



We have been reviewing our RSE (Relationships and Sex Education) curriculum and policy so we can be sure our RSE provision is appropriate for our pupils.

Staff and governors have been consulted about the content of our curriculum. However, I acknowledge that the role of parents in the development of their children's understanding about relationships is vital.

Below is the content of the relationships and sex education element of the PSHE curriculum at St. Bartholomew's.

Reception class (class 1) – what will pupils be taught?	
Me	What makes me special? Talk about similarities and differences between me and others
My relationships	Talk about special people. Talk about my family. Know who helps me if I have a problem. Talk about what being kind means. Describe what kind things happen in our class.
Feelings	My feelings. Naming and exploring a range of feelings. Role play – working out problems. Yoga for calmness. Learning how to share ideas with others.
Valuing difference	Describe what makes each of us special. Talk about our likes and dislikes. Explore our favourite things.
Different families and homes	Know that families are places where people grow and can be safe and given love. Talk about who is in my family. Know that people in my school have different kinds of families who look after them. (This will include the school as family and the Christian idea of the Family of God). Explore different homes. Describe what kinds of homes there are.
Changes	Seasons. Talk about the life stages of plants, animals and humans (baby, toddler, child, teenager). Describe growing up. Babies – matching baby animals to adults. Know that babies come from a woman's tummy.
Changing bodies	Name body parts. Talk about getting bigger and measure parts of the body such as hands and feet. Know that some body parts are private. Watch and talk about the NSPCC pants film Pantasorous.

Class 2 - what will pupils be taught?	
Growing and changing	<p>Know that we are all unique and special with our own personality. Understand some of the tasks required to look after a baby. Describe what we can do as a baby, toddler and now. Talk about who helped us at the different stages. Talk about what is hard to learn and what helps us to learn hard things. Recognise that learning a new skill requires practice and the opportunity to fail, safely. Think of encouraging phrases to help other children to practise. Change and loss – talk about losing things, getting lost and saying goodbye (for example when someone moves away).</p> <p>Talk about my body using the terms you would use if you went to the doctor's – identify the main external body parts and also the heart, lungs, ribs, intestines, brain, penis and vagina. Understand that our bodies belong to us. NSPCC underwear rule (the PANTS rules). Know how to ask for help if you ever feel uncomfortable.</p>
Healthy relationships	<p>Explain the difference between a secret and a nice surprise. Identify situations as being secrets or surprises. Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. Explain the difference between unkindness, teasing and bullying. Understand that bullying is usually quite rare. Know what you do if you experience or witness this. Name the people you would go to for help. Rehearse strategies of what to do.</p> <p>Friendships – talk about why friendships are good for us. Talk about how we can be a good friend. Know about the importance of negotiating and solving problems with friends. Demonstrate attentive listening skills. Suggest simple strategies for resolving conflict situations. Give and receive positive feedback, and experience how this makes them feel.</p> <p>The internet - What is the internet? Know how it can be helpful. Talk about whether everything we read is true? Explore thinkuknow animations to explore what might worry the children online. Identify special people in school who can help keep us safe.</p>
Feelings and emotions	<p>Use a range of vocabulary to describe feelings. Recognise how others may be feeling (looking at body language and facial expressions) and helpful ways to respond. Talk about what happens when we have a bad day and how our behaviour can affect others. Recognise that feelings can be hurt and how we deal with it. Recognise how to deal with feelings such as anger and loneliness. Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others. Identify some of the physical and non-physical differences and</p>

	similarities between people. Know and use words and phrases that show respect for other people.
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Class 3 - what will pupils be taught?	
Growing and changing	<p>Talk about losing something important, the feelings associated with this and remembering that object or person.</p> <p>Explore feelings and the words to express the intensity of feelings. Talk about talents and how skills are developed. Recognise the skills of others.</p> <p>Recognise our own achievements and ambitions. Talk about doing kind things and how this makes us feel. Talk about social media and what this is. Explore how what is on social media can influence what people think. Consider which groups of people may be left out by programme makers.</p> <p>My body – name parts including heart, blood vessels, lungs, stomach, small and large intestine, liver, brain, penis, testicles, vagina, vulva.</p>
Puberty (Summer term Year 4)	<p>Talk about how our bodies change. Naming the reproductive organs.</p> <p>Girls only – preparing for periods.</p> <p>Exploring feelings and how they can change during puberty (through role play)</p>
Healthy relationships	<p>Know that relationships can bring us joy</p> <p>If our families or those we live with are making us unhappy or uncomfortable we know how to ask for help.</p> <p>Talk about co-operation and collaboration with friends. Demonstrate how working together can help everyone succeed. Know strategies for maintaining positive relationships. Talk about danger and risk in friendships. Recognise that there are times where they may say no and the strategies for doing this.</p> <p>Body space – what is it? Know what you can do when someone is inappropriately in your body space. Explore how to resolve conflict situations.</p> <p>Explore the qualities of friendship. Know that it is good to be kind in our friendships and not leave people out. Know and understand that friendships have ups and downs. Talk about why we sometimes fall out with our friends. Explore the skills for making up again. Know that it is never right to be violent. Know why people are bullied and that we should not be a bystander but get help. Explore why people have prejudiced views and what this means</p> <p>Talk about marriage as commitment which is intended to be lifelong. Know that this includes opposite sex and same sex partners. Discuss why people want to get married? Know that for most Christians and people of other faiths and beliefs there is often a special ceremony of promises and rituals to mark marriage.(R.E.)</p>

