Thomas Bullock C.E. Primary and Nursery Academy

"Let your light shine" *Matthew 5:14-16*

# Parents / Carers

Diocese of Norwich Education and Academies Trust

# PSHE / RSE at Thomas Bullock C.E. Primary and Nursery Academy

Since September 2020, RSE is compulsory for every year group. The rationale behind this is that children today live in a very different world with technology and attitudes which are ever-changing. This programme sets out to provide the children with a wider understanding of relationships, their own bodies and how to keep themselves healthy and seek help if they need it. It incorporates aspects of online safety as well. If you would like to read the government guidance, it can be found here:

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

# By the end of primary school, pupils will have been taught content on:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

# Use of language

- One of the main points which the RSE guidance discusses is the use of language. Even though it may feel uncomfortable for us to use specific words to describe the anatomy of a human, it is crucial that we do, and that we use it correctly. There are several reasons for this:
  - If a child is describing a pain or injury to you, it is important to know where the pain is. This language makes this easier as it is more specific.
  - If a child has been subject to (or is being subjected to) abuse, it is highly unlikely that their abuser would use the scientific names for body parts. If we use another term, we may in fact trigger a reaction in the child and cause them unintended distress. It also enables the child to disclose information in a more clinical way so you can understand the extent of the abuse.

# Key words per year group

EYFS – feelings, comfortable, uncomfortable, hygiene, same, similar, different, like, dislike, difficult, private, special.

Year 1 – emotions, feelings, penis, vulva, bottom, communication, similarities, differences, disease, bacteria, problem, help.

Year 2 – self-esteem, vagina, penis, bullying, unique, personal space, privacy, secret, surprise.

Year 3 – aspiration, compliment, self-esteem, penis, vulva, hygiene, relationship, gender, stereotype, testicles, vagina.

Year 4 – emotions, empathy, foetus, puberty, public, private, similar, different, identity, marriage, arranged, forced, peer pressure.

Year 5 – puberty, penis, erection, wet dream, gender, sex, intersex, transgender, gay, lesbian, personal information, online.

Year 6 – body image, homophobic, biphobic, transphobic, vulva, clitoris, circumcision, female genital mutilation, infection, sexually transmitted infection, condom, problems, support, help, trust.

# How we are going to teach RSE at Thomas Bullock C.E. Primary and Nursery Academy

- We will be teaching RSE as part of our overall PSHE curriculum. The statutory RSE requirements and our wider PSHE subject have been interwoven into one curriculum for the whole school and individual groups.
- Lessons will be taught on a weekly basis during the class PSHE timetabled slot. Lessons may also be delivered through other curriculum areas i.e. science, PE, computing and RE.
- Due to the sensitive nature of the RSE content, two adults will be present during each session.
- It is important to bear in mind that we are a Christian school and so Christian values are woven into the curriculum, without suppressing the content of what we have to teach. A working agreement will be made with the children for them to understand what is expected of them in the sessions.

# Parental right to request withdrawal

- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. For further information, visit page 17 on the RSE Government Guidance:
  - https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education
- You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.
- The Science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

# Our Whole School Curriculum

(can be viewed on the PSHE section of the school website)

| | Autumn | | | Spring | | | Summer | | |
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| Nursery | Transitions; developing friendships with other children; classroom rules and routines; discussing feelings. | Gaining confidence within the setting and with peers; discussing and noticing differences, such as skin colour, types of hair, gender, special needs and disabilities. | Safely exploring emotions through play and stories; recognising feelings. | Selecting and using activities and resources, asking for help when needed; achieving goals; become outgoing with unfamiliar people. | Gaining confidence in new social situations; following rules; talking to solve conflicts; understanding how others might be feeling. | Developing sense of community; feel strong enough to express a range of emotions. | Playing in a group; making up ideas for games; managing feelings and talking about emotions; understanding how others might be feeling. | Learning how to be assertive; beginning to find solutions to quarrels and rivalries, following rules without an adult reminding me. | Transition to Reception, getting school ready. |
| Reception | Transitions; who is in our class?; discussion on feelings; classroom routines and rules. | Making friendships; dreams and goals; dealing with anger and emotions. | Developing confidence to try new things; explaining to others how they thought about a problem or emotion and how they dealt with it. | Going for goals; good to be me feelings. | Celebrating differences; becoming independent; NSPCC Pants. | School values; how to deal with different feelings in the classroom; what makes a good friend?; looking after our planet. | Working in groups independently; looking after others; friendships; dreams and goals. | Show resilience and perseverance in the face of challenge; confidently sharing ideas in class; school values. | Changes and transition to Year 1; taking part in Sports Day - winning and losing; look how far I've come! |

