



RSE PARENT/CARER
PRESENTATION
SEPTEMBER 2024



By the end of primary school, all children should know...

Relationships Education	Health Education
<ul style="list-style-type: none">- Families and people who care for me.- Caring friendships.- Respectful relationships.- Online relationships.- Being safe.	<ul style="list-style-type: none">-Mental wellbeing.-Internet safety and harms.-Physical health and fitness.-Healthy eating.-Drug, alcohol and tobacco.-Health and prevention.-Basic first aid.-Changing adolescent body (including menstruation).

What is RSE?

Relationships and Sex Education is learning:

- Emotional, social and physical aspects of growing up, relationships, sex, human sexuality and health delivered in an accurate and age-appropriate way.
- Equip children with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships. To celebrate our sexuality and take responsibility for our own health and wellbeing both now and in the future.
- How to stay safe on and offline in the digital world in which people live.
- How our bodies change and grow during adolescence. Sex education enables children and young people to acquire knowledge about the body, reproduction and how a baby is made.

KS1 RSE Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
EYFS	Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.	Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.	Pupils understand that there are similarities and differences between everyone and can celebrate this.	Pupils can recognize what they like and dislike and feel empowered to make real, informed choices.	Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.	Pupils can identify the special people in their lives, what makes them special and how special people care for one another.
Year 1	Pupils can communicate about feelings, to recognize how others show feelings and know how to respond.	Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.	Pupils understand the importance of listening to other people, to play and work collaboratively including strategies to resolve simple arguments through negotiation. Pupils can discuss what fairness means.	Pupils can identify and respect the differences and similarities between people. Pupils can participate in discussions about issues that affect self, others, and the wider world.	Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others. Pupils understand that they have right and responsibilities in class and school.	Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.
Year 2	Pupils can recognise and celebrate their strengths and achievements and set simple but challenging goals. Pupils can recognise what contributes to self-identity and belonging.	Pupils can recognise how they grow and will change as they become older.	Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable. Pupils can recognise similarities and differences. Pupils can demonstrate an awareness of, and pride in, their own individuality.	Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another one of them. Pupils can identify different points of view and consider their merits.	Pupils understand and can judge what kind of physical contact is acceptable, comfortable, and uncomfortable and how to respond. Pupils understand that they have basic human rights and that some people have these denied.	Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried, or afraid.

KS2 RSE Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Year 3	Pupils can identify their personal strengths and set aspirational goals for themselves, understanding how this contributes to and builds self-esteem.	Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.	Pupils can recognise a wide range of relationships, including attributes of positive, healthy relationships.	<p>Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.</p> <p>Pupils can begin to identify bias and opinion.</p>	<p>Pupils understand the right to protect their body from unwanted touch.</p> <p>Pupils can identify their own rights (e.g., UN Convention on the Rights of the Child), those of others and who is responsible for rights being met.</p>	Pupils can identify the difference between secrets and surprise, knowing when it is right to break a confidence and share a secret.
Year 4	Pupils can recognise and respond to a wide range of emotions in themselves and others and know ways to respond.	Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.	Pupils can judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.	<p>Pupils recognise that differences and similarities between people arise from a number of factors including family types and personal identity.</p> <p>Pupils can identify some causes and effects of conflict at all levels from personal to global.</p>	Pupils know 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 making the decision freely for themselves.	Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.

KS2 RSE Curriculum

<p>Year 5</p>	<p>Pupils can anticipate how their emotions may change as they approach and/or move through puberty.</p> <p>Pupils can discern how people are feeling through their words, body language, gestures, and tone.</p>	<p>Pupils can anticipate how their body may change as they approach and/or move through puberty.</p>	<p>Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.</p>	<p>Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.</p> <p>Pupils can recognise how different backgrounds, beliefs and personalities affect behaviour and world views.</p>	<p>Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared easily and without their permission.</p> <p>Pupils can evaluate media and other sources for bias, stereotypes and range of voices and perspectives.</p> <p>Pupils can discuss some causes and effects of poverty and inequality (including gender inequalities) at local, national, and global levels</p>	<p>Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk to about what they have seen.</p> <p>Pupils can recognise personal strengths and weaknesses.</p>
<p>Year 6</p>	<p>Pupils can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves.</p> <p>Pupils can evaluate ways in which own emotions, words and behaviour can affect people both locally and globally.</p>	<p>Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct, scientific terms to describe the male and female organs.</p>	<p>Pupils realise the nature and consequences of discrimination, including the use of prejudicial based language.</p>	<p>Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).</p> <p>Pupils know the impacts of stereotyping, prejudice, and discrimination and how to challenge these.</p> <p>Pupils know the importance of language, beliefs, and values in cultural identities.</p>	<p>Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help to prevent this.</p> <p>Pupils can identify, explore, and discuss examples of conflicts past and present in own society and others.</p> <p>Pupils can discuss importance of resolving conflict fairly and develop a range of strategies to resolve some personal conflicts fairly.</p>	<p>Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support.</p>

Key values underpinning a whole school approach to RSE

Compassion, Responsibility and Courage

Horsford's vision is to create a school where every child and adult has self-belief and the opportunity to be the best they can be, fostered through a sense of belonging, of being valued and with respect for individuality. We will be defined by who we are and what we do.

RSHE is underpinned by a clear set of embedded values and principles that complement our schools' ethos and permeate through the teaching practice, resources and classroom management of RSHE lessons.

RSE delivery

RSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world

Further support/guidance for parents and carers:

The following information is on the school website:

Personal, Social, Health Economic Education (which includes Relationships and Sex Education and Mental Health) Curriculum Map.

Growing up- Body Changes and Puberty <https://sway.cloud.microsoft/JvGiXQymyR1E555h?ref=Link>

Policies on RSHE (Relationships, Health and Sex Education) Policy and Appendix to SRE Policy), Anti-Bullying Policy and Safeguarding policies.

Useful links online:

[Department for Education: Relationship Education, RSE FAQs](#)

[Department for Education: Relationships and Sex Education, Guide for parents](#)

Parents right to withdraw

Parents/carers wishing to exercise the right to withdraw their child can do so from any or all sex education lessons, **however all relationship and health education lessons are statutory. All Science lessons, including human conception, is also statutory.**

All withdrawal requests should be made in writing to the Headteacher.