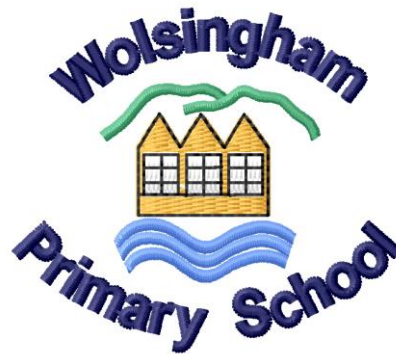


Wolsingham Primary School



Relationships and Sex Education

Information for Parents

Personal, social, health and economic education

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice.

PSHE is a non-statutory subject and can encompass many areas of study. There is no statutory framework for the subject and schools tailor their local PSHE programme to reflect the needs of their pupils. We use our PSHE programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions based on drug education, financial education, relationships and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

Relationships and sex education

Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils, and relationships and sex education (RSE) is compulsory for all secondary school pupils.

The right to withdraw from RSE

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. If parents wish to do so they must contact the Headteacher.

It is important for parents to understand the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the playground.

The PSHE and RSE Curriculum at Wolsingham Primary School

The PSHE and RSE curriculum is split into three core themes of: Health and Wellbeing, Relationships and Living in the Wider World. The RSE aspect of the subject relates to the work we do on Relationships. Through the programme of study the pupils should have a good balance of these overarching concepts:

- Identity
- Relationships
- A healthy, balanced lifestyle,
- Identification of risk and safety
- Diversity and equality
- Rights, responsibilities and consent
- Change and resilience
- Power
- Career

The RSE curriculum develops the priorities for pupils at Wolsingham Primary School in the following ways:

Basic skills – Through carefully planned lessons pupils are given the opportunity to develop their communication and social skills. Computing skills are also developed through the understanding of issues surrounding e-safety.

Resilience and Perseverance – Pupils are encouraged to listen to others and talk things through and develop an understanding of the issues that arise in their everyday lives. They are taught how to cope and deal with situations that arise in their lives daily and in the future.

Social Awareness – There is a great emphasis on being socially aware and developing an understanding of their own and others thoughts and feelings. Pupils are taught to understand and accept differences, other cultures and communities and to develop safe and healthy relationships.

Knowledge – Lessons are carefully planned and structured in order to allow all pupils to feel comfortable and safe. The more sensitive issues in RSE are planned carefully allowing pupils to feel as comfortable as possible when being covered. Pupils are regularly encouraged to involve themselves in various types of discussions, role-playing of scenarios and working in pairs and groups.

By the end of Primary School

Families and people who care for me

Pupils should know:

- 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, the importance of spending time together and sharing each other's lives.
- 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.
- 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.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- 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.
- 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.

Respectful relationships

Pupils should know:

- 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 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
- 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

Online relationships

Pupils should know:

- That people sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- 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.

Being safe

Pupils should know:

- 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.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- 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, how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice, for example family, school or other sources.

RSE Curriculum Content

Reception

- Talk about their family life, customs and traditions, knowing what makes them unique, comparing similarities and differences.
- Learn to consider how their actions may affect others and how to make the right decisions.
- Understand what behaviour is acceptable in different social situations and how to adhere to boundaries and routines set, learning how to solve their own problems without aggression.
- Relationships with adults and children will be nurtured and extended throughout their time in the early years.
- Experience the feelings associated with friendships, and how to play with others, responding to what is happening/being said.

