum. See below:

National Curriculum Science

KEY STAGE 1

a) to recognise and compare the main external parts of the bodies of humans

b) that animals including humans, move, feed, grow, use their senses and reproduce

c) that humans and animals can produce offspring and these grow into adults

d) to recognise similarities and differences between themselves and others and treat others with sensitivity

KEY STAGE 2

a) that the life processes common to humans and other animals include nutrition, growth and reproduction.

b) about the main stages of the human life cycle.

At the beginning of the first session on sex education, an explanation is given to the whole class about:

- What we mean by RSE
- Why and how we are going to approach it in school

WHY DO WE NEED TO TALK ABOUT RSE IN SCHOOL?

The following ideas are used to guide the discussion:-

- The children are used to learning about their bodies and how they work, in Science and PSHE. Now it is time to talk about the more private parts of their body and what happens during puberty – changing from a child to an adult.
- It is difficult and embarrassing for some adults to talk to children about these matters, especially if some parents did not have parents who spoke to them. Sometimes it is easier for an adult outside the family to talk to children about these matters instead.
- Some parents have no difficulty at all. The teachers at school only wish to support parents who talk openly to their children.
- Talking about parts of our body that are private is not 'rude'.
- We can avoid misconceptions and wrong stories from others – especially in the early days of secondary school – if we know the truth.
- We advise pupils that if they find it difficult talking about these issues with their parents then there are always adults who work in school to talk to. If information is given in an open and honest way, people are far more likely to treat themselves and others in a caring, respectful way.
- There must be an awareness of pornography – books, videos etc. Children may see these things and they need to be able to 'deal' with these in a way that does not upset or disturb them. Most people are curious at some stage in their lives and look at pornographic materials. Some people look at these materials every day. People have free choice, as long as their choices do not hurt or harm other people.
- Perhaps our children will talk openly to their own children so that puberty will be regarded as a 'normal' part of life.

HOW ARE WE GOING TO TALK ABOUT SEX AND RELATIONSHIP EDUCATION?

The children are split into two groups – boys and girls. Year 5 have one split lesson and one lesson together. Year 6 have one split lesson and two lessons together.

Subsequent lessons are as a whole class (Year 6)

The children are told that they will see charts, books and videos. There are times when they will be expected to sit quietly and listen, and times when they can speak and ask questions.

For the first lesson, each group settles informally around a central place where the charts/resources are situated. (A horseshoe formation is ideal for this lesson). The boys/girls are in separate rooms for this first lesson. The discussion focuses around Powerpoint slides which are displayed and discussed. (The Powerpoints are available on the shared drive.)

The two groups work through the charts using the same notes for discussion.

A break occurs approximately halfway through and the children have a break in the yard together.

This is timed so that children are alone in the yard and not with the rest of the school.

After the break the children continue looking at the rest of the charts.

One set of charts is mounted on the classroom wall for a few days if required. The Year 5 children will be provided with the opportunity to ask further questions shortly after this session via a question box. This enables children to consider the information given to them. Year 6 questions take place in the final session via a question box.

Some embarrassment and giggling occurs at the beginning of this first section, which we acknowledge as a natural reaction.

Overview of Powerpoint Slides

CHART 1: GENERAL DISCUSSION ON PUBERTY (Year 5 and Year 6)

As we grow we learn to do more and more things – to read/write/play games etc., but as we grow our bodies change too.

Changes we can begin to notice between ages of 8 – 16

Suddenly grow a lot and shape of body changes – this is puberty.

This happens when the body is ready. You can't decide when the body is ready. You can't stop it or hurry it.

The timing is different for everyone – girls usually develop earlier than boys.

It helps if you understand what happening. If you know what to expect you will have no need to worry.

We all go through these changes, but at different ages.

These changes are normal, and a sign that our bodies are working properly.

CHART 2: THIS IS WHAT A BOY'S BODY LOOKS LIKE (Year 5 and Year 6)

Description of boy's body – penis/two testicles.

Hormones, (chemicals), make changes occur, any time from eight onwards, usually around twelve years.

Happens slightly later for boys than girls.

Compare sizes of bodies in their class – perhaps feelings and attitudes are different. Boys catch up later.

CHART 3: THIS IS WHAT A MAN'S BODY LOOKS LIKE (Year 5 and Year 6)

Body bigger and stronger.

Penis and testicles grow bigger – one usually hangs lower than other.

Pubic hair grows around penis.

Hair under arms in arm pits.

Hair around face and perhaps chest, legs. Some men have lots of hair, others have little.

Voice breaks or becomes deeper.

Sweats more. Needs to wash more regularly.

Skin may become greasy and he may get spots.

Becomes interested in girls – feelings towards girls become stronger.

CHART 4: BOYS REACH PUBERTY AT DIFFERENT AGES (Year 5 and Year 6)

Two boys with different sizes and shapes. Everyone is different and reaches puberty when their own body is ready.

CHART 5: INSIDE A MAN'S BODY (Year 6 only)

Explanation of diagram. Why testicles are on the outside of the body – for coolness.

Description of production of sperm. Size and number and shape for moving.

