



# Elstree School

Including all of the Pre-Prep Department and Early  
Years Foundation Stage

## PSHE and RSE Policy

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Elstree School is a Company Limited by Guarantee No 690450 (England)

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## **Background**

### **PSHE/ Citizenship /SMSC**

#### **Aim**

The personal and social development of pupils is a fundamental aim of safe guarding and educating our pupils. PSHE and citizenship is the planned learning which the school provides in order to support, enhance and promote the spiritual, moral, cultural, mental and physical development of pupils at the school. It prepares pupils at the school for the opportunities, responsibilities and experiences of later life while instilling fundamental British values into their everyday lives.

#### **Structure**

Elstree School has, like many boarding prep schools, a long tradition of commitment to good quality caring, respect and interpersonal relationships within its close-knit community, the fostering of personal and study skills through small house units, tutor groups and the pastoral and discipline systems, the development of confidence and fulfilment through sport, music, drama and a commitment to moral and spiritual development through collective worship and RS & philosophy, and an outward-looking sense of respect and responsibility towards British society and other communities local and worldwide.

#### **Reasoning**

We have acknowledged the increasing pressures of the aspects of society at large, and consequently, on our microcosm, include PSHE in our curriculum in order to co-ordinate and strengthen the implicit strands of this curriculum area through the school, and develop a PSHE and citizenship programme that would strengthen our pastoral care.

Young people's personal and social development will be influenced by their gender, sexuality, racial, social, physical, mental, cultural or religious background Elstree will aim to create a positive environment in which respect for diversity is valued and access to the curriculum and corporate life of the school is a reality for all pupils. PSHE should help pupils become aware of the barriers that exist in society and enable them to challenge prejudice.

We believe that PSHE play a key role in promoting British values of democracy, the rule of law, individual liberty and the mutual respect and tolerance of those with different faiths and beliefs and for those without faith. From July 2015 all schools have a statutory duty to have due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent Duty.

#### **How**

Because all aspects of life contribute to PSHE a planned whole school approach is essential. Elstree School define aims for PSHE and Citizenship, which will reflect school aims and values. Although this is embedded in the whole school approach our children will acquire skills, knowledge and dispositions to manage self and relationships effectively and make responsible decisions essential for personal and social wellbeing. PSHE and Citizenship

should be a priority for school management and the responsibility of all teachers. Schemes of work for subjects, topics and tutorial programmes should make explicit their contribution to the schools PSHE /RSE and Citizenship topics. Teachers with learning opportunities outside school and extra-curricular activities should show how these areas are supporting PSHE /RSE and Citizenship.

All contributions to PSHE, RSE and citizenship should form a coherent whole. (PSHE and Citizenship is concerned with the process of personal and social development). The school should have a clear view of the outcome of that process- the attitudes, the values, personal qualities and skills which they wish to foster in young people. The knowledge, skills and understanding and learning experiences which enable young people to achieve these outcomes should also be explicit.

**PSHE, RSE and citizen programme should:**

- SMSC- serves as an ever present backcloth to the on-going life of the school whatever a child's religious denomination (however, the school follows a Church of England, Christian based programme of Common worship in terms of Assemblies, Carol services and end of year concerts and services) Help pupils to deal with difficult moral and social questions that arise in their lives, enabling them to embrace British society and the wider world.
- To include responsible decision making.
- Make safeguarding a priority in all the children are taught. Introduce, what grooming means (for older pupils); and understanding the risk from others, including those we know very well;
- We must show respect for all others in society, whatever their background or beliefs
- Make e-safety a priority ,understanding about keeping their own information safe,
- Integrity and commitment- where adults and young people are encouraged to value and are true to the highest ideals.
- Personal relationships – concerns adults and young people alike aiming to set, and being entitled to expect from others, good caring standards of behaviour, marked by respect, responsibility, openness and honesty.
- Discipline- is concerned with critical openness through which all members of the community are encouraged to develop self-discipline. Discipline is not unthinking obedience but rather about the development of positive attitudes to oneself and others resulting in self-induced responsible behaviour.

