

## RSE overview

RSE at HTPD	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>1 How to make friends</b></p> <p>Throughout incorporate online safety</p>	<p>Lesson 1 What is a friend? How do we make friends? What do we need to do to be a good friend to others?</p>	<p>Lesson 1 What does it mean to me to have a good friend? How does it make me feel? How am I able to make friends?</p>	<p>Lesson 1 How to be a great friend. What qualities do I have that make me a good friend, and how can I show these in different situations?</p>	<p>Lesson 1 What are the qualities of a good friend? How do I show everyone that I am a good friend? How do I act when there are difficulties in friendships? How can I resolve these issues?</p>	<p>Lesson 1 Beginning to make a relationship web (talk about keeping in touch online). Thinking about those who are closest and most important to me, and those who are more distant. Why are the people closest to us important?</p>	<p>Lesson 1 Friendships. Looking at how change happens as people get older, how to make new friends and thinking of ways of solving conflicts in friendships. Link to the idea that friendships are never going to be perfect.</p>	<p>Lesson 1 My Relationship Web - recognising those people in my life who are most significant. Realising that there are those I may not talk to much, but they are still in my web. Consider online relationships.</p>
<p><b>2 Celebrating Me</b></p> <p><b>Psalm 139 “You knit me together in my mother’s womb.”</b></p>	<p>Lesson 2 What am I like? What good qualities do I have? Begin to identify our great qualities which can make us be a good friend.</p>	<p>Lesson 2 Recognising and celebrating what I like about myself. Thinking about the qualities of a good friend; why would someone want to be friends with me? Is there anything which could make me a better friend?</p>	<p>Lesson 2 Changing me: Recognising how my body has changed from when I was a baby until where I am now. How am I different from when I was a baby? Think of physical and emotional changes. Does this make me a different person?</p>	<p>Lesson 2 What does bullying look like? Why might someone bully? Being aware if we are being unkind to others. How can we stop bullying? What different strategies do we have? Should we get revenge?</p>	<p>Lesson 2 We are all unique. Exploring what makes us individuals - what qualities do we each have, personally and physically. Understanding that some of our characteristics come from our birth parents.</p>	<p>Lesson 2 Celebrating me! What do I think of myself? What are the positives and negatives? How does body image feed into this? Consider online and media influence. Look at ways to build self-esteem. Read Psalm 139</p>	<p>Lesson 2 My self-image. What do I think of myself? How does body image feed into this? Look at ways to build self-esteem. Consider online image.</p>
<p><b>3 Understanding and respecting change in ourselves and others</b></p>	<p>Lesson 3 What can it look like when people are unkind to others? What are the solutions if someone is being unkind?</p>	<p>Lesson 3 The life cycle of humans and animals (ie baby - child - teenager - young adult - middle aged - old age). Understanding that changes happen and this is ok.</p>	<p>Lesson 3 Know the names for different parts of the body. Discuss what physical touching I like and what I do not like. How do we greet friends? Being able to express myself if I do not feel comfortable with physical touching</p>	<p>Lesson 3 Understand that in humans and animals, many changes happen between birth and growing up. Introduce the different stages of life. Be aware that females have babies. Who do we know in each stage of life? Understand that change is a part of life and will constantly be happening.</p>	<p>Lesson 3* The circle of change. Looking at how we can change how we behave positively. What do we want to change about ourselves that we can influence? How can we make sure that we are successful in this? What challenges may present themselves along the way? Link to peer pressure and self-image. Physical and emotional changes during puberty (boy/girl single sex groups). Boys: Physical growth, growth of pubic hair, acne, enlargement of genitalia, voice breaking and sweating. Girls: Menstruation, growth of pubic hair, breasts enlargement, hip widening, sweat and acne. Ensure time for questions afterwards and discuss adults that children can talk to.</p>	<p>Lesson 3* Revision of previous year: Physical and emotional changes during puberty (boy/girl single sex groups). Boys: Physical growth, growth of pubic hair, acne, enlargement of genitalia, voice breaking and sweating. Girls: Menstruation, growth of pubic hair, breasts enlargement, hip widening, sweat and acne.  Ensure time for questions afterwards and discuss adults that children can talk to.  Thinking of how changes may make us feel, how to deal with changes etc.</p>	<p>Lesson 3* A recap of the physical and emotional changes during puberty (boy/girl single sex groups). Boys: Physical growth, growth of pubic hair, acne, enlargement of genitalia, voice breaking, sweating and wet dreams. Girls: Menstruation, growth of pubic hair, breasts enlargement, hip widening, sweat and acne.  Ensure both sexes are discussed in this session. Ensure time for questions afterwards and discuss adults that children can talk to.  Thinking of how changes may make us feel, how to deal with changes etc.</p>
<p><b>4 Standing up for ourselves</b></p>	<p>Lesson 4 Understanding my body. Discussing the correct names of different parts of the body. How has my body changed since I was</p>	<p>Lesson 4 Recognise changing me. How have I changed from when I was a baby until now? What is different about me and what is the</p>	<p>Lesson 4 Secrets and dares. Understanding that sometimes it can be good to keep secrets, but at other times not. How do we know? What is peer pressure?</p>	<p>Lesson 4 Keeping myself safe (daily life and online). Think back to ‘pants’ rule (NSPCC) which they looked at in KS1 and think how it still applies now. Consider issues online. How to</p>	<p>Lesson 4 What is peer pressure? Look at situations where someone has felt peer pressure. What are the consequences? What can we do if we are not happy about doing something? Link to dares. Celebrating and empowering</p>	<p>Lesson 4* Girls to be taught about changes in boys. Boys to be taught about changes in girls. Understanding how changes may make both sexes feel, and encouraging mutual respect Ensure time for questions</p>	<p>Lesson 4* Sexual intercourse. How babies are conceived. Discuss the process of a baby developing and eventually being born. Promote the respect of different views on this topic. Explain Christian teachings on the</p>

