



Banks Lane Junior School

# Relationships and Sex Education (RSE) Policy

Agreed by Governing Board:	April 2018
Reviewed:	March 2019
Date of next review:	March 2020

**DFE POLICY STATEMENT: RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION, AND PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION March 2017**

**Given the increasing concerns around child sexual abuse and exploitation and the growing risks associated with growing up in a digital world, there is a particularly compelling case to act in relation to pupil safety. That is why the amendment places a duty now on the Secretary of State to make Relationships Education and RSE statutory through regulations. This approach will allow us time to properly and thoroughly engage with a wide range of interests and expertise. The outcomes of this engagement will then feed into the development of both the regulations making the subjects statutory, and the guidance that will support schools in delivering high quality Relationships Education and RSE.**

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The 2006 Education and Inspections Act laid a duty on Governing Bodies 'to promote the well-being of pupils at the school'. The duty came into effect in September 2007.

For the purpose of this document we use the following acronyms:-

- PSHE
- RSE relationships and sex education
- DATE drugs, alcohol, tobacco education.

This policy covers our school's approach to Relationships and Sex Education (RSE). It was produced by SLT in consultation with all teaching staff, parents and governors between June 2016-March 2017. The policy will be available to parents through the school prospectus and website. A paper copy can be made available by written request.

We are committed to promoting a safe and healthy lifestyle. Relationships and Sex Education is not regarded as a subject in its own right, but it is part of a carefully planned element in PSHE and Citizenship education. Effective Relationships and Sex Education needs to be taught in an atmosphere of trust, responsibility and respect where sensitive issues can be discussed without embarrassment or threat.

We provide PSHE and Citizenship education through a spiral programme from Year 3 to Year 6. It gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills through a thematic approach. Please see Appendix 1 for each Year Group's overviews.

From key stage 1 to key stage 2, RSE includes laying foundations of understanding about growth and change and respect for one another; later in key stage 2 it will promote the preparation for the changes of puberty. We believe it is important to address relationships and sex education in this age group because it will promote the values 'the importance of stable relationships', 'marriage' and 'family life'.

We recognise and respect pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be 'emerging') or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community. We ensure that all young people have equal access to our sex and relationships and sex education programme.

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

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 wishes 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. The school always complies with the wishes of parents in this regard.

Whenever more sensitive or specific aspects of this work are covered it is important to notify parents and carers. Many are comfortable with the school taking the lead on planned learning, but want to be prepared to answer their children's subsequent questions or simply talk together about their children's learning. Whenever more sensitive or specific aspects of this work are covered it is important to notify parents and carers. We will notify parents when particular aspects of sex and relationships education will be taught, by letter and through the school newsletter "The Roar".

It is essential that lessons are sensitive to a range of views but the school must ensure that pupils have always access to the learning they need to stay safe, healthy and understand their rights as individuals. This should include clear, impartial scientific information as well as covering the law in relation to forced-marriage, female genital mutilation and abortion. It should also cover the concept of, and legislation relating to, equality.

The interaction between PSHE education and other subjects While much of the relationships and sex education pupils receive will take place in PSHE lessons, it is important that this learning is linked to broader school policies and the curriculum in relevant subjects. A commitment to equality, for example, must run through the life of the school rather than there being the view that this is a 'topic' which can be covered in PSHE alone.

In addition to the RSE covered in PSHE education, for example, there is also work in the science national curriculum that covers basic human biology and is still statutory in maintained schools. PSHE education is where young people have the opportunity to consider what this knowledge and understanding means to them and to develop the skills and strategies they will need to apply this knowledge in their lives.

It is also very important to make links with the ICT/Computing curriculum. As part of RSE it is important that pupils recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing and safety and their personal reputation. It is important to explore the risks, the law as it pertains to the sharing and downloading of images and information and safe ways of sharing personal information, social networking, online dating and sharing images.

Governing boards have wider responsibilities under the Equalities Act 2010 and should ensure that their school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children. Schools should always respect how pupils choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be 'emerging'. This means that relationships and sex education must be sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes.

It is also crucial for lessons to help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help.