	<p>Explain how different wedding ceremonies can help people understand the commitment of marriage.</p> <p>Revisit the NSPCC pants message</p>
Feelings and emotions	<p>Identify a wide range of feelings. Know that people can have different feelings in the same situation.</p> <p>Explore safe and unsafe secrets. Know who to ask for help. Know what a dare is. Know that no one has the right to force them into something and explore the strategies for managing dares.</p>
Valuing difference	<p>Understand that there are many different types of happy, caring families where children have good childhoods including children who have been fostered or adopted. Discuss and practise listening skills. Explore using respectful language and know how to challenge another's viewpoint. Explore how to deal with aggressive behaviours. Recognise that repeated name calling is bullying. Have strategies to deal with name calling.</p> <p>Recognise there are times when they make choices as friends.</p>

Class 4 - what will pupils be taught?	
Growing and changing	<p>Identify their own strengths. Identify their own areas which need improvement and describe the strategies for doing this. Use a range of words to describe the intensity of different feelings. Distinguish between good and not so good feelings. Explain strategies to build resilience.</p> <p>Describe the star qualities of celebrities as portrayed by the media. Recognise the way people are portrayed in the media isn't always an accurate reflection of them in real life.</p> <p>Explore how to cope with change – positive strategies to deal with change. Recognise how our bodies feel when we are relaxed or nervous or sad. Discuss how to be resilient in finding someone who will listen to you.</p> <p>Define what is meant by stereotype. Recognise how the media can enforce gender stereotypes. Recognise that people fall into a wide range of what is seen as normal. Explore and challenge stereotypical gender portrayals of people.</p> <p>Identify aspirational goals. Describe the actions needed to achieve these.</p>
<p>Puberty</p> <p>Sexual intercourse (Year 6)</p> <p>Gestation, pregnancy, birth and parenthood</p> <p>Parents have the right to</p>	<p>Identify the body parts that males and females have in common and those that are different. Know the correct terminology for the sexual organs (vulva, vagina, ovaries, womb, eggs, breasts, penis, testicles, sperm).</p> <p>Identify the changes that happen during puberty. (Science)</p> <p>Know that the onset of puberty can have emotional as well as physical impact. Know what menstruation is and why it happens. Understand that for girls, periods are a normal part of puberty. Identify products that may be needed during puberty. Identify adults to talk to if they are worried about puberty and body changes.</p> <p>Conception - Know how most babies are made - that the sperm fertilises the egg to create a baby</p>

withdraw their child	Pupils can explain the journey from pregnancy to birth. (Science)
Healthy relationships	<p>Identify the consequences of positive and negative behaviour. Explore how individuals and group actions can impact on others. Recognise the challenges that arise in friendships. Develop strategies for showing respect and being assertive.</p> <p>Identify people who can be trusted. Explore what we do if someone makes us feel unsafe. Explore strategies for how we stop unwanted touch or attention.</p> <p>Collaboration – explore the attributes needed to work collaboratively. Know what is meant by negotiation and compromise. Explore strategies for resolving difficult issues and situations.</p> <p>Look at relationships – what makes a relationship healthy or unhealthy. Identify who we can talk to.</p> <p>Recognise that some people get bullied because of the way they express their gender. Give examples of how bullying behaviour can be stopped.</p> <p>Explore assertive behaviours – recognise peer influence and pressure. Demonstrate using assertive behaviours in role play to resist peer influence and pressure.</p> <p>Describe ways people show commitment – marriage. Know at what age a person can marry.</p> <p>Revisit the NSPCC pants message</p>
Feelings	<p>Reflect on how good a friend you are. Describe the key qualities of friendship.</p> <p>Safe and unsafe secrets. Identify situations where someone might need to break a confidence to keep someone safe.</p> <p>Revisit what is meant by a dare. Explain why someone might give a dare. Suggest ways of standing up to someone who gives a dare. Understand the information we see on line is not always true or accurate. Recognise people post things online that aren't true sometimes so people will like them.</p> <p>Friendship – explore ways of making friendships last. Explain why friendships sometimes end.</p> <p>Develop an understanding of discrimination and its injustice. Empathise with people who have been subjected to injustice through racism. Consider how discriminatory behaviour can be challenged. Demonstrate ways of showing respect to others using verbal and non-verbal communication.</p> <p>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences.</p> <p>Suggest strategies for dealing with bullying as a bystander.</p>

All of the puberty lessons and the year 6 lesson on sexual intercourse will have individual lesson plans which will be published on our website so that parents know the vocabulary that is being used and the content that will be covered.

We will also have a selection of books in school and will have suggested book titles which parents may want to use with their children in order to support them at home. We will also publish a selection of websites and podcasts which may be helpful for parents when talking to their children and answering their questions.