- Developing all pupils to their fullest potential-encouraging and challenging the very able to develop to their fullest degree, and supporting and enabling less able pupils, and average pupils to value themselves and achieve more than they think they can. Give pupils the knowledge, skills and understanding to play an effective role in society at local, national and international level.
- To enhance our pupils' understanding of themselves, others, their society and their place in the world, in order to be better able to live focused and responsible lives.
- To promote the personal, moral, social, spiritual and cultural development of our pupils, and guide them into developing a healthy and fulfilling life style in order to contribute to life in British society.
- To reflect and contribute to the whole school ethos by encouraging and developing activities throughout the curriculum and beyond it, thereby helping to develop good personal skills for life, positive contributions towards communal life, and responsible, pro-active attitudes towards the needs of communities beyond our own.

## Objectives

Our objective is that a pupil leaving Elstree at the end of Year 8 should be a well-rounded individual, equipped to meet the challenges of the next stage of life. We aim to produce a person who is a confident person, self-directed, an active contributor and a concerned citizen in British society.

In delivering our PSHE curriculum, we are aiming to address every child matters and see the delivery of PSHE as part of our safeguarding aims.

- Be healthy
- Stay safe
- E safety/ keeping their information safe.
- Understand Relationships (RSE)
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing
- Explore Feelings
- Make responsible decisions
- Self-management
- To understand life in British society.

## Implementation

### How

The positive nature of the Elstree community and quality of its community life are embedded in all that is done in the school and, as stated above, meet many of the aims and objectives of PSHE and citizenship. But to enshrine those values and develop them further through the new insights of this curriculum area, the following action has been taken, in line with the QCA Guidelines for provision.

### Discreet curriculum time

The Head of PSHE (**Simon Attwood**) has written a PSHE teaching schedule that runs across both the Pre-Prep (Home Farm) and the prep school. We have a single PSHE lesson to each form throughout the school from Years 1-8.

We plan to have our annual visitors from external agencies and organisations to back up our PSHE programme. For example we hope that our police liaison officer will come once a year to deliver an age appropriate topic to each year group. We have talks on internet safety, disability, drugs awareness, personal safety, knife and gun crime, etc.

### Provision through other activities and events

- We have an enrichment programme on a Saturday morning where a series of varied talks and workshops are delivered to the children in Year 5 & 6 in smaller groups. In addition, we also have whole school talks from visiting speakers or for Years 3 & 4 at other times of the term.
- The extensive provision of extra curriculum activities, day and residential visits, whole school activities, and parent school involvement has been put in place and staff encouraged developing these areas. Over the next academic year we hope to have speakers on the following areas: **Mental Health** (Dick Moore), **E-Safety** (Karl Hopwood) and **Anti-Bullying** (Robert Higgs). The following year we hope to have speakers on: **Food and Nutrition (Summer 24)**, **Neurodiversity (Spring 2024)**, **Fire Safety and First Aid**.
- The existing Assemblies and weekly chapel services continue to give staff, visitors, and pupils the opportunities to explore aspects of the contents of PSHE /citizenship, as well as the religious, moral and spiritual dimensions unique to it all. They applaud, celebrate, encourage and disallow and make a highly significant contribution to the articulation and demonstration of the values that the school wishes to promote and develop. Assemblies are a chance to celebrate and share success within our community.

- Special fund raising events and activities enable us as a community to give to charities. The school supports many local charities and from overseas (PALS, Afghan Connection, The Brain Tumour Trust and Glad's House).
- We hope that as many members of Year 8 as possible hold a specific responsibility in order to learn community service. Children throughout the school hold positions of responsibility e.g. the librarians, etc. There is a specific team assigned to be responsible for recycling and 'Green' initiatives.

### Provision through Pastoral care and guidance

- Form Teachers have daily contact with their groups and meet daily times a week. They play a pivotal role in pastoral care and guidance, but it is the role of every member of the Elstree community, including support staff, matrons, medical staff, groundsmen, etc. Importantly, pupils take an active share in this area, as prefects, having shared responsibilities for certain areas of the school, as Team captains and especially as hosts to younger and/or new pupils.

### Teaching Strategies

- These are varied to suit the subject under consideration, and the strengths of the staff leading the session. Circle time is established in the lower years and well used, as is group work and other interactive approaches.

### Resources

- The Head of PSHE /Citizenship has prime responsibility for resourcing the department, but all staff in the school are welcome to suggest materials, including lesson plans from other sources. The main resources used are: PSHE Association toolkit for KS 1 & 2, PSHE Association Toolkit for KS 3 & 4, Jigsaw, 'Health for life' by Noreen Wetton & Terfor Williams, Your Life 1,2 ' by John Foster and Simon Foster, ;Telling Tales – 'Teaching PSHE through Literacy' and 'Real Health for Real lives' Noreen Wetton and Adrian King. SEAL and 'Your life' John Foster. Essex works. Cambridge RSE scheme.

