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| **SUBJECT: PSHE RSE (Relationship & Sex Education)****SUBJECT LEADER/S: Mrs Watson and Mrs Longden** |
| **START OF THE YEAR POSITION STATEMENT** |  |
| Previously classes have followed Barnsley scheme of work for RSE. Now classes follow school’s scheme of work that follows the progression outlined in this document, which has been developed using current PSHE Association guidance reflecting the Statutory content for RSE that is to be taught to Primary age children. This progression document outlines the RSE content that will be taught in the summer term after parents have been informed through a letter and an opportunity has been provided for them to meet with school leaders to discuss the content of the RSE curriculum to answer any questions and concerns they may have. Throughout the Year classes follow the Incredible me! PSHE scheme and this covers statutory curriculum content for Health, Relationships and Wellbeing so the RSE content should build on previous learning. |
| **SUBJECT OVERVIEW** |  |
|  **Year Groups** | **Autumn Term** | **Spring Term** | **Summer Term** | **Vocabulary** |
| **EYFS /Y1** | To engage in play that develops discussion around health, wellbeing and naming body parts though role-play scenarios; such as doctors, baby clinic role play scenarios.To identify Similarities and differences between peoples appearances as well as families and cultural identity.To name parts of the body and enjoy songs, stories, rhymes and role-play that help to teach these words.To know about healthy practices; such as hand washing, hand over mouth when coughing, not sharing cups etc with others to prevent the spread of germs.To understand that some parts of our body are private and that we should respect the privacy of others. Talk using the NSPCC pant a saurus about keeping private.To know what the word private means.To know what it means to show respectful behaviour by listening to others and using kind hands and words.To know adults who they can trust and what it means to trust those adults. | Main body partsFamilies, relationship, same, similarities, difference, differences, boy, girl, man, woman, baby, toddler, child teenager, adult |
| **Y1** | **We teach about ‘Families’ and children talk about their families so as to understand that all families are different but that they all love and care for one another. We use story books that show a wide range of family structures, including families with two mums and two dads**.* that families are important for children growing up because they can give love, security and stability.
* the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members,
* how important friendships are in making us feel happy and secure, and how people choose and make friends.
* that people sometimes behave differently online, including by pretending to be someone they are not.
* what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
* about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
* that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
 | **Naming parts of the body** To begin to identify and label parts of the bodyTo use correct terminology for body partsTo recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private about how to respond if physical contact makes them feel uncomfortable or unsafePants rule | Feet, fingers, hands, vagina, mouth, thumbs, penis, eyes, tummy, legs, arms, knees vulva, vagina, penis, testicles |
| Y22/3 & Y3 | **We continue to emphasise that other people’s families may not be the same as our own, but that is ok and that even though they are different their love and care for one another is what is important, and that we respect one another's differences. We talk about the range of family structures, which might include families with one parent, parents who are married or in civil partnerships, parents that are not married, parents who are divorced and where children might have step parents, children who are living with relatives such as aunts and grandmothers, children who are fostered or adopted, or families where the parents are the same sex.*** The importance of spending time together and sharing each other’s lives.
* the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
* the importance of self-respect and how this links to their own happiness.
* that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
* about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
* that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
* how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
* that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care for them.
* that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.
 | Year 2, Year 2/3To name the external parts of the body, including the correct names for sexual partsTo know the need to attend to personal hygieneTo know that safe routines can stop the spread of virusesTo introduce the concept of male and female stereotypes and identify the differences between male and femaleYear 3To name external parts of the body and explore the differences between male and femaleTo consider touch and that a person has the right so say what they like and dislikeUnderstand personal space recognise the pressure of unwanted physical contact To understand ways of resisting unwanted physical contactYear 2/3 Year 3To explore different types of families and that families have different family membersScience- notice that animals including humans have offspring that grow into adults .To understand that the human life cycle includes reproduction and growthTo know the needs of babies and young people. Ways in which they are like and different from others | Feet, fingers, hands, vagina, mouth, thumbs, penis, eyes, tummy, legs, arms, kneesPersonal, hygiene, wash, virus, germs, physical contact, Rights, good touch, bad touch, |
| Life cycle, growth, reproduction, human, boy, girl, man, woman, baby, toddler, child teenager, adult, development |
| Y4, Y4/5 & Y5 | * that marriage represents a formal and legally recognised commitment of
* two people to each other which is intended to be lifelong.