### **Resources**

We follow the guidelines and use resources produced by Stockport LA:

SRE Spiral curriculum

DATE (Drugs Education) spiral curriculum

ABCD Bullying spiral curriculum

As well as accredited /current publications such as :

- Real Love Rocks - Healthy Relationships + Child Exploitation prevention resource- Primary Edition
- Teaching SRE with Confidence in Primary Schools- Christopher Winter Project
- Teaching Drug and Alcohol Education with Confidence in Primary Schools- Christopher Winter project

### **In RSE we teach the children:**

- The importance of family life, moral questions and relationship issues;
- The physical development of their bodies as they grow into adults and how humans reproduce;
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- Respect for the views of other people;
- What they should do if they are worried about any sexual matters, including possible abuse.

### **In RSE teachers need to:**

- Be open and honest in answering questions, as they are in other subjects;
- Answer pupil's questions factually in terms which are age appropriate;
- Provide materials that are age appropriate and matched to the children's level of understanding.

### **Teaching Strategies**

- We take into account different learning styles in line with our Teaching and Learning Policy and tailor our learning programme accordingly;
- Active learning is most effective when pupils are working in groups. Methods include discussion techniques such as the use of circle time, case studies and discussion groups;
- The programme will be taught through a range of teaching methods, including poems, posters, stories, DVDs etc.;
- We follow the guidelines for Equal Opportunities and Inclusion as stated in the PSHE and Citizenship policy;
- We set ground rules at the start of a lesson to reduce anxieties and embarrassment when discussing such issues as puberty. For example "No one (teacher or pupil) will have to answer a personal or embarrassing question. Only the correct names for body parts will be used. Meanings of words will be explained in a sensible and factual way. "
- We can use distancing techniques with role play to help pupils act out situations with invented characters, appropriate videos and theatre groups to help pupils discuss sensitive issues and develop their decision-making skills in a safe environment;
- If necessary teachers also need to feel able to ask the child to wait for an answer to give them time to consult with the school's leadership team. (For instance: 'That is a really interesting question and I need a little time to think because I want to give you a really good answer.')
- It is important that children feel able to ask any questions that they wish and that their questions are valued. We will allow children to raise questions and will use an "AskIt Basket" system in each class. Children can ask questions by writing questions and posting them in the box. This gives the teacher time to prepare for what the children want to know about mostly. Questions can be graded into red, amber, green. Green questions can be addressed to all the children, amber questions addressed to a few/group of children and red questions may need addressing on a one to one basis or referring back to parents;
- Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting;
- If a question is too personal, the teacher should remind the pupils of the ground rules and /or refer her or him to the appropriate person such as a school nurse or outside agency;
- If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that they both research this later. If necessary teachers also need to feel able to ask the child to wait for an answer to give them time to consult with the school's leadership team. (For instance: 'That is a really interesting question and I need a little time to think because I want to give you a really good answer.')
- If a question is too explicit, is inappropriate for the whole class or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In some cases this may result in talking to the parents of the child;
- If a teacher is concerned about sexual abuse, they should follow the school's safeguarding procedures.
- Depending on the cohort, levels of maturity and content, boys and girls may be split.

## Elements of SRE Scheme of Work

### Foundation Stage

- Friendships

Making Friends & understanding what makes a good a friend. Working as part of a group / team.  
Working together - code of behaviour. How am I different / the same as other people?

- Growing up

Dressing self/personal hygiene. Differences between boys/girls. What is good about being a boy/ girl?

### Key Stage 1

- Feelings

Emotions and managing feelings

- Friendships

Friends, family, similarities and differences between people, people who are special to me.

- Growing up

Belonging to a group, understanding growing up from young to old, naming the external body parts, being a boy and being a girl, knowing that animals and humans reproduce.

