

RSE

Relationships

Education



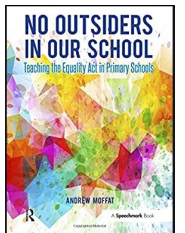
Little Thurrock Primary School



What can I do if I have any questions or concerns?

If you have any questions or concerns please speak to your child's class teacher in the first instance. A full break down of the content of the lessons for each year group is available on our school website as well as more information about the NSPCC (National Society for the Prevention of Cruelty to Children) Talk PANTS campaign.

A range of materials are used to support our teaching including *No Outsiders in our School: teaching the Equality Act in Primary Schools* by Andrew Moffatt. This book provides support and resources to schools to deliver the objectives outlined in the Equality Act 2010 which make it against the law to discriminate against an individual because of a range of protected characteristics.



Can I withdraw my child from RSE lessons?

Parents do have the right to withdraw their children from parts of RSE lessons however, not aspects which are part of the National Curriculum. We hope that by giving you this information you will see the value these sessions will provide to your child's understanding, safety and development.

What is RSE?

RSE stands for Relationships Education. It is more commonly known as SRE (Sex and Relationships Education) in secondary schools. At Little Thurrock we ensure that our RSE curriculum is taught in an age-appropriate way, building on what the children have learned in previous years.

Through the passage of the Children and Social Work Act 2017, Parliament voted to support the Government's proposal that all primary schools would be required to teach Relationships Education.

The purpose of this booklet is to fully inform you so you are clear what your child will be taught, when, how and why we teach it and what they can expect.



As well as covering the themes identified, we will also be covering the Talk PANTS campaign from the NSPCC which is designed for children aged 4-11.

During these discussions we will aim to teach our children the following safety skills without giving explicit information or telling scary stories. We will be teaching our children how to stay safe by learning the PANTS rules, which the NSPCC have developed to be like a Green Cross Code for staying safe from sexual abuse and exploitation.

Pants stands for:

- **P**rivates are private
- **A**lways remember your body belongs to you
- **N**o means no
- **T**alk about secrets that upset you
- **S**peak up, someone can help

The lessons will introduce a range of ideas, all delivered in a way that's fully age-appropriate, empowering children without using any frightening words. These include:

- Good and bad touching
- Your child's right to say no to things that make them feel upset or uncomfortable
- Naming parts of the body
- Who your child can turn to if they ever feel worried or upset

What will my child learn?

At Little Thurrock Primary School we define RSE as being about the emotional, social and cultural development of pupils, and it involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

RSE is not about 'taking away a child's innocence' or overruling the wishes and rights of parents. RSE in our school is focused on preparing children for changes they will see/experience and the next stage in their education, where learning in this area will broaden.

Children will learn about the different relationships they have, how their body will change and grow and how they can keep themselves and others safe. RSE lessons will take place throughout the year as part of their PSHE curriculum and will be taught by the class teachers.

Why is this work so important?

Our ability to make, keep and perhaps even end healthy and positive relationships is part of what makes us human and is fundamental to a caring and supportive society. Our relationships come in a wide variety of forms: colleagues, family, casual acquaintances, close friendships and eventually, sexual.

Our children learn by looking at and listening to all the messages they experience. They are constantly trying to make sense of the world around them. In our society, children are confronted with sexual images in advertising and stories and messages about celebrity lifestyles and relationships in the media.

How many parents have found themselves saying, *'I can't believe my child asked/knew/thought that?'*

Using their natural curiosity combined with wonderful 'child logic', our young children often put together their own complex ideas around relationships. This understanding can be a mixture of correct, almost correct and completely incorrect ideas.

Many children enter puberty whilst still at primary school. This can be a confusing, embarrassing and even distressing time, as a school we aim to prepare our children the best way we can.

What is the purpose of RSE in primary schools?

A planned and progressive program of RSE gradually and appropriately begins to prepare our children for things they will experience as they grow. It teaches the skills they need to fully manage the natural physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible adults.

RSE teaches the skills children need to develop positive healthy relationships. It supports their moral development, helping them to understand themselves and to respect and care for others. Our RSE teaching is taken from the PSHE Association's curriculum and key themes have been highlighted on the next page.



Themes for each year group

EYFS

How to look after my body

Healthy eating

Basic hygiene

Dressing independently

Going to the toilet independently

Year 1

Growing and changing

Basic hygiene routines

Recognising what makes them special and unique

How they are the same and different to others

Naming external body parts including genitalia (science curriculum)

Year 2

Growing older

Human life cycle

How our needs and bodies change as we grow up

Naming external body parts including genitalia (science curriculum)

Year 4

Puberty

External genitalia and reproductive organs (science curriculum)

Physical and emotional changes including menstruation

Importance of personal hygiene

Year 3

Personal strengths

That everyone is unique and has valuable contributions to make

Recognise how strengths and interests form part of a person's identity

Year 5

Personal identity

What contributes to personal identity

Gender identity does not always correspond with biological sex

Year 6

Human reproduction and birth

What sexual intercourse is

How pregnancy occurs (science curriculum)

The responsibilities of being a parent

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	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 value 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	Risks 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 partnership 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 risks	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

No Outsiders in our school

The Equality Act 2010 made it against the law to discriminate against an individual because of a range of protected characteristics.