### Staffing

- All staff in the school contributes to the implicit presence of good Skills of PSHE and Citizenship throughout the school. 'Discrete' teaching is undertaken by **Simon Attwood**, **Sarah Attwood** (in the Prep School), **Rachel Baxter** and form teachers (in Pre-Prep).
- **Simon Attwood** oversees the teaching of PSHE along with other members of staff who deliver PSHE. We liaise closely with Head of Science (**Andrew Brown**) and our school nurse (**Katherine Cook**). Katherine will help support teacher appropriate lessons and backs up our topics with displays in the Medical centre (RSE and Health Education).

### Parents

- We recognise parents and carers have a very important role to play in ensuring these outcomes. We invite them to talks on child development and e-safety.

## **Inclusion and Differentiation**

Teaching and learning styles and classroom organisation are critical to enabling young people to gain a range of personal and social and learning skills. There should be planned opportunities for pupils to work independently or in groups, undertake research, evaluate and assess evidence, discuss issues and apply concepts in new situations.

The style of teaching for this subject makes it particularly accessible to those who may have literacy or numeracy difficulties with other subjects. Differentiation is possible through offering a range of activities in response to a subject. Some pupils may have weaknesses in personal and emotional skills and particular care and sensitivity needs to be shown in order to ensure progression in these areas for them. It is imperative that the head of PSHE works closely with the Head of Learning Development (who also teaches PSHE to the lower years).

## **Ensuring Equality**

We will ensure equality by being sensitive to the emerging and changing needs of our pupil body, and an awareness of the need to adapt over time as the pupil population changes. With reference to the Equalities Act 2010, we will ensure that we strive to do the best for all our pupils, regardless of disability, educational needs, race, ethnic or national origin, sex, gender identity, religion or sexual orientation. Through the RSE programme we will help children to recognise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying and use of prejudice based language). We will give them the tools to be able to respond and ask for help. We assess our pupils' needs through constant communication between all our pastoral channels – boarding house parents, tutors, other boarding staff, matrons, and the wider Elstree community, and review this policy at least every year and more often in the light of an emerging issue.

## **Relation to other Policies**

The Policy most relevant is the school **Safeguarding and Prevent Policy, Equality, Diversity and Inclusion Policy, the Anti-Bullying Policy, Pupils Mental Health and Wellbeing Policy and Promoting Positive Behaviour** which are reviewed annually and is visited regularly with the whole school in various approaches.

Other relevant policies are:

- Equal Opportunities
- Medical Department
- Guidelines for Educational visits
- Health and Safety

In Pre-Prep pupils' personal and social development is promoted through a close relationship with adults, who help them explore new relationships and experiences.

In the EYFS activities and experiences are provided which help children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups and to have confidence in their own abilities.

## **Statutory Framework for the Early Years Foundation Stage**

(Published March 2021 - effective September 2021)

**Personal, Social and Emotional Development** Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

## **Assessment**

We use a variety of methods to evaluate our PSHE curriculum, including end of topic assessments, questionnaires (e.g. on bullying, homesickness, emotional literacy) Feedback groups are run (e.g. school councils, food councils, Eco-Council groups). Evaluation discussions are also held during form tutor groups.

## **Targets for 2023- 2024**

- To review the PSHE scheme and include new resources as appropriate (e.g. moving away from PSHE Association resources and using more 'jigsaw' resources in the Prep School)
- To run workshops on nutrition (using school catering team)
- To oversee the teaching in each year group of PSHE
- To review and update the list of topics on a more regular basis (at the end of each academic year)
- To hold more regular departmental meetings.
- To review and update our assessment processes (using more formal end of topic test to check knowledge and understanding).
- To use the expertise of the medical centre on a more regular basis (as appropriate).
- To continue to provide talks from outside speakers to enrich the PSHE programme throughout the school.
- To continue to develop links with our local community.
- To continue to encourage links with overseas charities.
- Introduce talks on road safety.
- Continue with NSPCC Online Talks: 'Speak Out, Stay Safe!' (delivered to Year 5 & 6 Spring Term 2022)



## Curriculum–Enriching Activities and PSHE /Citizenship

These are activities that happen in the course of life at Elstree, and contribute to delivering the aims of the PSHE /Citizenship mission statement recorded at the beginning of this document. Some are formally structured sessions, addressing specific PSHE /Citizenship themes. Others are on-going practices of the school which either give practical experiences in, for example, relationships and responsibilities, or deliver particular elements of the subject's specific content. Some are listed which relate across the board to all years.

