



Relationships and Sex Education at

Freethorpe Primary School

The proposed scheme of Relationships and Sex Education work to commence at Freethorpe Primary School during the academic year 2018-2019 is detailed on the following pages. If you do not wish for your child to take part in some of these lessons, please let your child's class teacher know as soon as possible as we plan to start teaching these sessions from the start of the Summer Term 2019.

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

These sessions aim to cover all elements of health, puberty, relationships and sex education for your child's specific age range. The work is based on a principle of a spiral curriculum, with each year group building on skills, knowledge, values and attitudes which have been taught previously.

As with all of our teaching, we will plan and deliver lessons according to the needs of the children. Class teachers will use their professional judgement as to what questions can be answered within these sessions and may refer questions home to parents/carers if needed. All classes will have an 'Ask it' basket, where children can put their questions throughout the week and these can be answered by class teachers.

All RSE lessons will be delivered by class teachers. Where content is specific to a given age range, only children of that age range will be present in the class. The majority of sessions will be taught as mixed gender classes to promote understanding for boys and girls with the topics being covered.

Class teachers will use a variety of different resources to supplement lessons such as web based resources and other resources recommend as best practice. The majority of lessons will follow the new Educator Solutions Resource pack which has been purchased by the school and has been recommended by Norfolk County Council advisors for RSE.

The aims of our RSE teaching are that it empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, whilst providing a strong foundation to be successful in life by:

- ✓ Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.
- ✓ Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- ✓ Teaching non-biased, accurate and factual information that is positively inclusive.
- ✓ Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.
- ✓ Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- ✓ Providing protection from shock or guilt.
- ✓ Actively involving pupils as evaluators to ensure relevance.
- ✓ Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

Other areas of our PSHE curriculum

We will continue to cover all elements of the drugs education curriculum as we have in previous years. Class teachers will start their needs assessment for drugs education teaching by conducting a Jugs and Herrings drugs assessment. This will involve the children taking part in a draw and write activity which will help class teachers to ascertain children's prior knowledge regarding drugs education.

Lessons regarding self esteem, image and identity will continue to be taught and discussed in all year groups. We will continue with our PATHS scheme of work to promote high quality discussion regarding feelings and social and emotional health.

All of our teaching will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world.

Relationships and Sex Education scheme of work

<u>Year R</u>	
<u>Topic</u>	<u>Lesson Aim</u>
My feelings	Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.
My body	Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.
My relationships	Pupils understand that there are similarities and differences between everyone and can celebrate this.
My beliefs	Pupils can recognize what they like and dislike and feel empowered to make real, informed choices.
My rights and responsibilities	Pupils understand the concept of privacy, including the right to keep things private and the importance of respecting another person's right to privacy.
<u>Year 1</u>	
My feelings	Pupils are able to communicate about feelings, to recognise how others show feelings and how to respond.
My body	Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.
My relationships	Pupils understand the importance of listening to other people, playing and working co-operatively, including strategies to resolve simple disagreements through negotiation.
My beliefs	Pupils can identify and respect differences and similarities between people and can celebrate this.
My rights and	Pupils understand that some diseases are spread, and that they have the right to be protected from diseases

responsibilities	and the responsibility to protect others.
Asking for help	Pupils can identify the people who look after them and how to attract their attention if needed.
<u>Year 2</u>	
My feelings	Pupils can recognise and celebrate their strengths and achievements and set simple but challenging goals.
My body	Pupils can recognise how they grow and will change as they become older.
My relationships	Pupils can recognise different types of teasing and bullying, and understand that these are wrong and unacceptable.
My beliefs	Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.
My rights and responsibilities	Pupils can judge what kind of physical contact is acceptable, comfortable or uncomfortable and how to respond.
Asking for help	Pupils know the difference between secrets and surprises, and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.
<u>Year 3</u>	
My feelings	Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.
My body	Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.
My relationships	Pupils can recognise a wide variety of relationships, including the attributes of positive, healthy relationships.
My beliefs	Pupils can challenge gender stereotypes, understanding

	that there is not one way to be a boy, or one way to be a girl.
My rights and responsibilities	Pupils understand the right to protect their body from unwanted touch.
Asking for help	Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.
<u>Year 4</u>	
My feelings	Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.
My body	Pupils can reflect on how their body has changes and anticipate body changes, understanding that some are related to puberty.
My relationships	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.
My beliefs	Pupils recognize differences and similarities between people arise from a number of factors including family and personal identity.
My rights and responsibilities	Pupils know that marriage is a commitment freely entered into by both people and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.
Asking for help	Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.
<u>Year 5</u>	
My feelings	Pupils can anticipate how their emotions may change as they approach and move through puberty.
My body	Pupils can anticipate how their body may change as they

	approach and move through puberty.
My relationships	Pupils can identify healthy relationships and recognize the skills to manage and maintain healthy relationships.
My beliefs	Pupils know the correct terms associated with gender identify and sexual orientation and the unacceptability of homophobic and transphobic bullying.
My rights and responsibilities	Pupils have strategies for keeping safe online, knowing personal information including images of themselves and others can be shared without their permission.
Asking for help	Pupils have considered how to manage accidental exposure to explicit images and upsetting online materials, including who to talk to about what they have seen.
<u>Year 6</u>	
My feelings	Pupils can recognise how images in the media, including online, do not always reflect reality and can affect how people feel about themselves.
My body	Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs.
My relationships	Pupils realise the nature and consequence of discrimination, including the use of prejudice-based language.
My beliefs	Pupils know some cultural practice are against British law and universal human rights, including female genital mutilation (FGM).
My rights and responsibilities	Pupils have an awareness that infections can be shared during sexual intercourse and that a condom can help to prevent this.
Asking for help	Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.