- Safety

Saying no, having confidence to ask for help, recognising potential risks to safety of self and others

### Key Stage 2 Themes

- Feelings

Understanding a range of feelings and emotions, recognising and expressing emotions, other people's feelings and managing feelings

- Friendships

Friends, strategies for dealing with friendship problems, qualities of a good friend peer pressure, family values, marriage and lifestyle choices

- Growing up

Childhood developments, human lifecycle, naming the body parts and differences between male and female, adult hood an lifestyles, understanding the processes of conception and birth, puberty and gender roles

- Safety

Identifying dangers, learn respect over their own and others bodies, saying no in difficult situations, techniques for resisting pressure

## Links with Science National Curriculum Statutory Requirements

### Key Stage 1

#### Year 2

Animals including humans

Notice that animals, including humans, have offspring which grow into adults

### Key Stage 2

#### Year 5

Animals including humans

Describe the changes as humans develop to old age.

#### Year 6

Evolution and Inheritance

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Please see Appendix 2 for more detailed programmes of study.

## **The role of other members of the community**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Other people that we call on include local clergy, social workers and youth workers.

## **Confidentiality**

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher. The Headteacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

## **The role of the Headteacher**

It is the responsibility of the head teacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The head teacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## **Monitoring and review**

The Curriculum Committee of the Governing Board monitors our sex education policy on an annual basis. This committee reports its findings and recommendations to the full Governing Board, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school.

This RSE policy should be read in conjunction with the:-

PSHE and Citizenship policy

Safeguarding policy

Inclusion policy

Drugs Education Policy

Behaviour Policy

Anti Bullying policy

## Appendix 1 - Banks Lane Junior School PSHE Spiral Curriculum Year 3-6

### YEAR 3 PSHE/RSE OVERVIEW

Autumn 1 SEAL: New Beginnings	Autumn 2 SEAL: Getting On & Falling Out (Anti Bullying Week)	Spring 1 SEAL: Going For Goals!	Spring 2 SEAL: Good To Be Me	Summer 1 SEAL: Relationships	Summer 2 SEAL: Changes
<p><b>SEAL:</b> Feeling valued. The need for rules &amp; responsibilities in society. Coping with &amp; exploring feelings.</p> <p><b>RSE:</b> Feelings and worries. Safety and opinions.</p> <p><b>DATE:</b> Identify &amp; name some feelings. Express positive qualities. Peer relationships.</p> <p><b>HEALTHY LIFESTYLES:</b> Keeping safe on dark nights - be safe, be seen. Bonfire safety.</p> <p><b>ABC - ANTI-BULLYING, CELEBRATING DIFFERENCE</b> E- safety</p>	<p><b>SEAL:</b> Compliments &amp; friendship skills. Understanding &amp; controlling anger.</p> <p><b>RSE:</b> How feelings affect friendships. Safety and opinions.</p> <p><b>DATE:</b> Harmful aspects of some household products &amp; medicines. Keeping safe and risks.</p> <p><b>ABC - ANTI-BULLYING, CELEBRATING DIFFERENCE</b> Generic</p> <p><b>GLOBAL/CITIZENSHIP:</b> Challenging opinions in society - racism.</p>	<p><b>SEAL:</b> Consequences. Self as a learner. Reaching / achieving goals.</p> <p><b>RSE:</b> Growing Up. Respect for others / touching.</p> <p><b>DATE:</b> Talk about &amp; understand the role of medicine - drugs and medicines.</p> <p><b>HEALTHY LIFESTYLES:</b> Teeth- Oral hygiene and prevention of spreading germs.</p> <p><b>ABC - ANTI-BULLYING, CELEBRATING DIFFERENCE</b> Disability</p>	<p><b>SEAL:</b> Assertiveness Understanding &amp; managing own feelings (worries &amp; concerns.)</p> <p><b>RSE:</b> Growing Up - Body parts.</p> <p><b>DATE:</b> Simple choices about some aspects of health and well-being.</p> <p><b>ABC - ANTI-BULLYING, CELEBRATING DIFFERENCE</b> Relationships</p> <p><b>GLOBAL/CITIZENSHIP:</b> Identifying a charity and how money is used to support them (financial capability.)</p>	<p><b>SEAL:</b> Managing &amp; understanding own feelings. Taking responsibility.</p> <p><b>RSE:</b> Growing Up - How young children develop /birth of a sibling.</p> <p><b>DATE:</b> Describe ways of keeping safe.</p> <p><b>HEALTHY LIFESTYLES:</b> Physical and mental effects of exercise.</p> <p><b>ABC - ANTI-BULLYING, CELEBRATING DIFFERENCE</b> Relationships</p>	<p><b>SEAL:</b> Belonging to a group. Understanding the importance of getting on with friends - exclusion and discrimination. Dealing &amp; coping with changes and loss.</p> <p><b>RSE:</b> Growing Up - Human life cycle stages.</p> <p><b>DATE:</b> Drugs can have positive and harmful effects.</p> <p><b>ABC - ANTI-BULLYING, CELEBRATING DIFFERENCE</b> Race</p> <p><b>GLOBAL/CITIZENSHIP:</b> Household waste and recycling. Conservation and protecting the environment from harm.</p>