Issues addressed within our 'No Outsiders' teaching include: gender and gender identity, religion, race, disability and age. The focus of the programme is around noticing, celebrating and developing resilience around diversity. Through discussion and activities based upon picture books, pupils are encouraged to show respect and develop their understanding of diversity.

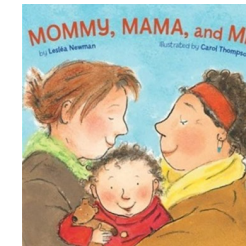
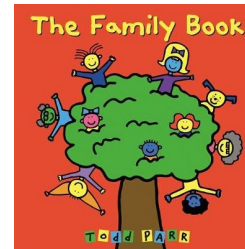
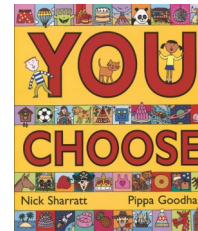
Class teachers will deliver the programme in conjunction with the PSHE Association scheme of work, using developmentally appropriate picture books. All school staff will promote and recognise the *No Outsiders* ethos as part of the school day.

We strive to ensure that our pupils are surrounded by a consistent message:

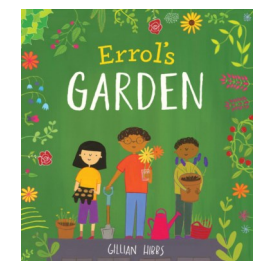
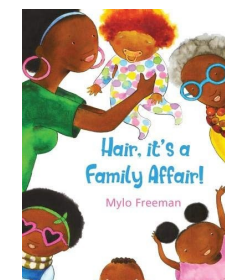
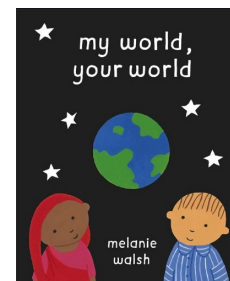
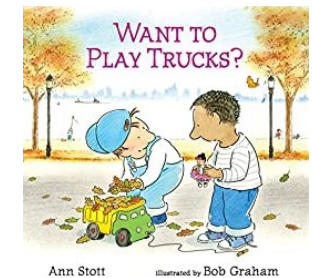
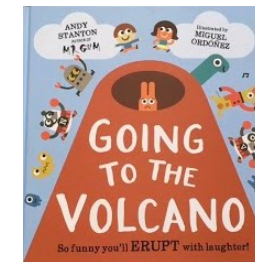
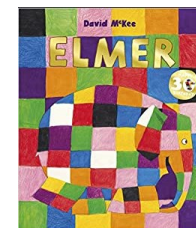
- There are no outsiders here
- Everyone is different
- We like being different
- We are all equal in our difference
- I can get along with you even if we are different
- We live in the U.K., our British values support this and the law says this too

No Outsiders—books per year group

Reception

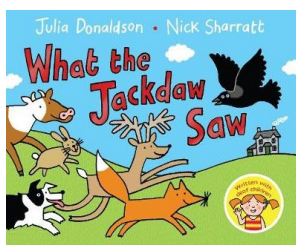
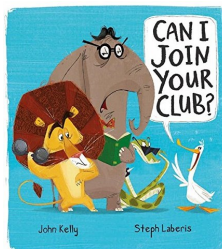
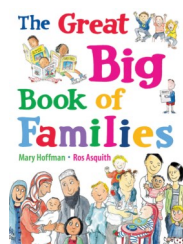


Year 1

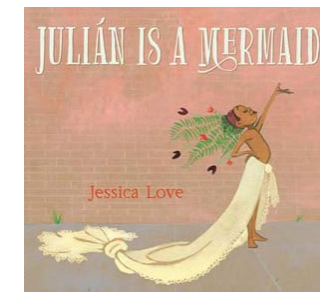
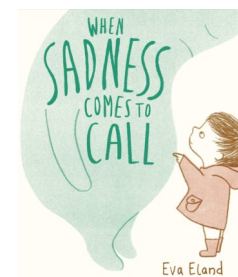
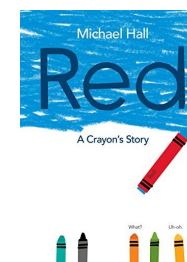
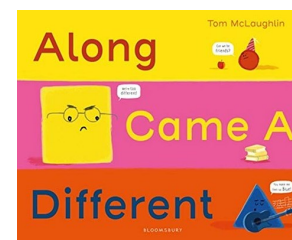
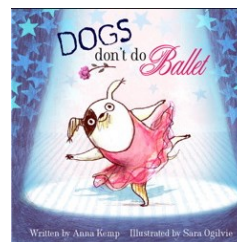


