



## Relationships Education at Hempsted C of E Primary School

By the end of their Primary education we want to equip our pupils with an understanding of changes to their bodies and emotions during puberty. We will provide our pupils with the knowledge and skills to keep themselves safe and build healthy relationships with others. We understand that all pupils develop at a different rate and therefore will have flexibility in when certain elements of RSE will be taught. We have an agreed use of anatomical vocabulary for body parts and will introduce these to pupils when they have the maturity to understand them.

As a Church school we will adhere to the guidelines provided by the Church of England regarding Relationships and Sex Education to teach in a faith sensitive way and provide pupils with facts.

### Our Big Ideas

To achieve this, our curriculum will pay particular focus to the following 'big ideas':

**Big Idea One:** Develop the knowledge of how to maintain a healthy body and mind.

**Big Idea Two:** Know how to form and maintain positive relationships within our school community and the wider community.

**Big Idea Three:** Understand their rights and responsibilities to become positive citizens.

### How it is taught

Our school uses the RSE curriculum developed by 'Gloucestershire Healthy Living and Learning'. Relationships Education is statutory and therefore all children must be provided with a well-planned and progressive curriculum in this area, based on the needs, development and maturity of the children. Due to Relationships Education being statutory at primary school, parents do not have the right to withdraw their child from these lessons.

At primary school age, parents have the right to withdraw their child from Sex Education; however much of the Sex Education at primary school is also covered within the science curriculum, which is statutory. We encourage parents to speak to the school about any elements of the curriculum which they are uncertain of. All parents will be informed, via letter, when areas of sensitivity are being taught in order to prepare for any questions or discussions raised at home. Parents are also invited into school to preview material and content being taught in Year 5 and 6 regarding puberty.

## **Curriculum Coverage by the end of Primary**

### **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

## Skills Progression in RE:

<b>Reception</b>			
<b>Responsibility</b>	<b>Growing up</b>	<b>People Who Help Us</b>	<b>Keeping Ourselves Clean</b>
To Understand what personal responsibility is.	To value their body, including physical achievements and capabilities.	To know the adults who are responsible for looking after them. To recognise personal needs and to act on them where appropriate or ask for help.	To understand basic hygiene routines, including toileting and washing.
<b>Year One</b>			
<b>Being Unique</b>	<b>Personal Hygiene</b>	<b>Basic Body Parts</b>	
To value their own body and recognise its capabilities and uniqueness.  Recognise that people are similar in some ways and different in others  NSPCC Pants (if deemed appropriate for the cohort)	To learn basic information about how the body works and ways of looking after it.  To know how to keep themselves clean.	To understand that humans, like other animals, change over time.  To name basic body parts (Science)	
<b>Year Two</b>			
<b>Life Cycles</b>		<b>Changes/ Growing up</b>	
To understand what a cycle is  To understand that changes happen constantly as we grow  To understand the lifecycles of humans and animals  To understand the different stages of human lifecycle.		To consider ways that they have changes physically since they were born.  To consider physical changes that will take place as they move from childhood into adulthood.  To consider their responsibilities now and compare these to when they were younger.	

To understand that humans produce babies that grow into children and then into adults.	To understand the choices they are able to make in order to keep themselves healthy.  NSPCC Pants (if deemed appropriate for the cohort)
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**Year Three**

<b>Types of Love</b>	<b>Personal Hygiene</b>	<b>Bugs and Infections</b>
To understand that there are different types of love.	To understand how infections can spread.  To understand how to prevent the spread of infection through good personal hygiene.	To understand that our bodies have three main lines of natural defence  To understand that sometimes the body needs help to fight infections.

**Year Four**

<b>Changes/ Hygiene (excluding menstruation)</b>	<b>Responsibilities</b>	<b>Antibiotics</b>	<b>Challenging Stereotypes</b>
To understand some of the physical changes that will happen as humans get older.	To consider their responsibilities and levels of independence now.  To understand that these have changed as they have grown and will continue to change into the future.	To understand that most common infections get better on their own through time, bed rest, intake of fluids and healthy living.  To understand that antibiotics should be taken only as prescribed.	To challenge gender based stereotypes.

## Year Five

<b>Physical Changes (including menstruation)</b>	<b>Emotional Changes</b>	<b>Personal Hygiene</b>
<p>To recognise the main organs of the bodies of humans including basic scientific names for simple reproductive organs.</p> <p>To identify the main differences between men and women.</p> <p>To know and understand the physical changes that take place during puberty and why they happen.</p>	<p>To understand that emotional as well as physical changes happen at different rates for different people.</p>	<p>To consider new aspects of personal hygiene relevant to puberty.</p>

## Year Six

<b>Physical Changes</b>	<b>Relationships</b>	<b>Emotional Changes</b>
<p>To understand the functions of female and male reproductive organs.</p> <p>To know and understand about the physical changes that take place at puberty and why they happen (including menstruation)</p> <p>Genetic inheritance – To understand genetic inheritance.</p> <p>Sexual Intercourse (Parental permission) - To know about the facts of the human lifecycle, including sexual intercourse.</p> <p>[To understand how babies are born – parental permission]</p>	<p>To consider the need to trust in marriage and established relationships.</p> <p>To consider different types of love.</p>	<p>To be able to recognise their own changing emotions and be able to express their feelings and concerns positively.</p>