



SUBJECT: PSHE RSE (Relationship & Sex Education)

SUBJECT LEADER/S: Mrs Watson and Mrs Longden

START OF THE YEAR POSITION STATEMENT

Previously classes have followed Barnsley scheme of work for SRE. This year Classes are to follow school scheme of work that follows the progression outlined in this document which has been developed using current PSHE Association guidance reflecting the Statutory content for SRE that is to be taught to Primary age children. This progression document outlines the SRE content that will be taught in the Summer term after parents have been informed through a letter and an opportunity has been provided for them to meet with school leaders to discuss the content of the SRE curriculum to answer any questions and concerns they may have.

Throughout the Year classes follow the Incredible me! PSHE scheme and this covers statutory curriculum content for Health, Relationships and Wellbeing so the SRE content should build on previous learning.

SUBJECT OVERVIEW

Year Groups	Autumn Term	Spring Term	Summer Term	<u>Vocabulary</u>
EYFS	To engage in play that develops discussion around health, wellbeing and naming body parts through role-play scenarios; such as doctors, baby clinic role play scenarios. To identify Similarities and differences between peoples appearances as well as families and cultural identity. To name parts of the body and enjoy songs, stories, rhymes and role-play that help to teach these words. To know about healthy practices; such as hand washing, hand over mouth when coughing, not sharing cups etc with others to prevent the spread of germs. To understand that some parts of our body are private and that we should respect the privacy of others. Talk using the NSPCC pant a saurus about keeping private. To know what the word private means. To know what it means to show respectful behaviour by listening to others and using kind hands and words. To know adults who they can trust and what it means to trust those adults.			Main body parts Families, relationship, same, similarities, difference, differences, boy, girl, man, woman, baby, toddler, child teenager, adult
YEAR A Y R/1, Y1 & Y2	We teach about 'Families' and children talk about their families so as to understand that all families are different but that they all love and care for one another. We use story books that show a wide range of family structures, including families with two mums and two dads.			<u>Naming parts of the body</u> To begin to identify and label parts of the body To use correct terminology for body parts To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private about how to respond if physical contact makes them feel uncomfortable or unsafe
YEAR B Y R/1, Y1 & Y2	<ul style="list-style-type: none"> 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, how important friendships are in making us feel happy and secure, and how people choose and make friends. that people sometimes behave differently online, including by pretending to be someone they are not. 			<u>Naming parts of the body</u> To begin to identify and label parts of the body To use correct terminology for body parts To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private about how to respond if physical contact makes them feel uncomfortable or unsafe



	<ul style="list-style-type: none"> 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. 		
YEAR A Y2/3 & Y3	<p>We continue to emphasise that other people's families may not be the same as our own, but that is ok and that even though they are different their love and care for one another is what is important, and that we respect one another's differences. We talk about the range of family structures, which might include families with one parent, parents who are married or in civil partnerships, parents that are not married, parents who are divorced and where children might have step parents, children who are living with relatives such as aunts and grandmothers, children who are fostered or adopted, or families where the parents are the same sex.</p> <ul style="list-style-type: none"> The importance of spending time together and sharing each other's lives. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties 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. 	<p>To name the external parts of the body, including the correct names for sexual parts</p> <p>To know the need to attend to personal hygiene</p> <p>To know that safe routines can stop the spread of viruses</p> <p>To recognise the pressure of unwanted physical contact</p> <p>To understand ways of resisting unwanted physical contact</p>	<p>Feet, fingers, hands, vagina, mouth, thumbs, penis, eyes, tummy, legs, arms, knees</p> <p>Personal, hygiene, wash, virus, germs, physical contact, Rights, good touch, bad touch,</p>
YEAR B Y2/3 & Y3	<p>We continue to emphasise that other people's families may not be the same as our own, but that is ok and that even though they are different their love and care for one another is what is important, and that we respect one another's differences. We talk about the range of family structures, which might include families with one parent, parents who are married or in civil partnerships, parents that are not married, parents who are divorced and where children might have step parents, children who are living with relatives such as aunts and grandmothers, children who are fostered or adopted, or families where the parents are the same sex.</p> <ul style="list-style-type: none"> The importance of spending time together and sharing each other's lives. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties 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. 	<p>To understand that the human life cycle includes reproduction and growth</p> <p>To know the needs of babies and young people. Ways in which they are like and different from others</p>	<p>Life cycle, growth, reproduction, human, boy, girl, man, woman, baby, toddler, child teenager, adult, development</p>