No Outsiders—books per year group

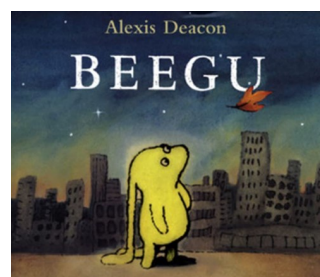
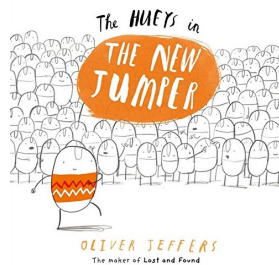
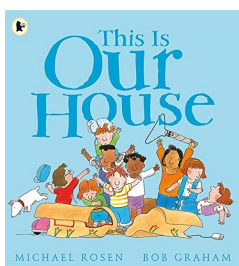
Year 2



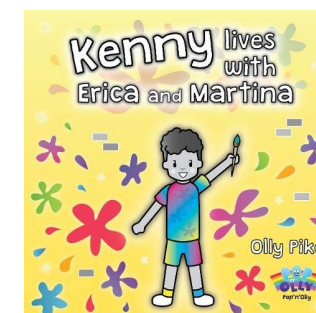
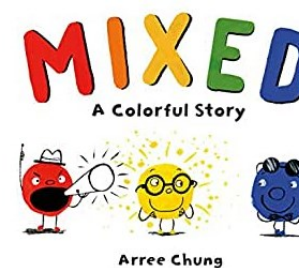
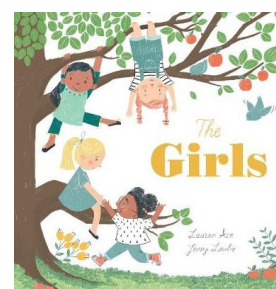
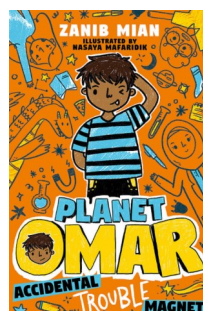
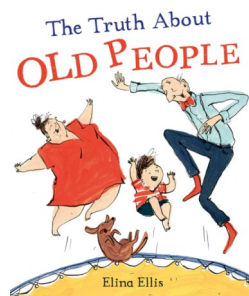
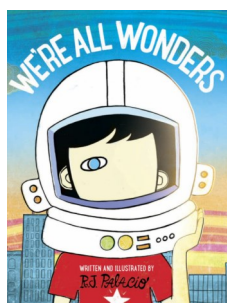
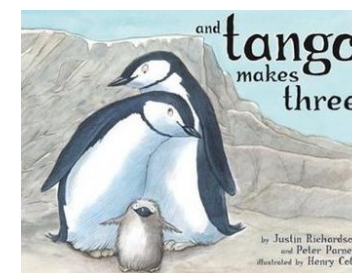
Year 4



Year 3

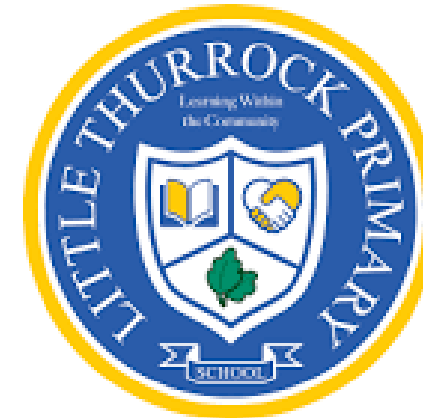
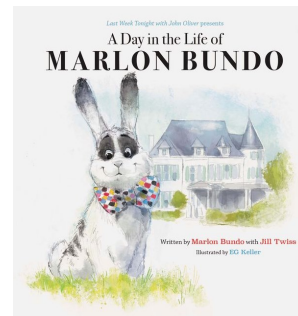
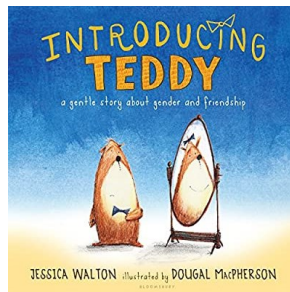
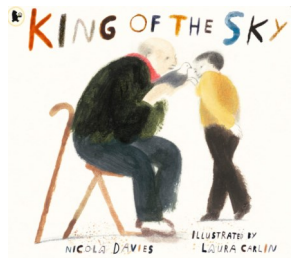
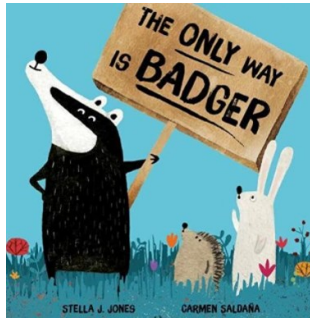
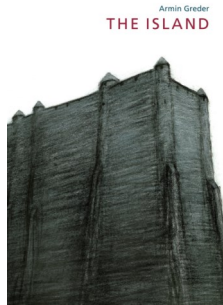


Year 5



No Outsiders—books per year group

Year 6



Each of these texts will help us to share the consistent message that in our school:

- There are no outsiders here
- Everyone is different
- We like being different
- We are all equal in our difference
- I can get along with you even if we are different
- We live in the U.K., our British values support this and the law says this too