**Whole School Activities:** Ethnic Diversity Service, Adopt a Charity, Linking with Religious Faith Organisations.

**Cross Curricular Links:** Science, RE, Mathematics, Skills for Life.

## YEAR 4 PSHE/RSE OVERVIEW

<b>Autumn 1</b> SEAL: New Beginnings	<b>Autumn 2</b> SEAL: Getting On & Falling Out (Anti Bullying Week)	<b>Spring 1</b> SEAL: Going For Goals!	<b>Spring 2</b> SEAL: Good To Be Me	<b>Summer 1</b> SEAL: Relationships	<b>Summer 2</b> SEAL: Changes
<p><b>SEAL:</b> Feeling welcomed &amp; valued. Managing &amp; understanding own feelings.</p> <p><b>RSE:</b> Feelings &amp; Friendship – Expressing positive &amp; negative feelings.</p> <p><b>DATE:</b> Identify &amp; name some feelings. Express positive and negative qualities.</p> <p><b>HEALTHY LIFESTYLES:</b> Fire Safety – Fires in the home</p> <p><b>ABC – ANTI-BULLYING, CELEBRATING DIFFERENCE</b> E-safety</p>	<p><b>SEAL:</b> Taking turns &amp; working together. Managing anger. Seeing another point of view.</p> <p><b>RSE:</b> Feelings &amp; Friendship- Qualities of friendship and conflict. Feeling left out.</p> <p><b>DATE:</b> Harmful aspects of some household products &amp; medicines. Keeping safe</p> <p><b>ABC – ANTI-BULLYING, CELEBRATING DIFFERENCE</b> Generic</p> <p><b>GLOBAL/CITIZENSHIP:</b> Challenging opinions in society – racism.</p>	<p><b>SEAL:</b> Understanding goals &amp; consequences. Self as a learner. Achieving goals – perseverance.</p> <p><b>RSE:</b> Everyone is special/ everyone is different.</p> <p><b>DATE:</b> Simple choices about some aspects of health and well-being – understand the effects of alcohol &amp; tobacco.</p> <p><b>HEALTHY LIFESTYLES:</b> Feeling good about yourself, self-esteem and body image.</p> <p><b>ABC – ANTI-BULLYING, CELEBRATING DIFFERENCE</b> Disability</p>	<p><b>SEAL:</b> Assertiveness. Self as a learner. Coping with worries, feelings &amp; anger. Taking responsibility.</p> <p><b>RSE:</b> Growing up &amp; safety – What is a grown up?</p> <p><b>DATE:</b> Simple choices about some aspects of health and well-being – drugs.</p> <p><b>ABC – ANTI-BULLYING, CELEBRATING DIFFERENCE</b> Relationships</p> <p><b>GLOBAL/CITIZENSHIP:</b> Keeping our money safe (financial capability.)</p>	<p><b>SEAL:</b> Important people. Loss and bereavement. Understanding responsibility / guilt. Understanding feelings.</p> <p><b>RSE:</b> Growing Up &amp; Safety – Correct use of vocabulary.</p> <p><b>DATE:</b> Describe ways of keeping safe – safety in the home.</p> <p><b>HEALTHY LIFESTYLES:</b> Road safety. Rules of the Road, Use of seatbelts in the car.</p> <p><b>ABC – ANTI-BULLYING, CELEBRATING DIFFERENCE</b> Relationships</p>	<p><b>SEAL:</b> Belonging to a group. Understanding change &amp; responses to change. Overcoming obstacles. Dealing with feelings.</p> <p><b>RSE:</b> Growing Up &amp; Safety – Similarities and differences.</p> <p><b>DATE:</b> Unwanted influences and peer pressure.</p> <p><b>ABC – ANTI-BULLYING, CELEBRATING DIFFERENCE</b> Race</p> <p><b>GLOBAL/CITIZENSHIP:</b> Consequences of breaking the law and recognising and dealing with anti-social behaviour.</p>