* that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
* that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
* the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
* practical steps they can take in a range of different contexts to improve or support respectful relationships
* ● the conventions of courtesy and manners.
* the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
* how to recognise and report feelings of being unsafe or feeling bad about any adult.
* how to ask for advice or help for themselves or others, and to keep trying until they are heard.
 | **Year 4 and year 4/5**To explore the human lifecycleDescribe the main stages of the human lifecycle and what changes happen when a child grows upTo identify the basic facts of pubertyDiscuss male and female body parts using agreed wordsKnow some of the changed that happen to the body during pubertyTo explore how puberty is linked to reproduction, know about the physical and emotional changes that happen during puberty. Understand that children change into adults so that they can reproduceKnow about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, **Year 5**To explore the emotional and physical changes occurring during puberty. Explain the emotional change that happens during puberty.Understand how puberty affects the reproductive organs and describe how to manage physical and emotional changes. Know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygieneTo be able to name the parts of the body that need special attention to hygiene**Growing up and staying healthy (science)**Y4&5 – Animals including humansTo say how we have changed from being a baby to now | ANIMALS INCLUDING HUMANSfoetus embryowomb gestation baby, , ovaries, womb, uterustoddler teenager elderlygrowth developmentpuberty  |
| **Growing up and staying healthy (science)**Y4&5 – Animals including humansTo identify the changes in males and females during puberty.To recognise the importance of good hygiene during puberty | Penis, testicles, scrotum, vagina, breasts, pubic hair, menstruation, periods, puberty, develop,  |
| **YEAR 6** | **Pupils learn that there are different types of romantic relationships, and that these can be between couples of the same, opposite and different sex. They learn a basic meaning of words such as heterosexual, gay and lesbian, bisexual and gender questioning.** **We cover all types of bullying and discriminatory language: bullying based on race, religion, disability, gender and gender identity. They also learn what homophobic, biphobic and transphobic bullying mean and that our School does not tolerate the insulting or derogatory use of the words lesbian, gay, bisexual or gender questioning. Pupils learn about the impact that bullying and discriminatory language have on people, how these can cause both societal and mental health problems and what we can do to prevent this happening.*** how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
* marriage including both opposite sex and same sex couples.
* how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
* what a stereotype is, and how stereotypes can be unfair, negative or destructive. ● the importance of permission-seeking and giving in relationships with friends, peers and adults
* how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
* how information and data is shared and used online
* how to report concerns or abuse, and the vocabulary and confidence needed to do so.
* where to get advice e.g. family, school and/or other sources
 | **Growing up and staying healthy (Science)**Y6: Animals including humans evolution and inheritance To describe how the body changes during puberty in preparation for reproductionTalk about puberty and reproduction with confidenceKnow about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygieneDiscuss the different types of adult relationships and know what form of touching is appropriateTo explore the process of conception and pregnancy. To describe the decisions that have to be made before having a baby.Know some basic facts about pregnancy and conceptionTo identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproductionTo be aware that adults may have a sexual relationship To understand that after sexual intercourse it takes 9 months for a baby to developTo know how a baby is born at the end of a pregnancyTo explore negative ways of communicating in a relationshipTo have considered when it is appropriate to share personal/private information and know where to get support of a online relationship goes wrong.To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact To know about seeking and giving permission (consent) in different situations To know 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 To know where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)To know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their healthTo recognise that certain situations may be risky / unsafe.To identify possible dangers of internet chat roomsTo understand the term ‘grooming’ and the potential risks.To identify adults they can trust and who they can ask for help when things go wrong. | Behaviour, respect, tolerance, emotions, feelings, acceptable, unacceptable, influence, peersPuberty, hormones, sweat, spots, penis, testicles, scrotum, urethra, breasts, uterus, fallopian tubes, ovaries, vagina, clitorisPeriod, puberty, womb, birth, pregnancy, sexual intercourse. genitalsheterosexual, gay and lesbian, bisexual and gender questioning |