	<ul style="list-style-type: none"> 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. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 		
YEAR A Y4, Y4/5 & Y5	<ul style="list-style-type: none"> 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 for them. 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. 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. 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 <ul style="list-style-type: none"> the conventions of courtesy and manners. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	<p><u>Growing up and staying healthy (science)</u> Y4&5 – Animals including humans</p> <p>To say how we have changed from being a baby to now</p> <p>Know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, Know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>To be able to name the parts of the body that need special attention to hygiene</p>	<p>ANIMALS INCLUDING HUMANS</p> <p>foetus embryo womb gestation baby, sperm, semen, ovaries, fallopian tubes, womb, uterus toddler teenager elderly growth development puberty</p>
YEAR B Y4, Y4/5 & Y5		<p><u>Growing up and staying healthy (science)</u> Y4&5 – Animals including humans</p> <p>To identify the changes in males and females during puberty. To recognise the importance of good hygiene during puberty</p>	<p>Penis, testicles, scrotum, vagina, breasts, pubic hair, menstruation, periods, puberty, develop,</p>



	<ul style="list-style-type: none"> 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. 		
YEAR 6	<p>Pupils learn that there are different types of romantic relationships, and that these can be between couples of the same, opposite and different sex. They learn a basic meaning of words such as heterosexual, gay and lesbian, bisexual and transgender.</p> <p>We cover all types of bullying and discriminatory language: bullying based on race, religion, disability, gender and gender identity. They also learn what homophobic, biphobic and transphobic bullying mean and that our School does not tolerate the insulting or derogatory use of the words lesbian, gay, bisexual or transgender. Pupils learn about the impact that bullying and discriminatory language have on people, how these can cause both societal and mental health problems and what we can do to prevent this happening.</p> <ul style="list-style-type: none"> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. marriage including both opposite sex and same sex couples. 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. 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 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 	<p><u>Growing up and staying healthy (Science)</u></p> <p>Y6: Animals including humans evolution and inheritance</p> <p>Know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>To understand the significance of our peer group and the strength of its influence. To develop skills to manage and cope with these changes Know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction That female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.</p> <p>To be aware that adults may have a sexual relationship To understand that after sexual intercourse it takes 9 months for a baby to develop To know how a baby is born at the end of a pregnancy</p> <p>To understand that sexual intercourse has to happen for conception to occur, but sexual intercourse does not always result in conception. To gain basic knowledge about different methods of contraception. To understand the concept of infection and routes of transmission</p> <p>To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact To know about seeking and giving permission (consent) in different situations To know about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret To know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this To know where to get advice and report concerns if worried about their own or someone else's personal safety (including online) To know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health To recognise that certain situations may be risky / unsafe.</p>	<p>Behaviour, respect, tolerance, emotions, feelings, acceptable, unacceptable, influence, peers</p> <p>Puberty, hormones, sweat, spots, penis, testicles, scrotum, urethra, breasts, uterus, fallopian tubes, ovaries, vagina, clitoris Period, puberty, womb, birth, pregnancy, sexual intercourse. genitals</p> <p>heterosexual, gay and lesbian, bisexual and transgender</p>



