

Relationships and Sexuality Education

RSE

Christchurch Primary School



Curriculum 2022



Christchurchprimaryschool@christchurch.swansea.sch.uk

Relationships and Sexuality Education at Christchurch Primary School

This document has been written and co-constructed with staff, parents, pupils, governors and the local authority in line with the Curriculum for Wales – Relationships and Sexuality Education Code.

The content is set within the context of broad and interlinked learning strands, namely:

- relationships and identity
- sexual health and well-being
- empowerment, safety and respect.

At Christchurch Primary we have designed and developed a curriculum tailored to our learners, making connections and developing authentic contexts for learning across the curriculum at a developmentally appropriate stage.

We are committed to covering the following themes in RSE: relationships; rights and equity; sex, gender and sexuality; bodies and body image; sexual health and well-being; and violence, safety and support.

The Learning Strands

Relationships and Identity

This strand focuses on:

- the range of relationships that human beings have throughout their lives
- how identity can be shaped by our relationships and sexuality
- the importance of human rights in securing healthy, safe and fulfilling relationships in an inclusive society.

Sexual Health and Well-being

This strand focuses on:

- learning about how living things grow, reproduce and have a life cycle
- developing an understanding of the human body, including people's feelings about their bodies and how these can be represented
- the health issues related to relationships and sexuality
- an understanding of how sexuality and sexual health affects our well-being.

Empowerment, Safety and Respect

This strand focuses on:

- learners' rights to safety and protection and freedom from harm and discrimination
- how and where to seek information, help and support
- how to support and advocate for the rights, fair treatment and respect of all.

Strand 1

Relationships and Identity

2 Key RSE statements

- Relationships
- Sex, Gender and Sexuality

Health and Well-being

What Matters

WM1- Developing Physical Health and Well-Being has Lifelong Benefits.

A – Movement – sport

B – Diet

C – Physical and emotional changes

D – Things that affect physical health and well-being.

WM2- How we process and respond to our experiences affects our mental health and well-being.

A – Understanding thoughts and feelings

B – Notice and communicate feelings

C – Reflect on past experiences

D – Aware of other’s feelings.

WM3- Our decision-making impacts on the quality of our lives and lives of others.

A – Make decisions based on what I know.

B – My decisions affect me and others

C – Some decisions need to be made collectively

D – Identify and assess risks.

WM4- How we engage with social influences shapes who we are and affects our well-being.

A – Follow rules – impact of rules

B – Interact in different groups and situations.

C – My values and attitudes are shaped by others.

WM5- Healthy relationships are fundamental to our well-being.

A – Different types of relationships and relationships change.

B - Communicates needs and feelings and notices the needs of others.

C – Make relationships and manage conflicts.

D – Recognizes safety in a relationship and seeks support

E - Rights

Links to 6 areas of RSE		Statement of Learning	Links to Health & Well-being	What this might look like in a lesson ★ Learner ideas
3-7 years	Bodies and body image. Sex, gender and sexuality. Rights and equality	Developing Empathy, kindness and compassion through positive, prosocial interactions.	WM2-D	Check in / check out Positive play Emotions Kindness – friendship cards Values Conflict and resolution WELLCOMM