Year 1

How behaviour affects others; being polite and respectful

- what kind and unkind behaviour mean in and out school
- how kind and unkind behaviour can make people feel
- about what respect means

Roles of different people; families; feeling cared for

- what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.
- about the importance of telling someone — and how to tell them — if they are worried about something in their family

Recognising privacy; staying safe; seeking permission

- about situations when someone's body or feelings might be hurt and whom to go to for help
- about what it means to keep something private, including parts of the body that are private
- to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)
- how to respond if being touched makes them feel uncomfortable or unsafe
- when it is important to ask for permission to touch others
- how to ask for and give/not give permission

LINK TO SCIENCE

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

Managing secrets; resisting pressure and getting help; recognising hurtful behaviour

- about the difference between happy surprises and secrets that make them feel
- uncomfortable or worried, and how to get help
- how to resist pressure to do something that feels uncomfortable or unsafe
- how to ask for help if they feel unsafe or worried and what vocabulary to use

Growing older; naming body parts; moving class or year

- how our needs and bodies change as we grow up
- to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

Recognising things in common and differences; playing and working cooperatively; sharing opinions

- how friends can have both similarities and differences
- how to play and work cooperatively in different groups and situations

Year 3

What makes a family; features of family life

- to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents
- to identify if/when something in a family might make someone upset or worried
- what to do and whom to tell if family relationships are making them feel unhappy or unsafe

Personal boundaries; safely responding to others; the impact of hurtful behaviour

- What is appropriate to share with friends, classmates, family and wider social groups including online
- about what privacy and personal boundaries are, including online

Year 4

Positive friendships, including online

- how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know
- what to do or whom to tell if they are worried about any contact online

Responding to hurtful behaviour; managing confidentiality; recognising risks online

- when it is right to keep or break a confidence or share a secret
- how to recognise risks online such as harmful content or contact

Personal identity; recognising individuality and different qualities; mental wellbeing

- about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes
- that for some people their gender identity does not correspond with their biological sex
- how to recognise, respect and express their individuality and personal qualities

Respecting differences and similarities; discussing difference sensitively

- to recognise differences between people such as gender, race, faith
- about the importance of respecting the differences and similarities between people
- a vocabulary to sensitively discuss difference and include everyone

Year 5

Managing friendships and peer influence

- how to recognise if a friendship is making them feel unsafe, worried or uncomfortable
- when and how to seek support in relation to friendships

Physical contact and feeling safe

- to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations
- how to ask for, give and not give permission for physical contact
- how it feels in a person's mind and body when they are uncomfortable
- that it is never someone's fault if they have experienced unacceptable contact
- how to respond to unwanted or unacceptable physical contact
- that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about
- whom to tell if they are concerned about unwanted physical contact

Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty

- how to identify external genitalia and reproductive organs
- key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams
- strategies to manage the changes during puberty including menstruation
- about the physical and emotional changes during puberty
- the importance of personal hygiene routines during puberty including washing regularly and using deodorant
- how to discuss the challenges of puberty with a trusted adult
- how to get information, help and advice about puberty

Responding respectfully to a wide range of people; recognising prejudice and discrimination

- to recognise that everyone should be treated equally
- why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- what discrimination means and different types of discrimination e.g. racism, sexism, homophobia

Keeping safe in different situations, including responding in emergencies, first aid and FGM

- that female genital mutilation (FGM) is against British law¹
- what to do and whom to tell if they think they or someone they know might be at risk of FGM

LINK TO SCIENCE

Describe the changes as humans develop to old age.

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

Year 6

Attraction to others; romantic relationships; civil partnership and marriage

- what it means to be attracted to someone and different kinds of loving relationships
- that people who love each other can be of any gender, ethnicity or faith
- the difference between gender identity and sexual orientation and everyone's right to be loved
- about the qualities of healthy relationships that help individuals flourish
- ways in which couples show their love and commitment to one another, including those who are not married or who live apart
- what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults
- that people have the right to choose whom they marry or whether to get married
- that to force anyone into marriage is illegal
- how and where to report forced marriage or ask for help if they are worried

Recognising and managing pressure; consent in different situations

- to compare the features of a healthy and unhealthy friendship
- about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong
- strategies to respond to pressure from friends including online
- how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable
- what consent means and how to seek and give/not give permission in different situations

Expressing opinions and respecting other points of view, including discussing topical issues

- how to discuss issues respectfully
- how to listen to and respect other points of view
- how to constructively challenge points of view they disagree with
- ways to participate effectively in discussions online and manage conflict or disagreements