- **Weekday Assemblies, Chapel services and Sunday services**  
Led by the Headmaster and various members of staff or visiting speakers, examine themes from PSHE /Citizenship and TPR, drawing on pupils' experiences, current affairs and literary/religious texts.
- **Special Services** e.g. Remembrance services, taken by pupils reflecting their own research. Grandparent services, Harvest festivals etc.
- **Weekly form assemblies** offer pupils an opportunity to explore a PSHE topic and present it to the school.
- **Form Tutor Periods** enable pupils to discuss strategies and to address matters of personal, social and study skill concern within a defined small group. Grades can be discussed and targets set. Covering specific topics as mentioned early once a week.
- **Pupil records** each child will record their target settings in their pupil handbook and then a review will be made at the end of each term, on their achievements activities and reflections of the term. This requires the skill of reflection and an ownership of their endeavours and successes.
- **Pupils guiding Visitors and New children** Pupils of all years are called upon to show visitors around the school, developing confidence, abilities to reflect and communicate a sense of pride in their community and the practice of good social skills.
- **Companions to new pupils** Children of all ages act as hosts to new pupils visiting the school. This requires a thoughtful, empathetic response to the new children, and sponsors a sense of a co-operative community acting for each other's good, within the school. It aids the integration of new children, breaking down barriers between them and the children already integrated in the school.
- **Food Committee** a selected group of children from each house who represent the thoughts and wants of others.
- **School Council** As with the food committee this group of children represent the house and their ideas for change within the school
- **Eco Committee** the children lead this group in looking at environmental issues that they feel need addressing within the Elstree community.

- **Boarding Council** the children elect their boarding representatives within the boarding house to voice their ideas and suggestions.
- **Outings** There are many outings at Elstree which enhance the children's awareness to the outside world.
- **Debating Society** There is a very active debating society which teaches the children to debate topical issues and introduces them to questioning and voting.
- **Activities** Many of these options, offered throughout the week, offer opportunities for self-development, skills acquisition, interpersonal co-operation and closer staff pupil interaction.
- **Talks on E safety** Karl Hopwood talks to the school on e-safety and the dangers of grooming (e.g. Spring 2023)
- **Talks about Relationships** from 'IT Happens' to Year 7 (Parents and Staff sessions for 2023-2024).
- **Giving to Charities** Much is made of the fortunate position the children are in and we encourage every opportunity to do something proactive, e.g. supporting Haiti earthquake, chestnut tree hospice, sparks charity, war veterans etc.
- **Outdoor Activities** A strong programme of outdoor activities helps to improve the inter-personal skills and self-esteem of each and every child.
- **Elstree Award** each member of the Year 5, 6 and 7 has to participate in this scheme in which they receive a certificate of different levels depending how much they have contributed to the school community,
- **Team building** the whole school spends a morning off timetable doing a series of team building challenges (at the start of the Autumn Term).
- **Responsibilities** All children in Year 8 choose a responsibility which they are expected to carry out throughout the term. There are other responsibilities such as Librarians, representatives on committees. e.g. the Eco Committee.

Young people's personal and social development is a continuous process and does not proceed uniformly or at an even pace. There are however certain recognisable stages. Children move from self-centeredness toward the acceptance of other viewpoints, from a minimal sense of social obligation towards and understanding of the need for rules from impulsive through confirming towards autonomous behaviour. By the end of Year 8 young people should be developing their own understanding of responsibilities and commitments in their personal lives and to the wider social and moral issues which encounters young adults.