**Whole School Activities:** Ethnic Diversity Service, Adopt a Charity, Linking with Religious Faith Organisations.  
**Cross Curricular Links:** Science, RE, Mathematics, Skills for Life

## YEAR 5 PSHE/RSE OVERVIEW

<b>Autumn 1</b> SEAL: New Beginnings	<b>Autumn 2</b> SEAL: Getting On & Falling Out (Anti Bullying Week)	<b>Spring 1</b> SEAL: Going For Goals!	<b>Spring 2</b> SEAL: Good To Be Me	<b>Summer 1</b> SEAL: Relationships	<b>Summer 2</b> SEAL: Changes
<p><b>SEAL:</b> Feeling welcomed &amp; valued. Creating a community. Strategies to control own feelings.</p> <p><b>RSE:</b> Feelings, Friendships &amp; Relationships - Feelings &amp; controlling own behaviour. Taking responsibility, understanding the concept of fairness.</p> <p><b>DATE:</b> Attitudes &amp; values in society - attitudes, beliefs &amp; stereotyping</p> <p><b>HEALTHY LIFESTYLES:</b> Water Safety - Swimming (Crucial Crew DVD.)</p> <p><b>ABC - ANTI-BULLYING, CELEBRATING DIFFERENCE</b> E-Safety</p>	<p><b>SEAL:</b> Friendships, relationships &amp; behaviour. Managing conflict and honesty. Understanding &amp; dealing with anger.</p> <p><b>RSE:</b> Feelings, Friendships &amp; Relationships - Friendship qualities.</p> <p><b>DATE:</b> Legal &amp; illegal substances and drugs.</p> <p><b>ABC - ANTI-BULLYING, CELEBRATING DIFFERENCE</b> Generic</p> <p><b>GLOBAL/CITIZENSHIP:</b> Keeping your money safe (financial capability.)</p>	<p><b>SEAL:</b> Being an effective learner. Setting goals / challenges. Self as a learner.</p> <p><b>RSE:</b> Feelings, Friendships &amp; Relationships - Peer pressure. Understanding what a healthy relationship is.</p> <p><b>DATE:</b> Make own judgements &amp; decisions - resisting negative peer pressure. Risk taking and making own judgements.</p> <p><b>HEALTHY LIFESTYLES:</b> Water Safety - Swimming (Crucial Crew DVD.)</p> <p><b>ABC - ANTI-BULLYING, CELEBRATING DIFFERENCE</b> Disability</p>	<p><b>SEAL:</b> Understanding &amp; managing own feelings. Bereavement and loss. Strategies to cope with disagreements.</p> <p><b>RSE:</b> Families &amp; Safety - exploring media information/role models.</p> <p><b>DATE:</b> Express own views &amp; respect others.</p> <p><b>ABC - ANTI-BULLYING, CELEBRATING DIFFERENCE</b> Relationships</p> <p><b>GLOBAL/CITIZENSHIP:</b> Exploring the greenhouse effect.</p>	<p><b>SEAL:</b> Friendship &amp; Stereotypes. Managing feelings &amp; Understanding embarrassment.</p> <p><b>RSE:</b> Growing Up - Puberty &amp; Personal Hygiene. Confidentiality and understanding why ground rules are set.</p> <p><b>DATE:</b> Legal &amp; illegal substances &amp; their effects.</p> <p><b>HEALTHY LIFESTYLES:</b> Being a safe cyclist and road safety, use of seatbelts in the car (Crucial Crew DVD).</p> <p><b>ABC - ANTI-BULLYING, CELEBRATING DIFFERENCE</b> Relationships</p>	<p><b>SEAL:</b> Insecurities around change. Feelings &amp; responses to change.</p> <p><b>RSE:</b> Growing Up - Names &amp; functions of Body parts and how a baby is made.</p> <p><b>DATE:</b> Alcohol units and basic first aid.</p> <p><b>ABC - ANTI-BULLYING, CELEBRATING DIFFERENCE</b> Race</p> <p><b>GLOBAL/CITIZENSHIP:</b> Community Cohesion.</p>