Semen – medium for carrying sperm.

Erections – why and how they happen – for entry into woman's body – (more details later)

Release of semen from penis, containing sperm. Wet dreams.
What is masturbation? – 'harmful' associations – rubbing to make pleasant feelings.
Puberty means ability to become a father of own children. (POSSIBLE BREAK HERE)

CHART 6: THIS IS WHAT A GIRL'S BODY LOOKS LIKE (Year 5 and Year 6)

Description of girl's body – folds of skin called vulva.
Explanation of three openings on girl's body – position and use.
Vagina – in centre, related to puberty and having babies. The vagina can stretch like an elastic band – explain.

CHART 7: HOW A GIRL'S BODY CHANGES INTO A WOMAN'S BODY (Year 5 and Year 6)

Mention of hormones again.
Changes to breasts – grow fuller and perhaps have fine hairs around the nipples. Need to wear a bra.
Pubic hair
Sweating
Interest in boys
Spots
Onset of periods – age can certainly vary. (Brief explanation for Year 5 boys)

CHART 8: INSIDE A WOMAN'S BODY (Year 5 and 6)

Description of reproductive organs
Ovary, womb, vagina. Discuss position, size and function of each part with the onset of puberty.

CHART 9: WHAT IS A PERIOD? (Year 5 and Year 6)

Explanation of egg – its journey down tube to womb. How womb prepares for possibility of making a baby.
How egg is shed and a fresh one is produced – alternate ovaries.
Release of egg and lining each month – shown as blood.
Amount of blood can vary – about half a cup full.
Question of pain and pre-menstrual symptoms – briefly describe 'off' days for **some** people – **Not** an illness.
No one can tell if having a period – Need to keep clean.
Old wives tale – e.g. hairwashing etc. Now considered silly.
Discuss irregularity of periods being quite normal.
Sign of ability to have children.
Blood loss caught in sanitary towel or tampon- show examples.
Everyone has periods until approximately fifty years old.
Periods stop if you become pregnant – explain.
Show absorption of fluid by tampon by placing in water.
Toxic shock syndrome. What is it? Explain why it is mentioned on the packet of tampons.

- Use low absorbency tampons
- Take out at night and use sanitary towels
- Preferably do not use before age of fifteen
- Always remove last tampon at the end of period. Quite often people forget to remove the last tampon.
- TSS is very rare.

CHART 10: Intercourse (Year 6 only)

Reason for puberty is to grow up and have own children.
Brief description of sexual intercourse.
Called making love because it is a way of showing love and closeness to another person; you want to be together and have children.
Christian's view – a sexual relationship is a lifelong commitment which takes place inside marriage. The idea of 'family' is discussed. Many of the children are now living with parents and their partners, and the 'traditional' family does not apply in many cases. Children are a gift from God. Babies need love, care and commitment from adults. Parents still love their children even when they do not choose to live together any more.

Sex without love – but both people should want to make love. No one should make love or have sexual intercourse, because someone else forces them to.

Mention peer group pressure – have control over their own bodies to say NO.

Risk of pregnancy – every time have sexual intercourse – some girls do not realise this.

Children told that there are methods of birth control – one of which is the use of condoms.

CHART 11: GROWING UP (Year 5 & Year 6)

Expect to feel moody or grumpy, depressed etc. All quite normal.

Need to be independent from parents but still may need a grown up to talk to.

Clothes, music, friends and quarrels.

Understand what really happens to your body and be able to look after it and care for it.

List the words you need to know the full meanings of.

After the charts have been discussed with Year 5, the girls will watch a video entitled 'A TIME FOR ANSWERS'– Obtained from Tampax

This video provides quite a lot of detail about menstruation.

Year 6 Children will be given a booklet on puberty published by the NHS

(<https://www.peelregion.ca/health/sexuality/pdf/CDS-0179-GrowingUp-nov2011.pdf>) which has information and questions and answers to help them.

SESSION 2

After the initial lesson, the Y6 children are given the opportunity to watch some programmes on video which deal with some issues covered by the large charts. The information is presented in a slightly different way in each video:

'Girl Talk' and 'Boy Talk' (Channel 4).

Year 6 boys and girls watch these programmes together which cover puberty, health and personal relationships.

The children have the opportunity to ask questions at the end of the programmes.

Birth

Year 6 only

We then deal with the development and birth of a baby.

Sexual intercourse is briefly explained again.

The following main points are explained:-

- If the sperm meets the ovum a baby is begun
- Conception usually occurs in the fallopian tube.
- The lining of the womb prepares to receive the fertilised egg
- The body prepares for the developing baby – breasts, placenta, amniotic fluid, umbilical cord, need for rest, careful diet, dangers of smoking, drugs etc.
- Medical care – doctors, nurses, midwives etc.
- How a baby is born – home/hospital deliveries.
- How twins develop – identical/non identical twins, shared or separate placenta.

All these points are illustrated:

1. How a foetus changes shape.
2. Midwife takes care of the mother.
3. How a baby grows to full size inside the womb.
4. Actual size of full term foetus before birth – curled position in womb.
5. How a baby is born head first.
6. Birth of a baby.
7. Babies who are not born head first.
8. Position of twins in the womb.
9. People who may want to have sexual intercourse but not have a baby (leading to the idea of Contraception).