In the early years of primary school pupils' personal and social development is promoted through a close relationship with one adult, the class teacher who helps them explore new relationships and experiences. As pupils progress, the importance of group activity increases. Whilst continuing to require an environment that offers security and stability, young people

need an increasingly wide range of personal ,social and learning experiences that lead to a greater understanding of social and moral issue

## Syllabus for years 1-8

Autumn Term	Spring Term	Summer Term
Being Me in My World Celebrating Difference	Healthy Me Changing Me	Relationships Dreams and Goals

## Relationship and Sex Education (RSE) Policy

### Aims

In accordance with the school's PSHE policy, the aim and objective of RSE at our school is to help and support young people through their physical, emotional and moral development. An effective programme will be stimulating and provide supportive learning in an environment in which young people learn how to respect themselves and others and move with confidence from childhood through adolescence into adulthood. This is supported by the school's existing PSHE framework.

Effective RSE will develop the following individual skills:

- Valuing yourself as a unique individual
- Keeping oneself and others healthy and safe
- Communication
- Decision making and assertiveness
- Knowing how and where to gain relevant information
- Understanding the influence of sexualisation in society today and actively promoting FBV.

### Partnerships with parents and carers

The school recognises and appreciates the role of the parent/carers as the main provider of RSE. The programme of RSE at school aims to build on the foundations already laid down at home.

All parent/carers of children receiving RSE at school will be given the opportunity to review the content of the RSE Programme of Study. Feedback from parents will aid the review of the RSE policy and programme where relevant. Additionally, information regarding the

content of lessons and topics being taught in specific lessons are made known to parents prior to the teaching block of lessons so further communication can continue in the home.

The basic biological aspect of reproduction is taught within the science curriculum: these lessons are statutory. However, if a parent/ Carer wishes to withdraw their child from the Sex Education content in PSHE Lessons, they need to have a discussion with the headmaster so that he can be made aware of the reasons and what provision of alternative arrangements is planned.

## **Moral and values framework**

The focus on teaching RSE is within the context of relationships with the aim to develop self-esteem, emotional wellbeing and the ability to form and maintain worthwhile and satisfying relationships.

## **Religion and Ethnicity**

Elstree is fairly diverse in religious, ethnic and cultural terms, we seek to recognise and celebrate the diverse beliefs of our religious diversity within the community. The RSE lessons delivered will reflect the above statement.

## **Organisation of RSE**

Aspects of RSE are taught within TPR, PSHE and Science classes. The school nurse will help deliver various lessons along with the designated PSHE teachers. The lessons will work within the framework of our school policies and values and moral framework of the school.

A RSE needs assessment in accordance with the appropriate key stages of the National curriculum is carried out and analysed, providing a platform on which a programme of classes for each individual year group can be taught.

The RSE programmes are delivered using experiential, interactive and age appropriate teaching methods, to fully engage individuals in the learning process. Group forming, class ownership as well as gender segregated classes form part of this learning method.

RSE can be an emotive subject. And it is important to ensure children are working in a healthy and safe environment, where integrity is protected, respected and valued. As a vital part of the class ownership is based on creating a healthy and safe studying environment using a working agreement with the children. The working agreement is known as 'Ground rules'. The creation of this agreement is a result of a thorough discussion with the children prior to any RSE. The agreement will continuously be referred to throughout the course of RSE lessons and include consequences such as warning and exclusion from RSE if the working agreement is compromised.

## RSE Policy - Appendix I

### DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' Area of Focus

<b>Families and people who care for me</b>	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 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. (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples)
	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
	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. (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<b>Caring friendships</b>	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.
<b>Respectful relationships</b>	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.
<b>Online Relationships</b>	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.
<b>Being Safe</b>	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 e.g. family, school and/or other sources.