| Core Theme | Relationships | | | Living in the Wider World | | | Health and Wellbeing | | |
|---|---|---|---|---|---|---|---|---|---|
| Topic | Families and Friendships | Safe Relationships | Respecting ourselves and others | Belonging to a community | Media Literacy and digital resilience | Money and work | Physical health and mental wellbeing | Growing and changing | Keeping safe |
| Year 1 | Roles of different people; families; feeling cared for. | Recognising privacy; staying safe; seeking permission. | How behaviour affects others; being polite and respectful. | What rules are; caring for others' needs; looking after the environment. | Using the internet and digital devices; communicating online. | Strengths and interests; jobs in the community. | Keeping healthy; food and exercise, hygiene routines; sun safety. | Recognising what makes them unique and special; feelings; managing when things go wrong. | How rules and age restrictions help us; keeping safe online. |
| Year 2 | Making friends; feeling lonely and getting help. | Managing secrets; resisting pressure and getting help; recognising hurtful behaviour. | Recognising things in common and differences; playing and working cooperatively; sharing opinions. | Belonging to a group; roles and responsibilities; being the same and different in the community. | The internet in everyday life; online content and information. | What money is; needs and wants; looking after money. | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help. | Growing older; naming body parts; moving class or year. | Safety in different environments; risk and safety at home; emergencies. |
| Year 3 | What makes a family; features of family life. | Personal boundaries; safely responding to others; the impact of hurtful behaviour. | Recognising respectful behaviour; the importance of self-respect; courtesy and being polite. | The values of rules and laws; rights, freedoms and responsibilities. | How the internet is used; assessing information online. | Different jobs and skills; job stereotypes; setting personal goals. | Health choices and habits; what affects feelings; expressing feelings. | Personal strengths and achievements; managing and reframing setbacks. | Risk and hazards; safety in the local environment and unfamiliar places. |
| Year 4 | Positive friendships, including online. | Responding to hurtful behaviour; managing confidentiality; recognising risks online. | Respecting differences and similarities; discussing difference sensitively. | What makes a community; shared responsibilities. | How data is shared and used. | Making decisions about money; using and keeping money safe. | Maintaining a balanced lifestyle; oral hygiene and dental care. | Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty. | Medicines and household products; drugs common to everyday life. |
| Year 5 | Managing friendships and peer influence. | Physical contact and feeling safe. | Responding respectfully to a wide range of people; recognising prejudice and discrimination. | Protecting the environment; compassion towards others. | How information online is targeted; different media types, their role and impact. | Identifying job interests and aspirations; what influences career choices; workplace stereotypes. | Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies. | Personal identity; recognising individuality and different qualities; mental wellbeing. | Keeping safe in different situations, including responding in emergencies, first aid and FGM. |
| Year 6 | Attraction to others; romantic relationships; civil partnerships and marriage. | Recognising and managing pressure; consent in different situations. | Expressing opinions and respecting other points of view, including discussing topical issues. | Valuing diversity; challenging discrimination and stereotypes. | Evaluating media sources; sharing things online. | Influences and attitudes to money; money and financial risk. | What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online. | Human reproduction and birth; increasing independence; managing transition. | Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media. |

# Safeguarding

- The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.
- At the beginning of RSE teaching, the class will discuss and create a 'working agreement'. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher.
- Distancing techniques such as the use of characters within RSE avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse.

# Safeguarding

- Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided.
- Teachers will conduct RSE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the designated safeguarding lead about their concerns. The designated safeguarding lead will then deal with the matter in line with the safeguarding policy.

# Questions?

- Our PSHE/RSE policy can be found on the school website. We welcome your comments.
- If you have any questions, please forward them via email to
  - office@thomasbullock.dneat.org