	a baby? Looking up to Year 2/6, to parents, to grandparents. What other changes might happen?	same? Is it ok to like different things? To play with different people?	We shouldn't ever feel forced to do something if we don't want to. Celebrating being able to say "no".	keep ourselves safe – eg don't post pictures without asking parents, don't give out details, being aware of talking to people online	children to say "no" if they are not comfortable with a situation.	afterwards and discuss adults that children can talk to.	sanctity of committed relationships.  Other topics that may come up: contraception, the age of consent, masturbation.
<b>5 Knowing who to talk to if I have a problem</b>	Lesson 5 The 'pants' rule; thinking about staying safe, appropriate touching, secrets and saying "no". Use "stop it, I don't like it" phrase.	Lesson 5 Recap the correct names for parts of the body. Go over the 'pants rule' again, which will have been introduced last year in Reception. This links to staying safe, appropriate touching, secrets and saying "no".	Lesson 5 Discuss gender stereotypes. Share ideas of what the children believe boys and girls should do. Explain that these are stereotypes and it is most important to be yourself. Celebrate individuality.	Lesson 5 Who to talk to if I need help. Look at the idea of trust. Why do we only trust certain people? Who are the people I trust?  Discuss whether we can always trust advice found on the internet.	Lesson 5 Discuss expectations of males and females. What should they like? What shouldn't they like? What should both sexes do when they are older? Question these stereotypes and get children to understand that you don't have to just like certain things. Look at the idea of can boys and girls be friends - of course they can! Celebrate individuality.	Lesson 5 Discuss age-appropriate online content. Have the children ever seen anything online which they are not comfortable with? How did it make them feel? What can they do when this happens? Talk about the importance of being careful regarding what we send and share online.	Lesson 5 Consider internet safety, distressing online material and how internet content and images do not always accurately represent healthy relationships. Discuss peer pressure, discuss the legality of sharing images and potential consequences.  Talk about how to stay safe online.
<b>6 Celebrating and respecting our differences</b>  <b>Throughout, celebrate marriage and stable committed relationships as a foundation for family life.</b>	Lesson 6 What are the different types of families? Married, not married, single parent, same sex, multiple homes/ step parents. How might different families look? What is in common with families?	Lesson 6 Get children to recognise members of their families. Their immediate family and their more distant family members. Some families are married and others are not but are still committed. Explore that despite families looking different, they all love us.	Lesson 6 Introduce the idea of different long term relationships (marriage, civil partnerships).	Lesson 6 What is love? How is it different to a friendship? Identify types of relationships and families, including a married couple, unmarried couple, same sex relationships and adoption.	Lesson 6 What does the word gay mean? Discuss when children might have heard this. Talk about how it can be used in a derogatory way, and how this makes gay people feel. Talk about when it should be used and when it is not appropriate.	Lesson 6 Explain what LGBT means. Explain that some people have same-sex relationships and that this is ok. Discuss the importance of respecting others.	Lesson 6 Discuss the difference between physical attraction and being attracted to the personality of someone. What is it like to be attracted to someone? How might your body feel?
<b>7 What makes a good relationship?</b>  <b>Use the "Love is..."</b> <b>1 Corinthians 13 throughout all year groups</b>	Lesson 7 Introduce the idea that there are different types of relationships, but they all have love in common.	Lesson 7 Discuss different types of families. Talk about how some families are big, some are very small, some children only have one parent, some have same sex parents etc. Discuss different families and what might be different, but what they have in common to other families.	Lesson 7 Interacting with my family. Discuss different family members, my relationship with them and why it is important to cooperate, be kind and forgive each other. Understand that families aren't perfect, but it is important to be kind and compromise so everyone gets along.	Lesson 7 What are the differences between boys and girls? Think about those physically (using correct terminology) and emotionally. Link to gender stereotypes, which were introduced last year. Discuss how although there are differences, there are also a lot of similarities, and we are able to like the same things. Using Noah topic, consider the importance of pets and relationships with animals.	Lesson 7 How do people feel having a 'special pet'? Why are animals special? What does it feel like when an animal dies? How can we cope with this? Celebrating relationships with pets - why can they be so important?	Lesson 7 Gender stereotyping. Focus on the idea that "men can cry" - it is ok to show emotion. It is not a sign of weakness. Look to the future, thinking of jobs and roles in the family. Are there jobs for men and women? Are there roles in the family for men and women? Identify stereotypes and explain that these do not have to be followed.	Lesson 7 Gender Stereotyping, focussing on equality between men and women. Discuss online behaviour (sharing images) and that sometimes people can be pressurised. Empower children to say no. Explore ways in which one sex may claim to have power over the other. Promote respect for each other.