## Relationships (and Sex) Education Curriculum Appendix 2

<b>Year groups:</b>	<b>Main Teaching Topics:</b>
<b>Reception</b>	<p>The difference between living and non-living things</p> <ul style="list-style-type: none"> <li>• The cycle of life (parents, grandparents etc)</li> <li>• Keeping safe, people to trust</li> </ul>
<b>Year 1</b>	<p>All living things originate from other things</p> <ul style="list-style-type: none"> <li>• Introduction to life cycles</li> <li>• Children's own development from a baby (growth and change)</li> <li>• Relationships (parents, siblings, friends etc)</li> <li>• What makes a good friend</li> </ul>
<b>Year 2</b>	<p>Differences between male and female: physical, including correct body part names (discrete session)</p> <ul style="list-style-type: none"> <li>• Differences between male and female other than physical</li> <li>• Challenging gender stereotypes</li> <li>• Personal identity and self-esteem</li> <li>• Social change, becoming more independent and considering others</li> <li>• Keeping safe/appropriate and inappropriate touching (discrete session), the right to say no: P.A.N.T.S.</li> </ul>
<b>Year 3</b>	<p>Process of change – developmental milestones, strengths and character traits</p> <ul style="list-style-type: none"> <li>• Personal development – physical and in taking responsibility, making choices</li> <li>• Relationships including friends, parent and family</li> <li>• Roles and characteristics of different family groups and members</li> <li>• Keeping safe, privacy, modesty</li> <li>• Keeping safe/appropriate and inappropriate touching (discrete session), the right to say no: P.A.N.T.S.</li> </ul>
<b>Year 4</b>	<p>Responsibility and commitment of parenthood</p> <ul style="list-style-type: none"> <li>• Importance of secure relationships and family life</li> <li>• Conception and fertilisation (male and female needed to make a baby)</li> <li>• Development of babies inside the womb and the importance of the mother's health</li> <li>• How a baby is born</li> <li>• Keeping safe/appropriate and inappropriate touching via 'Speak Out, Stay Safe!' NSPCC</li> </ul>
<b>Year 5</b>	<p>Change as a part of life</p> <ul style="list-style-type: none"> <li>• Puberty for girls</li> <li>• Puberty for boys</li> <li>• Feelings associated with puberty, physical and emotional changes</li> <li>• Relationships and friendships</li> <li>• Importance of a healthy diet, exercise, hygiene and sleep</li> </ul>
<b>Year 6</b>	<p>Consolidation of puberty, sexual intercourse, conception and birth</p> <ul style="list-style-type: none"> <li>• Hygiene, healthy diet and exercise</li> <li>• Changing Relationships</li> <li>• Expectations and stereotypes</li> <li>• Loss and change (leaving childhood and becoming an adult)</li> <li>• Keeping safe; recognising and dealing with inappropriate behaviour</li> </ul>

<b>Year 7</b>	<p>Body image and self-esteem</p> <ul style="list-style-type: none"> <li>• Emotional changes in puberty</li> <li>• How sex and relationships are presented in the media</li> <li>• Positive values and moral framework to guide decisions, judgement and behaviour</li> <li>• Emotions – relationships with parents</li> <li>• Understand consequences of behaviour</li> <li>• Changing relationships and friendships (peers + parents)</li> <li>• Peer pressure</li> <li>• The different types of committed, stable relationships</li> <li>• How stereotypes can cause damage</li> <li>• That everyone should be treated with respect</li> <li>• Online risks, not to provide information they would not want shared further</li> </ul>
<b>Year 8</b>	<ul style="list-style-type: none"> <li>• Revisit emotional and physical changes</li> <li>• Review of loss of childhood/moving into adulthood</li> <li>• Managing greater independence – responsibilities and pressures</li> <li>• Peer pressure – relationships and friendships, social pressures</li> <li>• Well-being during adolescence</li> <li>• Rights and responsibilities of adolescence</li> <li>• How the law applies to sexual relationships</li> <li>• Pornography and Presentation in the Media</li> <li>• The argument for delaying sexual activity</li> <li>• The reasons for having protected sex</li> <li>• How to access advice and support</li> <li>• The legal status of marriage</li> <li>• How information is generated, collected and shared online</li> </ul>



## **Assessment and Evaluation of RSE**

The teaching is based on continuous evaluation and monitoring through pupil assessment and reflection. This will aid the children's understanding of RSE and ensure the programme remains sustainable.

Assessment is a process through which judgements are made about an individual's learning and development. Evaluation is a process through which judgements are made about how effective particular teaching approaches, activities and materials meet specific learning objectives.

RSE is a difficult topic to assess; this will be approached as an on-going process involving a range of techniques and activities involving self-review, reflection and teacher observation.

## **Confidentiality**

The Designated Safeguarding Lead will brief the staff designated to deliver RSE to make sure they are aware of expectations regarding the correct practice and how to respond to issues that may relate to Child protection issues.

Pupils may ask questions or seek information, which may be of a sensitive nature. These questions need not be answered directly, but may be addressed individually later, possibly after consultation with the appropriate member of staff.

Teachers should **not** share their personal experiences of specific aspects of RSE. Teachers should **not** give an answer where they are not sure it is right to do so but must make sure they have access to the relevant information if appropriate.

2<sup>nd</sup> May 2023