



PSHE curriculum- Relationships, Sex Education (RSE)

Aims

- ▶ Introduction to RSE
- ▶ RSE Content
- ▶ RSE at Elsley
- ▶ PSHE Overview

Introduction



Compulsory aspects of RSE in Primary School

► Relationship Education



► Health Education



By the end of Primary School

Relationships education- teaches the fundamental building blocks and characteristics of positive relationships through these topics:

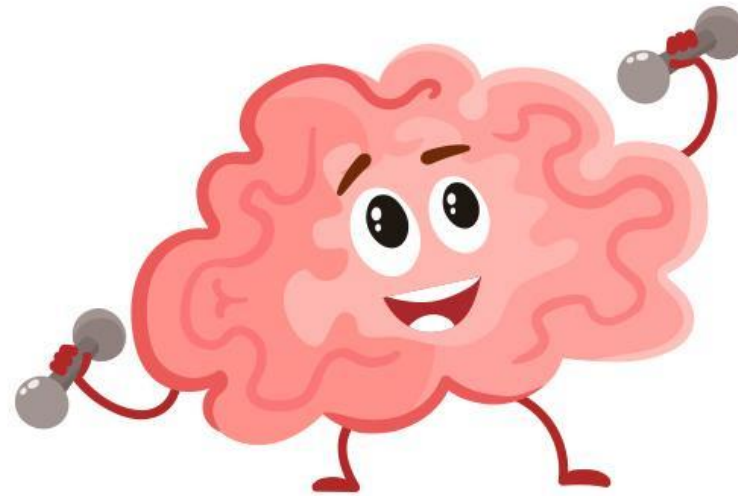
- ▶ Families and people who care for me
- ▶ Caring friendships
- ▶ Respectful relationships
- ▶ Online relationships
- ▶ Being safe



By the end of Primary School

Health education- promotes physical health and wellbeing through:

- ▶ Mental Wellbeing
- ▶ Internet and Safety Harms
- ▶ Physical Health and Fitness
- ▶ Healthy Eating
- ▶ Drugs, Alcohol and Tobacco
- ▶ Health and Prevention
- ▶ Basic First Aid
- ▶ Changing Adolescent Body



Elsley Primary School Values

Learning



Sharing



Achieving



Respecting





ELSLEY
PRIMARY
SCHOOL

At Elsley, we believe in a lifelong process of **active growth** and **self-improvement**.

We have a diverse community and adopt an attitude in which we want each of our pupils to feel **valued, respected** and **safe**.

We celebrate **individuality, achievements** and **talents** and we inspire pupils to have **high aspirations** to strive to reach their **personal best**.

How is RSE taught in our school?

- ▶ Embedded part of a spiral PSHE curriculum
- ▶ Key concepts, increases knowledge and deepens understanding
- ▶ RSE is also carried out through:



Sex education

- ▶ We have decided that we will not teach the sex education elements as this is not statutory
- ▶ Pupils will only be taught aspects of bodily changes linking to the Science National Curriculum



Information for parents and carers



- ▶ Statutory requirement
- ▶ Parents and carers are entitled to:
 - a safe and supportive environment for your children
 - information on how and when RSE is taught
 - be informed about issues of confidentiality and how it affects you and your children
 - have your views and ideas received in a respectful, non-judgemental manner

The Draft Elsley Primary School RSE policy can be found on the school website.

DRAFT Relationships Sex Education (RSE) Policy

Elsley Primary School



At the end of this document, there is a copy of the PSHE overview attached.

ELSLEY PRIMARY SCHOOL P.S.H.E. MEDIUM TERM PLAN SEPTEMBER 2020

CORE THEMES: Health and Well-being Relationships Living in the Wider World

PSHE	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
	RELATIONSHIPS – Feelings and Emotions/ Valuing Differences RE TOPIC: CARING FOR THE WORLD	HEALTH AND WELL-BEING- Growing and Changing/ Healthy Lifestyles RE TOPIC: CHRISTMAS NATIVITY	LIVING IN THE WIDER WORLD- Rights and Responsibilities RE TOPIC: WATER	LIVING IN THE WIDER WORLD- Rights and Responsibilities RE TOPIC: CARING FOR EACH OTHER	RELATIONSHIPS – Valuing Differences/Healthy Relationships RE TOPIC: LIGHT	HEALTH AND WELL-BEING- Healthy Lifestyles RE TOPIC: FOOD
Year 1	R5 To provide opportunity for pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class (KS1) R6 To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) (KS1) R4 - To recognise what is fair and unfair, kind and unkind, what is right and wrong (KS1)	H4 To recognise good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings (KS1) H9 To recognise how individuals are growing and changing and new opportunities and responsibilities that increasing independence may bring (KS2)	L10 To understand that people and other living things have rights and that everyone has responsibilities to protect those rights - being able to take turns, share and understand the need to return things that have been borrowed (KS1) L5 - To recognise what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) (KS1) L1 To identify how they can contribute to the life of the classroom and school (KS1)	L8 To understand ways in which they are all unique; understand that there has never been and will never be another 'them' (KS1) L4 To identify that they belong to different groups and communities such as family and school (KS1) L10 To learn that people and other living things have rights and that everyone has responsibilities to protect those rights - protecting others' bodies and feelings (KS1)	R9 To identify their special people (family, friends, carers), what makes them special and how special people should care for one another (KS1) R10 To judge what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond (including who to tell and how to tell them) (KS1) R3 To understand the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid (KS1)	H1 To recognise what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health (KS1) H6 To identify the importance of, and how to, maintain personal hygiene (KS1) H2 To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise their choices can have good and not so good consequences (KS1)

* The red flag demarcates lessons which directly link to safeguarding.

The # symbol demarcates lessons that have been added as a result of the updated changes from the 2020 RSE Statutory Guidance.

Lesson examples

LO: Can I explain how to use household products including medicine?



I can...

describe what medicine and household products are.

explain how medicine and household products can be helpful.

explain how medicine and household products can be harmful.

Key Stage 2 Core Theme 2: Relationships

Year Five: R13/R16/R17

Topic: Valuing Difference

Aim of these sessions: To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) (R13). To recognise and challenge stereotypes (R16). To understand the difference between, and the terms associated with sex and gender identity (R17).

Suggested number of sessions: 2-3

Essential skills and attributes developed:
Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)

Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Discernment in evaluating the arguments and opinions of others (including challenging 'group think')

Valuing and respecting diversity

Learning objectives:

To learn:

- about the factors that make people the same or different
- to recognise and challenge 'stereotypes'
- about the correct use of the terms sex, gender identity

Learning outcomes:

The learner will be able to:

- describe the range of different factors that make up a person's identity
- identify the difference between sex and gender identity and that these are just one factor of a person's identity
- give examples of different types of stereotyping in the media
- explain why stereotyping can lead to prejudice and how this can be harmful, hurtful or influence a person's aspirations
- explain that everyone is equal no matter their identity
- give reasons for challenging stereotypes

Key questions:

- How can we recognise stereotypes?
- What stereotypes do we regularly encounter in the media?
- How can we get to know and respect each other better?

Additional Guidance: Focus on widening the pupils understanding of what is involved in learning to respect and value themselves and other people. Work on challenging stereotypes needs to take place across the school and not just in specific lessons, for it to be effective. Take into account the images and resources that are used and whether they are reinforcing any stereotypes.

PowerPoint example can be found on the [Elsley Primary School website](#).

After looking at the documents...