	<p>Relationships</p>	<p>An awareness that there are different types of families and relationships.</p>	<p>WM5-A</p> <p>WM5-B</p> <p>WM5-A</p> <p>WM2-D</p>	<p>BAME</p> <p>ALN provision</p> <p>Worry monster</p> <p>Collective worship</p> <p>Universal provision</p> <p>Feeling's wall</p> <p>Social media</p> <p>Role play</p> <p>Stories</p> <p>Games – turn taking – sharing – win / lose</p> <p>Make ups of different families</p> <p>Stories</p> <p>Rights</p> <p>Charities – NSPCC – Red Nose Day</p> <p>Role play</p> <p>Death/loss</p> <p>New arrivals</p> <p>Makaton</p> <p>Visual prompts/ timetable</p> <p>Check in/checkout</p> <p>Games</p> <p>Buddy/pal friends</p> <p>ALN</p> <p>Role play</p> <p>Emotions</p> <p>Social media</p> <p>Interview/use images/people from different families' relationships</p> <p>Charities</p> <p>Role play</p> <p>Stories, songs, games etc. to reflect awareness</p> <p>Terms- vocabulary</p> <p>Social media</p> <ul style="list-style-type: none"> ★ Make kindness cards ★ Play games that include everyone, take turn games ★ Giving hugs, looking after them when they fall over ★ Friendship bracelets ★ Research feeling games ★ Circle time / check in ★ Pretending / role play <p>BAME</p>
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		Everyone is unique.	WM5-E	<p>Talents / future</p> <p>Stories, songs, role play with range of people etc.</p> <p>Religion / beliefs /culture</p> <p>Own religion rights / culture</p> <p>Agents of change missions</p> <p>Work with council team / rights respecting</p> <p>Law / rules / court learning right and wrong</p> <ul style="list-style-type: none"> ★ Make a book, all of the different types of relationships ★ Data collection: how many brothers and sisters ★ Respecting people / mum dad, teachers, shop keeper, husbands and wives. ★ Different types of family. ★ Survey them, create a graph, tally chart ★ Wash up for them ★ Finding out similarities and differences in families
8-11 years	<p>Bodies and body image.</p> <p>Sex, gender and sexuality.</p> <p>Rights and equality</p> <p>Relationships</p>	<p>How demonstrating empathy, kindness and compassion are key characteristics of a positive relationship.</p> <p>An understanding of what characteristics the nature of different families and range of relationships.</p>	<p>WM2-D</p> <p>WM5-A</p> <p>WM5-B</p> <p>WM5-A</p>	<p>Recognize feelings of self and others – emojis –Welsh feelings</p> <p>Demonstrate empathy and others feel – role play, hot seat, situations, images/ other situations</p> <p>Stories of Jesus – kindness, compassion, understanding Christianity</p> <p>Different relationships – what is a positive relationship?</p> <ul style="list-style-type: none"> ★ Marriage ★ Friends ★ boyfriend/girlfriend <p>Growing up – relationships, friendships, new schools</p> <p>Relationships to others</p> <p>What is a relationship?</p> <p>Different types of families</p> <p>nuclear</p> <p>Extended</p> <p>Foster</p>

		<p>An understanding of the characteristics and value/benefits/challenges of living in a diverse society.</p> <p>An awareness of how social and cultural norms, roles and stereotypes shape perceptions around body-image, behaviour and health.</p>	<p>WM2-D WM5-B</p> <p>WM1-C WM1-D WM4-C</p>	<p>Adoption</p> <p>Same sex</p> <p>Grandparents</p> <ul style="list-style-type: none"> ★ Divorce ★ Marriage ★ You can have a relationship with anybody ★ Difficult relationships ★ Why some parents leave their children <p>Clash of opinions / views</p> <p>Language barriers</p> <p>Sources of information</p> <p>Normalized for younger children</p> <p>Enriched understanding of the world</p> <p>Communicate needs/ feelings recognize feelings of others</p> <p>BAME</p> <p>Catering for different languages</p> <ul style="list-style-type: none"> ★ Equally paid jobs ★ Children's rights <p>Adverts – social media</p> <p>Body image – girls /boys</p> <p>Smoking, drugs, vaping</p> <p>Things that affect physical health</p> <p>Values and attitudes</p> <p>Physical and emotional changes</p> <p>Stereotypes</p> <p>Growth mindset</p> <ul style="list-style-type: none"> ★ Appropriate body part names ★ Periods ★ Body positivity ★ Skin care ★ How the body changes
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Strand 2

Sexual Health and Well-being

2 Key RSE statements

- Bodies and Body image
- Sexual Health and Well-being

What Matters Health and Well-being

WM1- Developing Physical Health and Well-Being has Lifelong Benefits.

A – Movement – sport

B – Diet

C – Physical and emotional changes

D – Things that affect physical health and well-being.

WM2- How we process and respond to our experiences affects our mental health and well-being.

A – Understanding thoughts and feelings

B – Notice and communicate feelings

C – Reflect on past experiences

D – Aware of other's feelings.

WM3- Our decision-making impacts on the quality of our lives and lives of others.

A – Make decisions based on what I know.

B – My decisions affect me and others

C – Some decisions need to be made collectively

D – Identify and assess risks.

WM4- How we engage with social influences shapes who we are and affects our well-being.

A – Follow rules – impact of rules

B – Interact in different groups and situations.

C – My values and attitudes are shaped by others.

WM5- Healthy relationships are fundamental to our well-being.