At the end of the discussion, the children are shown part of the Channel 4 video 'How babies are born', which shows the actual birth of a baby.

Following the programme, we stress that babies require a great deal of care and we emphasise the responsibilities and demands of parenthood.

The children find this section of the work interesting and very enjoyable. They love to tell stories about their own birth.

The work outlined here is covered in approximately one whole session, but the children find it so interesting that it could be extended into classroom work with the class teacher or into PSHE work.

To reinforce the additional responsibility of parenthood, children will be given a Flour Baby to look after and keep safe for a week. "Parents" will take it home at night and look after it, ensuring it is kept safe. The difficulty is the extra demands on time and the issues it flags up in terms of independence.

SESSION 3 – STIS, AIDS AND GENERAL QUESTIONS (Year 6 only)

Part One

'**Come and Sit by me**' contains a very good summary for KS2 children on the subject of AIDS and discusses many of the misconceptions often held.

This section of the sex education programme is definitely the most difficult and demanding one for the teacher. However, it is during this lesson that it becomes apparent that many of the children are far more sexually aware than adults realise. They welcome the opportunity to sort out some of their confused ideas.

Inform children of the four ways a person can be infected with HIV:

- a) Sexual intercourse
- b) Sharing needles
- c) Babies born to infected mothers
- d) Blood transfusions

Inform the children of how they can protect themselves

- a) Safe sex (use of condoms – briefly explained)
- b) Never share needles

Part Two

This is predominantly a question and answer time for Year 6 when all the ideas and images they have seen are pulled together. A questions box will be placed at the back of class for any questions that they feel they want answers to. These will be read through by the class teacher and any questions that need addressing after the class have volunteered their own will be answered sympathetically.

Any unanswered questions are dealt with during this lesson.

Some children do ask questions which require quite complicated answers, and which may not be suitable for the level of knowledge and understanding suited to this age group. They are either answered separately afterwards, or the child is reassured that his/her questions will be developed and explained during SRE at Secondary School.

The teachers aim to guide questions and answers so that information discussed remains as relevant as possible to the age and maturity of the children involved.

However, questioning has tended to follow a similar pattern each year. Some of the regular questions are as follows:

- What is a Caesarean birth?
- Can tampons get lost inside the woman's body?
- How often do adults make love?
- What is the pill and how does it work?
- Can same sex partners have children?
- Why do some people live together and have children without getting married?
- Can we catch AIDS?

It is obvious from discussion with the children, that they have sometimes begun to pick up messages from the media and their peers etc, which we at school may wish to challenge.

As a Christian school, we attempt to answer all their questions honestly and openly whilst at the same time attempting to present the children with the Christian view of sexual relationships and their place in lifelong commitment and marriage: even though this is perhaps not what they may sometimes see in the world around them.

The idea of 'family' is discussed. Many of the children are now living with parents and their partners, and the 'traditional' family does not apply in many cases. Children are a gift from God. Babies need love, care and commitment from adults. Parents still love their children even when they do not choose to live together any more.

CONCLUDING THE RSE SCHEME OF WORK

The children are made aware that staff members are available to be supportive and helpful whenever they may feel worried or anxious about anything.

Letter to Parents

Dear Parents

At Castle House we believe that promoting the health and well-being of our pupils is an essential part of their overall education. We do this through our Personal, Social and Health Education (PSHE) course. The aim of the PSHE course is to help our pupils make safe and informed decisions during their school years and beyond.

Relationship and Sex Education (RSE) is an important part of the PSHE course. We will be teaching lessons about RSE over the next few weeks which will consist of several topics (*puberty; relationships and communication skills; pregnancy and contraception*) during which, pupils will be able to ask questions, which will be answered factually and in an age appropriate manner. Each pupil's privacy will be respected, and no one will be asked to reveal personal information.

Some parts of RSE are compulsory - these are part of the National Curriculum for Science. You may withdraw your children from all other parts of RSE if you wish. However, we believe that the presentation of sexualized images in social and other media make it important that all young people have a place to discuss pressures, check facts and dispel myths. Even if a child is withdrawn, many pupils will discuss such issues with each other outside the classroom – so, rather than hear about the content second-hand, we hope all children will have the opportunity to take part in our carefully planned lessons.

Many parents and parent-related organisations support good quality RSE in school. Parents are the most important educators of young people in personal issues and many welcome the support that school can offer to supplement their home teaching. You may find that your child starts asking questions about the topic at home, or you might want to take the opportunity to talk to your child about issues before the work is covered in school.

Ahead of its implementation, we would like to invite you into school between xxx and xxx on xxx to discuss the contents of the programme and to share the materials we will be presenting to the pupils. This will enable you to address any queries concerning the content of our RSE programme.

Yours sincerely,

Elizabeth Butler. Head of Pastoral Care . Designated Safeguarding Lead.
Gavin Hill. Deputy Headteacher/SENCO-Year 6 form Tutor.