**Whole School Activities:** Ethnic Diversity Service, Adopt a Charity, Linking with Religious Faith Organisations.  
**Cross Curricular Links:** Science, RE, Mathematics, Skills for Life.

## YEAR 6 PSHE/RSE OVERVIEW

<b>Autumn 1</b> SEAL: New Beginnings	<b>Autumn 2</b> SEAL: Getting On & Falling Out (Anti Bullying Week)	<b>Spring 1</b> SEAL: Going For Goals!	<b>Spring 2</b> SEAL: Good To Be Me	<b>Summer 1</b> SEAL: Relationships	<b>Summer 2</b> SEAL: Changes
<p><b>SEAL:</b> Feeling welcomed &amp; valued. Creating a community. Strategies to control own feelings. Understanding new situations/transitions.</p> <p><b>RSE:</b> Feelings, Friendships &amp; Relationships- Strong Feelings, Attraction &amp; Love.</p> <p><b>DATE:</b> Attitudes &amp; values in society – attitudes, beliefs &amp; stereotyping.</p> <p><b>HEALTHY LIFESTYLES:</b> Importance of personal hygiene.</p> <p><b>ABC - ANTI-BULLYING, CELEBRATING DIFFERENCE</b> E-safety</p>	<p><b>SEAL:</b> Friendships &amp; Relationships Working in a group – conflict resolution. Understanding &amp; dealing with anger. Seeing another perspective.</p> <p><b>RSE:</b> Feelings, Friendships &amp; Relationships – Friendships and Diverse Families. Marriage.</p> <p><b>DATE:</b> Positive ways to face new challenges i.e. transition. Recognising the need to ask for help. First Aid.</p> <p><b>ABC - ANTI-BULLYING, CELEBRATING DIFFERENCE</b> Generic</p> <p><b>GLOBAL/CITIZENSHIP:</b> Keeping your money safe, credit &amp; debt (financial capability.)</p>	<p><b>SEAL:</b> Self as a learner Setting achievable goals/ challenges.</p> <p><b>RSE:</b> Feelings, Friendships &amp; Relationships – Family views and responsibilities.</p> <p><b>DATE:</b> Make own judgements &amp; decisions – resisting negative peer pressure &amp; keeping safe. Unwanted influences and pressures. Making the right decisions,</p> <p><b>HEALTHY LIFESTYLES:</b> Fighting disease and improving health.</p> <p><b>ABC - ANTI-BULLYING, CELEBRATING DIFFERENCE</b> Disability</p>	<p><b>SEAL:</b> Self-acceptance. Understanding own feelings &amp; calming down strategies. Managing worries &amp; anxieties. Assertiveness.</p> <p><b>RSE:</b> Safety – Stereotypes – the role of the media &amp; safety. Risk Taking.</p> <p><b>DATE:</b> Confidently express own views &amp; listen to &amp; respect others. Alcohol misuse.</p> <p><b>ABC - ANTI-BULLYING, CELEBRATING DIFFERENCE</b> Relationships</p> <p><b>GLOBAL/CITIZENSHIP:</b> World Famine.</p>	<p><b>SEAL:</b> Friendship &amp; Stereotypes. Understanding embarrassment. Managing feelings.</p> <p><b>RSE:</b> Growing Up – Emotions, fears and worries of growing up. Transmission of disease.</p> <p><b>DATE:</b> Knowledge &amp; effects of legal and illegal drugs and associated risks.</p> <p><b>HEALTHY LIFESTYLES:</b> Being a safe cyclist (Cycling Proficiency and road safety (Crucial Crew DVD)). <b>ABC - ANTI-BULLYING, CELEBRATING DIFFERENCE</b> Relationships</p>	<p><b>SEAL:</b> Change &amp; feelings of belonging/insecurities. Understanding challenges and feelings to change/transition. Secrets &amp; Surprises (NSPCC.)</p> <p><b>RSE:</b> Growing Up – All Change! Living &amp; Growing DVD. Body changes, Conception and Having a Baby, RSE in the media.</p> <p><b>DATE:</b> Identify &amp; explain how to manage risks &amp; keep safe. Risk taking and personal responsibility.</p> <p><b>ABC - ANTI-BULLYING, CELEBRATING DIFFERENCE</b> Race</p> <p><b>GLOBAL/CITIZENSHIP:</b> Distribution of wealth and how world resources could be shared more equally (poverty).</p>