A – Different types of relationships and relationships change.

B - Communicates needs and feelings and notices the needs of others.

C – Make relationships and manage conflicts.

D – Recognizes safety in a relationship and seeks support

E - Rights

Links to 6 areas of RSE		Statement of Learning	Links to Health & well-being	What this might look like in a lesson ★ Learner ideas
3-7 years	Bodies and body image	An awareness of lifecycles and that living things grow.	WM1-C	1) Needs of a plant- label Lifecycles of chicks, butterflies, humans- baby, teenager, adult. To have baby chicks in school Physical changes to the body as we grow Emotional changes as we get older Class pet Eco links 2) Check in and check out
	Sexual health and well-being			
	Relationships	The importance of self-care, personal	WM1-A WM1-B WM1-C WM1-D	
	Violence, safety and support			

		<p>hygiene and infection control.</p> <p>The use of accurate terminology for all body parts.</p>	<p>Sci +Tech?</p>	<p>Literacy linked to hygiene</p> <p>Handwashing</p> <p>Healthy plate/ lunch boxes</p> <p>Toothbrushing</p> <p>School Nurse</p> <p>Nits</p> <p>Germs- infection</p> <p>Hygiene</p> <p>Fitness- PE lessons and discussion</p> <p>Gross/fine motor skills</p> <p>Dough Disco/ SKIP/SQUIGGLE</p> <p>PSCO visit</p> <p>Instructions/Road safety</p> <p>Yoga</p> <p>Meditation</p> <p>Worry Monster</p> <p>Outside charities</p> <p>3)Role Play</p> <p>Social stories- concept cartoons</p> <p>Modeling behaviour</p> <p>P4C</p> <p>PSD</p> <p>Dolls- body parts</p> <p>An awareness of lifecycles and that living things grow.</p> <ul style="list-style-type: none"> ★ Bug hunt ★ Bee lifecycle ★ How do flowers grow? What do they need to survive? ★ The lifecycles of a hen, humans, cows ★ Why do some people change? Lose hair? Mr Weston? ★ What is the funny bone? ★ How do we get taller? ★ What do we need to make us grow? Do we need birthdays to make us grow? <p>The importance of self-care, personal hygiene and infection control.</p> <ul style="list-style-type: none"> ★ Use soap ★ Germs! ★ Having a shower
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				<ul style="list-style-type: none"> ★ The use of accurate terminology for all body parts. ★ Parts of the body ★ Is it ok to call the back of your leg your jelly bean? ★ Interview doctors and nurses to tell us. ★ Link to lifecycles ★ Funny bone. Humorous. Why?
8-11 years	Bodies and body image Sexual health and well-being Relationships Violence, safety and support	<p>1) The knowledge and understanding of how reproductive organs develop in a human body and the processes of reproduction, including what supports menstrual health and well-being.</p> <p>2) A gradual awareness in understanding that there can be both intended and unintended outcomes of developing relationships, including online and offline.</p>	<p>WM1-C WM1-D Sci + Tech?</p> <p>WM3-D WM5-A WM5-C WM5-D</p>	<p>1) Looking at the human body through stages of life Managing periods Puberty Mindfulness area Body parts- label Reproductive parts of a flower/ animal Invite Nurse in to discuss Emotion coaching</p> <ul style="list-style-type: none"> ★ Body changes ★ Having a baby in a same sex marriage ★ Puberty ★ When does puberty start and end <p>2) Appropriate behaviour for a friend/ family member/ teacher/ partner Internet safety- online- accepting friends on snapchat, Instagram etc. Text chat Privacy- creating awareness Creating campaigns to stay safe- posters for class Pupils leading learning Pupil voice Age-appropriate videos to raise awareness. Invite PCSO into school.</p> <ul style="list-style-type: none"> ★ Take care of your friends ★ Good relationships with your family ★ Is the internet safe?

