

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)

RHSE is compulsory in all primary schools in England. At Holmes Chapel Primary School we will provide age-appropriate relationships and health education (RHE) to all pupils as part of the school's statutory curriculum. The key topics applicable for all key stages have been carefully planned in consultation with responses from parents, young people, schools and experts. Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils. Our school aims to assure parents and pupils that all aspects of RHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RHE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership. Correct vocabulary and terminology is used consistently and appropriately through school.

Our RHE curriculum is integrated into our PSHE curriculum and addresses the 3 main areas:

- Relationships Education (Statutory RHE)
- Health Education (Statutory RHE)
- Economic Wellbeing and Careers Education (PSHE)

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensures pupils can talk to a trusted adult if there is anything worrying them.

Health education focusses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence based relationships, sex and health education (RSHE) for all our pupils. Any sex education included within the curriculum consists of age-appropriate content which covers how babies are conceived and how they are born. Sex education does not go above and beyond the focus of reproduction. State-funded primary schools are also required to teach health education.

Content by Year Group

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

- Making friends: playing and learning together -This unit explores how to listen, share, work cooperatively, and when and how to ask for permission. Pupils learn about friendships, including falling out and how to recognise bullying
- Mental health and wellbeing -This unit supports pupils to notice and name different types of feelings and thoughts – and learn simple self-regulation strategies to manage them.
- Celebrating me, you and our families -This unit explores similarities and differences, as well as everyone's individuality. Pupils look at different families, and how family members can show care and love for each other.
- Safety at home -This unit introduces pupils to hazards and risk in the context of the home. It explores strategies for staying safe, including in relation to household products and medicines.
- Being healthy -This unit teaches about healthy lifestyles, including sleep, healthy food and drink choices, physical activity, hygiene routines (including teeth brushing) and sun safety.
- Showing kindness to ourselves and others -This unit revisits learning about feelings, and explores the importance of kindness.

Year 2

- Mental health and wellbeing -This unit builds on the learning in year 1 by exploring a range of feelings and their intensity, and simple strategies to help manage them. The unit also introduces different kinds of change and loss (including bereavement).
- Keeping safe online -This unit explores how online content can impact feelings, and supports pupils to make safe choices about what they watch or share online (including the importance of not sharing personal information).
- Me, my body and staying safe -This unit explores how people change as they grow from young to old. Pupils are introduced to the names of private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe.
- Keeping safe outside the home -This unit builds on prior learning about risk through the context of road and rail safety. Pupils learn what an 'emergency' is and how to get help from an adult in an emergency, or call 999 themselves if they need to.
- Looking back and moving on – This unit is used to consolidate learning – It is also an opportunity to celebrate pupils' achievements and prepare them for the transition to key stage 2.

Year 3

- Me, my friends and belonging -This unit explores themes of personal identity and friendship. Pupils learn ways to make others feel welcome and included
- Mental health and wellbeing - Building on the learning in year 2, this unit develops pupils' bank of self-regulation strategies and provides the opportunity to apply them in new contexts, such as managing worries.
- Building healthy habits -This unit develops pupils' understanding of healthy habits, including healthier food and drink choices, maintaining dental health and regular physical activity.
- Making choices online - This unit explores how to protect information online and make choices about online content, including understanding age ratings
- Keeping safe out and about -This unit supports pupils to identify risk and keep safe in the sun, as well as around railways and water.
- Looking out for each other - This unit explores the basics of first aid, and revisits how to make an efficient call to the emergency services.

Year 4

- Mental health and wellbeing - Building on the learning in year 3, this unit extends pupils' understanding of self-regulation strategies and explores factors that can support wellbeing.
- Exploring ways to manage risk - This unit explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety
- Forming respectful relationships -This unit supports pupils to respond appropriately to conflicts and bullying, and to understand the importance of kindness.
- Me, my body and growing up - This unit focuses on the physical and emotional changes experienced during puberty, and builds pupils' confidence in using the Talk PANTS rule to keep safe.
- Families and growing together - This unit supports pupils' understanding of diverse family structures, and how families can change.

Year 5

- Friendships, stereotypes and bullying -This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views.
- Mental health and wellbeing - This unit revisits and builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing.
- Positively engaging with our world - This unit examines healthy ways of engaging with news stories and the impact that climate change can have on emotions and wellbeing.
- Respecting boundaries - This unit explores personal boundaries, different types of touch, and how to respectfully ask, give or not give permission.
- Safe connections - This unit supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime.
- Embedding healthy habits and learning first aid - This unit supports pupils to recognise the benefits of healthy habits such as sun safety, regular exercise and goal setting. It also covers first aid.

Year 6

- Mental health and wellbeing -This unit revisits and builds on prior learning about mental health, helping pupils to explore strategies that support wellbeing – including in the context of the transition to secondary school.
- Managing money and online spending -This unit explores economic wellbeing and online financial harms (incorporating elements of statutory RSHE) – including targeted advertising and other influences on online spending.
- Changes in puberty (and sex education*) -This unit builds pupils’ understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns.
- Drug education: assessing risk and managing influences -This unit covers legal and illegal drugs, and the risks and effects of legal and illegal drug use.
- Developing our AI literacy -This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use.

* 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 RSHE that occur in the Science curriculum will be assessed through recorded work to establish age-related expectations of knowledge and understanding.