**Whole School Activities:** Ethnic Diversity Service, Adopt a Charity, Linking with Religious Faith Organisations.

**Cross Curricular Links:** Science, RE, Mathematics, Skills for Life.

## What do we teach in RSE?

<b>Rec</b>	<p>Making friends Working in a group How I am different/ the same as other people</p>
<b>Y1</b>	<p><b>Feelings:</b> Naming feelings; Recognizing own qualities; <b>Friends:</b> Making new friends; Losing friends/ making up; What makes a good friend? <b>Growing up:</b> Belonging to different groups; Young and old; Naming body parts; Needs of a baby; Being unique; <b>Safety:</b> When to keep or tell a secret; Stranger Danger; Saying no; Asking for help</p>
<b>Y2</b>	<p><b>Feelings:</b> Managing feelings; Knowing things that cause different emotions; Who is special to me? <b>Friends and Family:</b> Making choices; Special people; Different types of family; Similarities and differences in people <b>Growing up:</b> Naming body parts inc. penis and vagina; know that animals reproduce and young animals grow to be adults; Boys and Girls can do the same things; <b>Safety:</b> Safe/unsafe touches; Stranger Danger</p>
<b>Y3</b>	<p><b>Feelings:</b> Recognising different feelings in themselves and others; Dealing with worries; How feelings affect friendships <b>Growing up:</b> Birth Fact file; How young children develop; Human life cycle stages; Naming body parts for male and female; Different types of families; Positive things about myself; <b>Safety:</b> Identifying dangers; Respect for others; Touching; Private parts</p>

<b>Y4</b>	<p><b>Feelings:</b> Expressing positive and negative feelings; <b>Friendship:</b> Actions affect friendships; Qualities of friendship; Conflict in friendship; Making decisions; Friendship problems; <b>Growing up:</b> What is a grown up; Similarities and differences; How a baby is made – making love, conception and birth; Correct use of vocabulary <b>Safety:</b> Unwanted influence and pressure; Saying no; Getting help</p>
<b>Y5</b>	<p><b>Feelings:</b> Recognising feelings; Controlling own behaviour; Seeing other's points of view; Asking for help <b>Friendship/Relationships:</b> Qualities important to friendship and skills needed for successful relationships; Resisting peer pressure <b>Families:</b> What families provide for us; Responsibilities and expectations in families; Understanding different people's points of view; <b>Growing up:</b> Body changes at puberty for boys and girls; Menstruation and periods; Personal Hygiene; Names and functions of parts of male and female sex organs; Opportunity to ask questions in a single sex group (if necessary) <b>Safety:</b> Recognising risk in different situations and making judgments</p>
<b>Y6</b>	<p><b>Feelings:</b> Strong feelings; To know our feelings and reactions affect people; Body language; Attraction and love; <b>Friendship/Relationships:</b> Qualities of friends; Diverse nature of families; Family values; Different views and responsibilities within a family; Why people choose to get married; <b>Growing up:</b> Review body changes as you grow; Personal Hygiene; The emotions, fears and worries of growing up; Seeking help; Increased understanding of sexual intercourse; Review understanding of conception; Responsibilities of having a baby; Contraception; Laws that protect us; Transmission of disease; Gender roles and stereotypes; How sex and relationships are portrayed in the media <b>Safety:</b> Learning to recognise risk; resisting pressures</p>