		<p>3) The knowledge and understanding of how puberty triggers significant physical, emotional, social and cognitive changes for everyone.</p>	<p>WM1-C WM1-D WM2-B WM2-D</p>	<p>3) Mental changes and wellbeing Mindfulness activities Worry monster Hormones- chemicals Nurse invited in to chat Managing change activities Buddy system Teacher coach/ mentor system Physical changes- Voice changes/ periods/ puberty</p> <ul style="list-style-type: none"> ★ Puberty changes ★ Why do we have eyebrows? ★ How do you know if you look nice?
		<p>4)The skills needed to manage self-care, personal hygiene and the importance of menstrual well-being and reproductive health for everyone.</p>	<p>WM1-A WM1-B WM1-C WM1-D</p>	<p>4) Poster- Hygiene School nurse to visit Sanitary products Diet and healthy eating Body image- cosmetic changes and surgery Youth club- Jake- BAME Yoga meditation Screen time Magazines- not real- air brushing Filters</p> <ul style="list-style-type: none"> ★ What to eat for a healthy diet ★ Are models real? ★ Do you have to shower more when you get older?
		<p>5)The ability to understand that there are many reliable sources of information and support.</p>	<p>WM3-D WM5-D</p>	<p>5) Support from relevant adults- police/teachers/ trusted adults Buddy systems Worry monster Self help leaflets How internet can be lies- wiki Health visitor</p> <ul style="list-style-type: none"> ★ Is everything true on the internet?

Strand 3

Empowerment, safety and respect

2 Key RSE statements

- Rights and Equality
- Violence, Safety and Support

What Matters Health and Well-being

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E - Rights

Links to 6 areas of RSE		Statement of Learning	Links to Health & well-being	What this might look like in a lesson ★ Learner ideas
3-7 years	Sexual health and well-being Violence, safety and support Rights and Equity Relationships	Recognising harmful behaviour including behaviours which are discriminatory and the right to be free from discrimination.	WM2-D WM3-C WM5-b WM5-C WM2-B WM5-D	NSPCC Workshops Rights of the Child Social stories Safe and unsafe relationships PSCO workshops CAHMS Philosophy for Children School Council

