

Scarcliffe Primary School

Subject Specific Curriculum Intent – RSE

(KS1 onwards – See PSHE Matters for activities and further details)

What is RSE – Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up and relationships. The sex aspect of RSE is not mandatory at KS1 or 2.				
RSE supports the development of the following core abilities: Questioning and curiosity and open-mindedness.				
What is the curriculum INTENT for this area of the curriculum?		Rationale – Why is this what you want <u>our</u> children to know?		
<ol style="list-style-type: none"> Children recognise the importance of change and manage it effectively. Children know what being healthy is, how to achieve this and make healthy choices. To understand the physical and emotional changes that happen when people are growing up. To recognise healthy and unhealthy relationships and establish and manage healthy ones. 		<ol style="list-style-type: none"> Change is an inevitable and unavoidable part of life. Change can be stressful and we want to help children to manage change effectively. There is an increase nationally in childhood obesity and the rise in fast, convenient food and sedentary lifestyles contribute to this. We want our children to grow up to have healthy bodies and minds. Child need to be made aware of the changes they will experience as they get older. They also need to be taught that online and media images are not a true representation of reality. Relationships are fundamental to success and happiness in life. We want our pupils to be able to form and maintain healthy relationships and to be aware of the different types of relationships in their world. 		
	EYFS	KS1	LKS2	UKS2
Children recognise the importance of change and manage it effectively.	<p>Managing Feelings and Behaviours ELG</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>H5 - Exploring what change means. H5 - Exploring loss and change and the associated feelings. H8 - Exploring the changes of growing from young to old. H9 - Managing change positively. H13 - Identifying strategies and where to go for help.</p>	<p>H6 - Understanding good and not so good feelings including their range and intensity. H7 - Developing an understanding that change can cause conflicting emotions. H7 - Acknowledging, exploring and identifying how to manage change positively. H8 - Exploring changes. H14 - Knowing where to go for help and how to ask for help.</p>	<p>H6 - Explaining intensity of feelings. H6 - Exploring and managing the difficult emotions. H7 - Acknowledging and managing change positively. H8 - Managing transition to secondary school. H8 - Exploring and managing loss, separation, divorce and bereavement. H14 - Practising asking for help and knowing where to go for help.</p>
Children know what being healthy is, how to achieve this and make healthy choices.	<p>Health and self-care ELG</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>H1 - Exploring what a healthy lifestyle means. H1 - Identifying the benefits of a healthy lifestyle. H2 - Identifying ways of keeping healthy. H2 - Recognising what they like and dislike. H2 - Recognising that choices can have good and not so good consequences. H3 - Setting simple goals. H6 - Recognising the importance of personal hygiene. H7 - Developing simple skills to help prevent diseases spreading.</p>	<p>H1 - Exploring what affects their physical, mental and emotional health. H2 - Understanding the concept and benefits of a balanced healthy lifestyle. H2 - Identifying how to make informed choices. H3 - Understanding what is included in a balanced diet. H3 - Understanding what may influence our choices. H5 - Setting goals.</p>	<p>H1 - Exploring what affects their physical, mental and emotional health. H2 - Understanding the concept and benefits of a balanced healthy lifestyle. H3 - Exploring how we make choices about the food we eat. H3 - Identifying how to make informed choices. H3 - Developing skills to make their own choices. H4 - Recognising how images in the media do not always reflect reality. H5 - Setting simple but challenging goals. H16 - Exploring what is meant by the term habit and why habits can be hard to change.</p>
To understand the physical and emotional changes that happen when people are growing up .	<p>Health and self-care ELG</p> <p>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>H8 - The process of growing from young to old. H9 - Exploring growing and changing and becoming independent. H10 - The correct names for the main parts of the body (including external genitalia). H13 - Identifying people who they can ask for help and think about how they might do that.</p>	<p>H4 - That images in the media do not always reflect reality. H5 - Celebrate our strengths/qualities. H8 - About the kind of changes that happen in life and the associated feelings. H12 - That simple hygiene routine can prevent the spread of bacteria. H18 - About the changes that happen as they</p>	<p>H4 - Exploring how images in the media and online do not always reflect reality. H6 - Identify the intensity of feelings. H7 - Recognising conflicting feelings. H12 - That simple hygiene routine can prevent the spread of bacteria. H13 - Identify pressures and influences.</p>

		<p>H15, R3 - Identifying ways of keeping safe and knowing they do not keep secrets.</p> <p>H16 - About privacy in different contexts.</p> <p>H16 - About respecting the needs of ourselves and other people.</p> <p>R8 - Identifying similarities and difference.</p> <p>R10 - What physical contact is acceptable.</p> <p>L8 - That everybody is unique.</p>	<p>grow up.</p> <p>H20 - The right to protect our bodies.</p> <p>R4 - About differences and similarities between people, but understand everyone is equal.</p> <p>R8 - About the difference between acceptable and unacceptable physical contact.</p> <p>R13 - Knowing the names of the body parts.</p> <p>R16 - Recognise and challenge stereotypes.</p>	<p>H18 - Understanding changes that happen at puberty.</p> <p>H19 - Understanding what puberty and human reproduction is.</p> <p>R2 - Identifying qualities of a healthy relationship</p> <p>R5 - About committed loving relationships.</p> <p>R13 - About differences and similarities between people, but understand everyone is equal.</p> <p>L1 - Debate topical issues.</p>
<p>To recognise healthy and unhealthy relationships and establish healthy ones.</p>	<p>Making relationships ELG</p> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>R2 - Recognising our behaviour can affect others.</p> <p>R4 - Recognising what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>R6 - Listen to other people and play and work cooperatively (including simple arguments through negotiation).</p> <p>R7 - Offering constructive support and feedback to others.</p> <p>R9 - Identifying their special people (family, friends, carers) and how they should care for each other.</p>	<p>R2 - Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships.</p> <p>R3 - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>R4 - Recognising different types of relationship.</p> <p>R7 - Understanding that actions affect themselves and others.</p> <p>R9 - Understanding when it is right to 'break a confidence' or 'share a secret'.</p> <p>R10 - Listening and responding respectfully.</p> <p>R21 - Understanding personal boundaries.</p>	<p>R2 - Recognising what a healthy relationship is.</p> <p>R3 - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>R4 - Recognising different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>R5, R6 - Understanding the true meaning behind civil partnerships and marriage.</p> <p>R12 - Resolving conflicts.</p> <p>R20 - Recognising that forcing anyone to marry is a crime.</p> <p>R21 - Understanding about confidentiality and about times when it is necessary to break a confidence.</p>

Implementation:

- RSE is primarily taught through the PSHE Development Matters document. This covers the statutory aspects of RSE.
- PSHE is taught in class each week as a discrete subject.
- Whole school (or Key Stage) themes run at the same time.
- Science also covers some of the statutory aspects of RSE.
- At the end of Year 6, the children complete a unit of work about growing up. This includes explaining where babies come from.
- We liaise with parents prior to these sessions to obtain consent.
- With mixed age classes, we adopt a two-year rolling programme of PSHE units.
- Units are revisited three times and are progressive – covering age appropriate themes and content.
- We have a whole school topic called 'healthy bodies, healthy minds.'
- Anti-bullying week often has a focus on homophobic language.
- In Upper Key Stage 2, the children complete a unit of work about peer pressure. They also carry out a project about Sexting.