<p><b>8 Appreciating the important people in my life</b></p>	<p>Lesson 8 Who are the key people in our lives who we can talk to? Introduce the idea of trust - who do we trust? What is important about the people we trust?</p>	<p>Lesson 8 Celebrating special relationships. Being able to say why someone is special to me and how that makes me feel</p>	<p>Lesson 8 Expressing appreciation for those in my special relationships. Being able to identify those most important to me, and discuss how to let them know that they are special. The importance of thanking them.</p>	<p>Lesson 8 Looking at how I can express appreciation to my friends and family. Think about all my family and friends do for me. How can I show appreciation?</p>	<p>Lesson 8 Knowing how to show love and appreciation of those people and animals who are special to us. Discuss that marriage and civil partnerships are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p>	<p>Lesson 8 What it is like to be in love? Discuss boyfriends and girlfriends. What does it feel like to have one? What are the responsibilities associated? What challenges can there be?</p>	<p>Lesson 8 Discuss the fact that families are not all the same. Talk about different family make-ups. Discuss the idea of a family stereotype. Recognise not all families are like this - how do they feel? What is divorce like and how does this affect families?</p>
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## **APPENDIX 2**

### **By the end of primary school pupils should know**

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• 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</li><li>• 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</li><li>• 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</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>
Caring friendships	<ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>• 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</li><li>• 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</li></ul>
Respectful relationships	<ul style="list-style-type: none"><li>• 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</li><li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li><li>• The conventions of courtesy and manners</li><li>• The importance of self-respect and how this links to their own happiness</li><li>• 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</li><li>• 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</li><li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li><li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li></ul>
Online relationships	<ul style="list-style-type: none"><li>• That people sometimes behave differently online, including by pretending to be someone they are not</li><li>• 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</li><li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li><li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li><li>• How information and data is shared and used online</li></ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"><li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li><li>• 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</li><li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li><li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li><li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>• Where to get advice e.g. family, school and/or other sources</li></ul>

### **APPENDIX 3**

#### ***Contraception:***

If questions are asked by children, there will be answers given to explain that measures can be taken to avoid pregnancy and that condoms can lessen the danger of Sexually Transmitted Diseases, including AIDS.

#### ***LGBT+:***

Whilst not covered explicitly in the teaching resources used for sex education, LGBT+ issues will be likely to crop up in general discussion. Above all it is important that peoples' individual sexuality is treated with respect.

#### ***Abortion:***

This might feature in general discussion with older children within a framework of what is the law and an awareness of different viewpoints including Pro-Choice and Pro-Life may be introduced.

#### ***Sexually Transmitted Diseases:***

The main factor involved here will be taking the opportunity to provide accurate information and to dispel myths. We will teach about the dangers associated with sexually transmitted diseases, such as chlamydia and HIV.

#### ***Child Abuse:***

This will be dealt with in specific terms with children throughout the school and will cover their right to say "No" and what is acceptable and non-acceptable touching. They will also be told about laws which protect them. Children are also encouraged to speak individually to any member of staff about any personal worries in this area.

#### ***Masturbation:***

This is likely to come up in discussion with older children. We will teach that it is normal and acceptable for all.