		<p>An ability to interact with others in a way that is fair.</p> <p>Recognising the right to be free from harmful, abusive and bullying behaviour. An awareness of how to recognise positive and harmful behaviours, including bullying. Ability to share with a trusted adult when faced with harmful behaviours.</p> <p>Beginning to recognise that other people have thoughts, feelings and opinions that are different. An awareness of the need to seek agreement in order to share, for example toys.</p> <p>An awareness of everyone’s right to privacy, personal boundaries and which parts of the body are private. Ability to communicate if someone is touching them in a way that makes them feel uncomfortable.</p> <p>Awareness of how to keep safe when using digital media, including sharing with a trusted adult when</p>	<p>WM1-D WM5-D WM5-E</p>	<p>Anti Bullying day / week</p> <p>What is Bullying?</p> <p>Wellbeing Mentor. Buddy Bench.</p> <p>Check ins Empathy literacy stories Worry monster BAME Reading stories from different cultures Mental health week</p> <p>Social stories Role play areas Modelling behaviour Share games, assemblies, After School Clubs Sharing games, emotional coaching</p> <p>Personal space Workshops with school nurse Discussing which parts of the body are private Anti-Physical Punishment Contact Law 21.3.22 Dolls and bears – literacy</p> <p>Stranger Danger Mentor link Internet Safety Day</p> <p>Class charter Setting boundaries, ‘Boss of Your Body’ Helpful talk, buddy bus stop Worry Monster</p>
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		<p>they feel uncomfortable or scared.</p> <p>An awareness that everyone has the right to be safe and no one is allowed to harm anyone else. Ability to speak up for each other.</p>		<p>Being fair</p> <ul style="list-style-type: none">★ Split things in half. Ensuring fairness★ Sharing ideas and thoughts★ Rotating around the class★ Ipad fairness, posters★ Play fairness games★ Odd and even numbers <p>Good behaviour/ bad behaviour</p> <p>Who to talk to when you are worried/ scared/ upset</p> <ul style="list-style-type: none">★ Podcasts about the importance of being good★ Random acts of kindness★ Learn from our mistakes★ Buddy★ Emotion Thermometers <p>Staying safe on the internet</p> <ul style="list-style-type: none">★ Stranger danger★ Stranger awareness★ What to do if I feel unsafe?★ Reminder posters★ Turn It off or tell a teacher <p>How to stay safe?</p> <ul style="list-style-type: none">★ Charlie Road Safety★ Fire safety, fire brigade★ Lifeguard★ Police★ Cross the road safely
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<p>8-11 years</p>	<p>Sexual health and well-being</p> <p>Violence, safety and support</p> <p>Rights and Equity</p> <p>Relationships</p>	<p>Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online.</p> <p>Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.</p> <p>Understanding of the right for everyone to be free from harm or abuse. An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including peer on peer harassment and bullying and the role technology can play. How to seek support for oneself, and offer support to others. How to be a good friend and advocate for others.</p> <p>Understanding of the right to bodily privacy, personal boundaries including online. Understanding how behaviours may be perceived by others offline and online. Recognising which</p>	<p>WM2-D WM3-A WM3-D WM4-A WM5-B</p> <p>WM5-D</p> <p>WM3-D WM5-E</p> <p>WM5-D WM5-E</p>	<p>The children will look at a variety of messages and sort them into acceptable and unacceptable.</p> <p>Role play sessions, reacting to unfair message.</p> <p>Debate ‘Girls should play Netball, not football’</p> <p>Looking at Sexism, Gender discrimination etc.</p> <p>Looking at examples from the media, stereotypes.</p> <ul style="list-style-type: none"> ★ Being kind to people who have a different religion to you <p>RE – King of Denmark (Yellow Star), standing up for what is correct in the face of discrimination.</p> <ul style="list-style-type: none"> ★ All children should be treated the same- equality activities ★ How to be kind to your friends and siblings ★ Make posters about the Rights of the Child <p>Teach children the appropriate to respond to challenge discrimination. How to report people online if they are being unfair. How to support a friend – Social situation/Role play.</p> <ul style="list-style-type: none"> ★ Drama role play ★ What to do if someone is mean to you online <p>UNCRC - You have the right to be safe. The children need to discuss – what is abuse?</p> <ul style="list-style-type: none"> - Physical, abusive, sexual, emotional abuse and neglect. (NSPCC/E Safety) <p>Awareness of who to talk to in and outside school – Mentors/Childline/PCSO</p> <p>Looking at what Bullying is? Definition of Bullying.</p> <ul style="list-style-type: none"> - What makes a good friend?
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		<p>steps to take to keep safe from harm both in offline and online friendships.</p> <p>Understanding the social and emotional norms and pressures that lead to non-consensual behaviours, friendships and relationships, for example, gender norms.</p> <p>Developing the skills to build consensual behaviours and relationships and know how to safely respond, challenge and report nonconsensual behaviours and relationships offline and online.</p> <p>Know how and when digital media can be shared safely, with permission and when it can be a source of harm. Awareness of the benefits and dangers of the internet and social media in forming friendships online.</p> <p>Exploring the motives behind fabricated and digitally-altered media. An understanding of the need to keep safe online, an ability to take steps to protect</p>		<ul style="list-style-type: none"> - How do you support a friend? <p>The children will learn about what an advocate is. Looking at roleplay and case studies.</p> <p>The children will be taught about body privacy.</p> <p>Looking at how long it takes for an image to be passed around.</p> <p>Examples – of what can be shared?</p> <p>Looking at privacy setting. When is it acceptable?</p> <p>NSPCC (Talk Pants – NSPCC).</p> <p>ESafety skills – friendships online/offline.</p> <p>The dangers of grooming, NSPCC.</p> <ul style="list-style-type: none"> - Looking at how language can be used to manipulate friendships. ★ What to do if you don't want to play ★ How to say 'no' <p>The children will be taught how to say No. How to safely respond, the children need to be taught the language and strategy.</p> <ul style="list-style-type: none"> ★ Invite people in to talk to us about safety and online bullying ★ When people try to talk to you on the internet, list of ways to deal with it
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		<p>themselves and an ability to share with trusted adults where something is seen that shouldn't have been, or is upsetting or uncomfortable.</p> <p>Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect and harassment.</p>		<p>The children will look at SMART rules – benefits of friends online?</p> <ul style="list-style-type: none">- Should you have friends online? <p>Looking at digitally manipulated images, Catfishing, keeping it real online.</p> <p>Keeping safe online – sharing issues with a trusted adult. Who do you go to?</p> <ul style="list-style-type: none">- Who should you tell?- What should you report? <ul style="list-style-type: none">★ Learn about who you can trust★ How to be safe at the park★ How to be safe when you are out playing★ That it is not ok to hit children- new Welsh Law <p>Children will understand the laws linked to discrimination. UNCRC and anti-discrimination laws.</p>
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