

# RSE Parent Consultation

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RSE at St Bartholomew's

# Why the curriculum at St Bartholomew's has changed

- Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on 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.
- The Children and Social Work Act 2017 introduced a new legislation on Relationships Education, Relationships and Sex Education, and Health Education in Schools.
- Safeguarding Children is at the heart of Relationships and Sex Education.



# Why is RSE important?

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- High quality RSE helps create safe school communities in which students can grow, learn, and develop positive, healthy behaviour for life, and for the following reasons:
- RSE plays a vital part in schools fulfilling their statutory duties to protect and safeguard their students. Ofsted is clear that schools must have a preventative programme that enables students to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their students' wellbeing and under the Education Act (2002) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on students' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.
- Technology is evolving at a tremendous pace. The need to protect children and young people from inappropriate online content, cyber-bullying and exploitation is a growing concern. A comprehensive RSE programme can support in addressing these issues.

## Physical and Mental Health and Wellbeing

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In primary school the focus should be on teaching the characteristics of good physical health and mental wellbeing. By embedding these principles teachers should be able to address issues such as isolation, loneliness, unhappiness, bullying and the negative impacts of poor health and wellbeing.

- The aim of teaching pupils about physical health and mental wellbeing is to give them information they need to make good decisions about their own health and wellbeing with a clear focus on reducing stigma attached to health issues.
- Physical Health and Mental Well Being Teaching in Primary include learning units around Mental Wellbeing, Internet Safety and Harms, Physical Health and Fitness, Drugs/Alcohol/Tobacco/Basic First Aid/Changing Adolescent Body)

## What does RSE at St Bartholomew's look like?

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It is age appropriate

Based on the needs of the pupil

Progressive

Inclusive

Promotes positive relationships

Prepares children for puberty and adult life

## The main aims for Year 1-6 are:

- To understand how to have a healthy positive relationship- friends, family etc, including online
- To enable pupils to be taught about positive emotional and mental wellbeing, including friendships that support mental wellbeing.
- To develop a healthy understanding of themselves and others
- To help them to become confident in who they are.
- To recognise similarities and differences between males and females.
- To understand the life cycles of different animals including humans.
- Year 6- to know about reproduction including pregnancy and conception.

## Science Curriculum

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As part of the Science Curriculum we teach the following statutory objectives that build understanding about growth and reproduction

- Year One - identify, name, draw and label the basic parts of the human and say which part of the body is associated with each sense
- Year Two- notice that animals including humans have offspring which grow into adults. They should not be expected to understand how reproduction occurs.
- Year Five and Six- describe the life process of reproduction in some plants and animals. They will learn about changes experienced in puberty.

# Relationship and Sex Education

Year 1	Year 2	Year 3
<ol style="list-style-type: none"> <li>1. Setting a simple personal goal</li> <li>2. Keeping clean</li> <li>3. Looking after our teeth</li> <li>4. Staying healthy</li> <li>5. RSE – Growing and changing</li> <li>6. RSE – Families and care</li> </ol>	<ol style="list-style-type: none"> <li>1. Being unique</li> <li>2. Making change happen</li> <li>3. Changing our behaviour</li> <li>4. RSE – differences: boys and girls and naming the body parts</li> <li>5. RSE: differences: male and female</li> <li>6. RSE: to understand the lifecycle of a frog or chick</li> </ol>	<ol style="list-style-type: none"> <li>1. RSE – Differences: male and female</li> <li>2. RSE – Personal space</li> <li>3. RSE – Family differences</li> <li>4. Feeling happy</li> <li>5. Staying healthy</li> <li>6. Overcoming barriers to reaching goals</li> </ol>
Year 4	Year 5	Year 6
<ol style="list-style-type: none"> <li>1. Wishes, hopes and dreams</li> <li>2. Positive change</li> <li>3. Unwelcome change</li> <li>4. RSE - growing and changing</li> <li>5. RSE - body changes</li> <li>6. RSE - what is puberty</li> </ol>	<ol style="list-style-type: none"> <li>1. RSE – talking about puberty</li> <li>2. RSE – male and female changes</li> <li>3. RSE – puberty and hygiene</li> <li>4. The concept of well-being</li> <li>5. Being an effective learner</li> <li>6. Role models</li> </ol>	<ol style="list-style-type: none"> <li>1. RSE – puberty and reproduction</li> <li>2. RSE – relationships and reproduction</li> <li>3. RSE – conception and pregnancy</li> <li>4. RSE – being a parent</li> <li>5. Common responses to change</li> <li>6. Transition and moving on</li> </ol>

# RSE Primary Expectations

## RSE Primary Expectations

This is an outline of what pupils should know by the end of primary school

### Families and people who care for me

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 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.

how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

# RSE Expectations

## Caring Friendships

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, 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, how to manage these situations and how to seek help or advice from others, if needed.

# RSE Expectations

## Being Safe

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 self and for 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.

# RSE Expectations

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## Changing Adolescent Body

Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes

about menstrual wellbeing including key facts about the menstrual cycle.

# Vocabulary and Terminology

	Will be used The words and phrases below will be used by adults and children in the teaching and learning process.	Will be referred to Some vocabulary will be used to support teaching and learning, especially about the use of appropriate language.	May arise We do not plan to teach but it but language may arise e.g. to re-visit some learning, to clarify or re-teach some aspects.
Reception	Family, relationship, love , caring, These words will be used in all year groups	Penis, vagina, testicles, These words will be used in all year groups	
Year 1	Marriage, loving, caring,	Gay- all year groups to address inappropriate use	
Year 2			
Year 3			
Year 4			
Year 5	Conception, Pregnancy, Birth, Ovary, Ovum, Egg, Fallopian tube, Womb, Uterus, Menstruation, Puberty, Period, sperm, sexual, sexual intercourse, genitals, pubic hair, foetus, embryo, placenta, consent, zygote, foetus,		
Year 6	Epididymis, Puberty, period, vagina, vulva, labia, testosterone, oestrogen, penetration, consent, heterosexual, gay, transphobic, transphobia, lesbian, bisexual, LGBT+, homophobia, transgender, ejaculation, urethra, menstruation,	Conception, Pregnancy, Birth, Ovary, Ovum, Egg, Fallopian tube, Womb, Uterus, Make love, Wet dream, erection,	
*Some words may be used as and when they are appropriate, regardless of age.			

# What next...

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- Look at the RSE policy and other documentation on the school website
- Provide feedback by answering the consultation questions in the questionnaire. This can be accessed by clicking on the link below.
- We look forward to receiving your responses
- [Questionnaire Link](#)