



Relationships and Sex Education (RSE) Curriculum

Intent

At West Earlham Infant and Nursery School promoting good relationships are fundamental to our ethos and the success in us being a happy, nurturing and safe school for our pupils.

Relationships and Sex Education (RSE) is lifelong learning about relationships, emotions, looking after ourselves, different families, self-esteem and looking after our physical and mental health. We aim for the children in our school to acquire the appropriate knowledge, develop their skills and form positive beliefs, values and attitudes.

Relationships and Sex Education has a key part to play in the personal, social, moral and spiritual development of young people. Difference and diversity is taken into account when delivery RSE. Special educational needs or disability, gender, sexual orientation and age, religion, cultural and linguistic background, all affect access to RSE. We aim to provide children with the information and enable them to develop skills and explore attitudes and values in order to support them making informed choices and decisions.

Relationships and Sex Education at West Earlham Infant and Nursery School aims to:

Implementation

RSE at West Earlham Infant School is taught as explicit lessons. In addition some of the teaching of particular topics is also taught through and Science and RE. PSHE and RSE is specifically covered in the units 'Relationships' and 'Changing Me' and in Science 'Animals Including Humans' and 'Living Things and Their Habitats'. Children are taught by familiar adults who they have a good rapport with, in order to facilitate constructive and supportive discussions around sensitive topics in a safe and secure environment. Staff have received CPD to support them in responding to the needs of individual children and support them with questions or concerns they may have. If staff feel uncomfortable when delivering the RSE curriculum or dealing with individual pupil needs, they know where to seek advice and support.

The RSE curriculum has been mapped out clearly in the progression grid which ensures coverage of all of the statutory elements by the end of the primary phase; these are delivered at the appropriate stage for our children. Some of the RSE themes overlap with the elements in the PSHE progression document. Our high expectations of behaviour, interpersonal relationships, respect and tolerance of others reflect the British Values upheld in both our community and wider school. Through our progressive

- Enable children to learn about the emotional, social and physical aspects of growing up, relationships and reproduction
- Equip children with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships
- Encourage children to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future
- Teaches children in an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination are unacceptable
- Develops character skills to support healthy and safe relationships, ensure comfortable communication is shared about emotions, bodies and relationships using the appropriate terminology
- Ensures children are informed of their rights, including the legal framework and how to access this confidentially to help keep themselves and others safe.

curriculum, children develop key skills to prepare them for the wider world beyond primary school, to support them to keep themselves safe and healthy and thrive with the support of the positive relationships they forge with those around them.

The teaching and implementation of the Sex and Relationships curriculum at West Earham Infant and Nursery School follows the **KS1 RSE Educator Solutions Resource** for teaching Relationships and Sex Education.

In the EYFS we follow the Early Years Foundation Stage Statutory Framework. In the Early Years Foundation Stage, PSHE is referred to as personal, social and emotional development. This area of your child's learning is concerned with wellbeing – knowing who you are, where you fit in and feeling good about yourself. It is also about developing respect for others, social competence and a positive disposition to learn.

In EYFS, teachers set up an enabling environment where children learn to form positive relationships in a setting that supports mutual respect and understanding and that celebrates and acknowledges differences. Children learn about different kinds of relationships. Being with the same adults and children regularly gives them the time and opportunity to develop relationships that promote social competence.

In the KS1 enabling environment, teachers follow the lessons outlined in the Educator Solutions resource which has 6 main topics; my feelings, my body, my relationships, my beliefs, my rights and responsibilities and asking for help. Progression is built in from Reception through to Year 2 following similar objectives for each lesson with a little more detail as the children move into the next year group.

RSE Progression

Reception

| <u>My feelings</u> | <u>My body</u> | <u>My relationships</u> | <u>My beliefs</u> | <u>My rights and responsibilities</u> | <u>Asking for help</u> |
|--|---|--|--|---|---|
| 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 recognise 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. |

KS1: Year 1

| <u>My feelings</u> | <u>My body</u> | <u>My relationships</u> | <u>My beliefs</u> | <u>My rights and responsibilities</u> | <u>Asking for help</u> |
|---|--|--|--|---|--|
| Pupils are able to communicate about feelings, to recognise 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 cooperatively including strategies to resolve simple | Pupils can identify and respect the differences and similarities between people. | Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to | Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention. |

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|--|--|--------------------------------|--|-----------------|--|
| | | arguments through negotiation. | | protect others. | |
|--|--|--------------------------------|--|-----------------|--|

Year 2

| <u>My feelings</u> | <u>My body</u> | <u>My relationships</u> | <u>My beliefs</u> | <u>My rights and responsibilities</u> | <u>Asking for help</u> |
|--|--|--|--|---|--|
| Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals. | 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 identify ways in which people and families are unique, understanding there has never been and will never be another them. | Pupils can judge what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond. | Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid. |