	<ul style="list-style-type: none">• 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	<p>To identify possible dangers of internet chat rooms</p> <p>To recognise and learn to resist unwanted touches – physical contact.</p> <p>To understand the term ‘grooming’ and the potential risks.</p> <p>To identify adults they can trust and who they can ask for help when things go wrong.</p>	
CURRICULUM DELIVERY INFORMATION			
<p>Content will be taught by class teachers in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful to include time when single sex groups can discuss issues with a teacher of the same gender. When we teach the biological aspects of science, puberty (Year 5 and 6) and Sex Education (Year 6), we provide a question box so that pupils can anonymously ask questions, and these are then answered by the class teacher. Also teacher must consider the sensitivities of SEN pupils or other children in their class that might need an individualised plan based on their needs.</p> <p>If differentiating learning for pupils ensure that they are able to access the same key learning as others in a way that is appropriate for their needs rather than giving them less to learn.</p> <p>Teachers may also prefer to work with and be supported by colleagues to deliver aspects of the curriculum.</p> <p>Each lesson should begin with a baseline assessment to gauge the children prior knowledge, understanding, skills, beliefs and attitudes. The lessons should finish with an end point assessment opportunity to allow pupils to demonstrate their progress and inform future teaching.</p>			
ENRICHMENT/WIDER OPPORTUNITIES	Nurse visit		



SUBJECT ACTION PLAN

Whole school SIP priorities:

Priority 1 LEADERSHIP AND MANAGEMENT	1:1	To ensure that curriculum leaders at all levels are making improvements in the quality of planning, teaching and learning in their curriculum area, through curriculum design.
	1:2	To develop and strengthen the full Governing Body to ensure that they are supporting and challenging school leaders to secure improvement.
Priority 2 QUALITY OF EDUCATION	2:1	To ensure quality Wave 1 teaching to ensure rapid progress and higher attainment for all.
	2:2	To ensure that outcomes in the Y1 PSC are at 86%+ (attainment autumn 2021).
	2:3	To improve the teaching, learning and achievement in writing, so as attainment and progress is in line with or above national outcomes 2023.
	2:4	To improve outcomes in Mathematics by ensuring pupils who need to catch up will do so rapidly through effective, early intervention strategies and improved teaching standards.
Priority 3 PERSONAL DEVELOPMENT	3:1	To ensure that effective 'Incredible Me!' support and the rigorous tracking of progress, results in positive emotional mental health and well-being of children, enabling them to engage in learning and keep up.
	3:2	To continue to develop the children's understanding of the importance of physical exercise and competitive sport in adopting a healthy lifestyle and how this links significantly to a positive mental health mindset and wellbeing.
Priority 4 BEHAVIOUR AND ATTITUDES	4:1	To ensure the attendance of all pupils is in line or better than national and Pupil Premium children are in line with other pupils (must be read in conjunction with Trust Attendance Policy).
Priority 5 EARLY YEARS FOUNDATION STAGE	5.1	To ensure the attainment of children in EYFS in 2023 is in line with or above the LA and NA averages.

Objective	Success Criteria	Actions Required	Impact with Evidence
Ensure all classes are teaching content and progression specified in Sex, Relationship Education overview	That the progression document and scheme for SRE is being followed throughout school.	Monitoring in the Summer term	Evidence in Incredible me folder that content has been covered.
To inform governors and parents of the SRE curriculum.	To share the progression document with Governors. To hold parent consultation in the Summer term	Governors to evaluate progression document and scheme. Parent meeting in Summer term to share/discuss SRE curriculum.	Progression document, scheme to be used that has been created with the consultation of relevant parties.
Develop further assessment system. How to assess for greater depth?	That the whole school Incredible me!/PSHE assessment tracker is being updated in the Summer term.	Monitoring of the assessment tracker	Updated tracker, evidence in pupil folders that links to the SRE objectives.
Audit and update resources	- All teachers will have the resources and equipment they need to deliver the SRE curriculum	New schemes/resources prepared for the Summer term for teachers.	Evidence in Incredible me folder that content has been covered. Staff audit on how well they felt the delivery of their SRE sessions went in the Summer term, evaluation of the effectiveness of the resources and scheme.

MONITORING 2022-23



	AUTUMN	SPRING	SUMMER
Monitoring Planned		.	
Areas of Strength	.	.	
Areas for Development			
END OF YEAR POSITION STATEMENT			