

Relationships (and Sex) Education Curriculum Rationale for Holmes Chapel Primary School

Intent

Today's children and young people are growing up in an increasingly complex world and moving between living their lives online and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

At Holmes Chapel Primary School, we understand that pupils must be provided with an education that begins to prepare them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil.

Design (Key Concepts)

We are mindful that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils. Correct vocabulary and terminology is used consistently and appropriately through school.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained support their own, and others', wellbeing; attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships curriculum for all our pupils and this policy sets out the framework to provide clarity on how it is informed, organised and delivered.

This curriculum area is integrated into our PSHE curriculum, with many areas being taught within or alongside our main themes of Relationships, Living in the Wider World and Health and Wellbeing. It is also linked to our Science and Computing curriculum, where applicable.

The majority of this learning takes place through discussion, looking at stories and online resources, and some recorded activities.

EYFS

During the Early Years Foundation Stage, children learn about 'Family and Friendship'. Children learn about the importance of friendship and how friendships make us feel. They go on to learn about making friendships strong and what to do when friends fall out with each other. This is followed by learning about families, recognising that all families are different and understanding how members of families help each other.

Year 1

Building on the children's developing knowledge of their learning in EYFS about friends and families, in Year 1 the children will learn about what makes them unique, about being friends with people who are different to us, and that there are different types of families. Children begin to learn about belonging to families and feeling cared for and how they grow and change. Building on this, they learn about safe relationships through recognising and respecting privacy, how to stay safe and about when to seek permission in different situations. They learn about how their behaviour affects others, how to manage when things go wrong and about being polite and respectful.

Year 2

In Year 2, children progress from Year 1, by developing their knowledge and understanding of gender and also considering stereotypes. Linked to our science curriculum, they learn about animals including humans and notice that animals including humans have offspring which grow into adults. They also learn about belonging and being part of a community. Building on the work on safe relationships, the children learn about the importance of when to and not to keep secrets, how to resist pressure, how to be able to recognise hurtful behaviour and how to ask for and persist in getting help.

Year 3

In Year 3, children learn about the characteristics of positive healthy relationships, understanding that mutual respect, truthfulness, loyalty etc. is important in all relationships, including those online, and be able to explain how friendships can make us feel. They build on their understanding that all families are different, the features of a positive family life and learn about people who care for them. They also learn about having respect for each other and people in the wider community, and continue to develop an understanding of keeping safe, having respect for other people's personal space and recognising appropriate physical boundaries.

Year 4

In Year 4, children learn about having respect for their own personal strengths and achievements. Building on the previous work in safe relationships, they learn how to respond to hurtful behaviour or bullying, how to manage confidentiality and protect identity and how to recognise the risks of interacting with people online. They learn how to discuss difference sensitively and the importance of self-respect, courtesy and being polite. They also learn about managing their feelings effectively and developing a shared responsibility for the wider community.

Year 5

Learning in Year 5 is linked to our science curriculum with 'Animals including humans'. Children will learn to describe changes as humans develop to old age. This includes learning about the physical and emotional changes when approaching and experiencing puberty, understanding how puberty affects the body and the importance of physical hygiene. Children explore the importance of positive mental wellbeing and understand how to get help and support during puberty.

Building on work on relationships from Year 4, the children continue to learn about keeping safe on and off line and how to manage friendships and peer influence. They also identify that people are unique and learn that difference needs respect.

The school nurse helps to support learning in school, which takes place through discussion, looking at stories and real life scenarios and online resources, as well as some paper and pencil activities.

We recognise that this is a shared responsibility between school and home. Parents and carers are consulted prior to sessions about puberty and are given the opportunity to view resources beforehand. As part of this partnership, we offer parents and carers support in talking to their children and how to link this with what is being taught in school. Parents and carers may choose to withdraw their child from these sessions.

Year 6

Learning in Year 6 builds on work completed in Year 5 on growing and changing and the emotional impact that puberty can have on relationships. Children learn further about how and why their body is changing and learn basic facts about reproduction and we aim to address any misconceptions where appropriate. This is tailored to the emotional maturity of the pupils. They learn about the impact of drugs and the importance of developing positive habits for supporting mental health. Work builds on their understanding of healthy relationships through recognising the importance of communication and respect, including online. As part of this, they look at marriage and civil partnerships as an aim for a lifelong commitment to another person. They also learn about how and where to get support if relationships, including those online, go wrong.

The school nurse helps to support learning in school as required, which will take place through discussion, looking at stories and real life scenarios and online resources, as well as some recorded activities.

We recognise that this is a shared responsibility between school and home. Parents and carers are consulted prior to sessions about puberty and reproduction and are given the opportunity to view resources beforehand. As part of this partnership, we offer parents and carers support in talking to their children and how to link this with what is being taught in school. Parents and carers may choose to withdraw their child from these sessions.

Assessment

Pupils will have the opportunity to reflect on their learning within lessons and at the end of each unit. In addition to the pupils' self-assessment, teachers will assess through informal methods, such as observations and class or group discussions. Observations may have a particular focus: e.g. children's listening skills, empathy etc. Quizzes may be used before and after a unit of work to aid assessment. Elements of RSE that occur in the Science curriculum will be assessed through recorded work to establish age-related expectations of knowledge and understanding.