

Harlyn RSE

By the end of primary school:

Families and people who care for me	Pupils should know: • 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; • 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.
Caring friendships	Pupils should know: • 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, kindness, generosity, 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, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	Pupils should know: • 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; • practical steps they can take in a range of different contexts to improve or support respectful relationships; • the conventions of courtesy and manners; • the importance of self-respect and how this links to their own happiness; • 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; • 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; • what a stereotype is, and how stereotypes can be unfair, negative or destructive; • the importance of permission-seeking and giving in • relationships with friends, peers and adults.
Online relationships	Pupils should know: • that people sometimes behave differently online, including by pretending to be someone they are not; • 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;

	- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them; - how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met; - how information and data is shared and used online.
Being safe	Pupils should know: - 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 themselves or 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.
* Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.	

Teaching and Learning

The RSE programme is firmly rooted within the framework for PSHE and also has cross-curricular links with other subjects e.g. Religious Education, Physical Education and more specifically Science.

RSE is tailored to the age, physical and emotional maturity of the children. RSE will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Throughout the school, children's questions will be answered sensitively and honestly at an appropriate level. Teachers will ensure that balanced information is provided which will consider the views of different faiths and avoid any negative impressions or stereotypes. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date.

Through the teaching of RSE, the children should develop confidence in speaking, listening and thinking about feelings and relationships; be able to name parts of the body and be able to ask for help and support with any physical and emotional changes they experience.

In Nursery and Reception, in accordance with Development Matters in the Early Years Foundation Stage (EYFS), children learn how to develop positive relationships, how to recognise feelings of being unsafe and how to ask for help. Children develop these skills through the Personal, Social and Emotional Development area of the curriculum which currently includes 'Making relationships' and 'Managing feelings and behaviour'.

Teaching and learning of RSE in KS1 and KS2 follows an age-appropriate structured programme of study focussing on the elements of relationships which include; families, friendships, respect and safety (including on-line). The programme of study supports continuity and progression as children move through the school.

Y5 and Y6 children take part in a sensitively taught Sex & Relationship Education programme.

Children watch a series of sex education films which include puberty and conception. All programmes are shown to boys and girls simultaneously and followed by discussion sessions. Sometimes individual programmes will be re-shown to clear up any misunderstandings, to allay fears and to promote understanding and meaningful discussion.

Please refer to Appendix A for a brief overview of our PSHE curriculum for each year group.

Delivery of RSE

A range of teaching and learning styles are employed to meet requirements of the RSE. These include whole class and group discussions, problem-solving activities and exploring issues through role-play.

We organise classes in such a way to support a safe environment that enables pupils to ask questions and participate confidently in discussions.

We offer children the opportunity to hear visiting speakers, whom we invite into the school to talk about areas relating to health education. These include The Life Education Bus and the school nurse.

As well as through PSHE lessons, RSE is taught within other subject areas e.g. Science, PE and R.E. where they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Links with R.E. include reflecting on family relationships, different family groups and friendships. Children learn about rituals and traditions associated with birth and marriage and discuss the emotions involved.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground.

Assessment and Recording

Children's work in RSE is assessed in line with the school Assessment Policy.

Teachers assess the children's work in RSE by making informal judgements as they observe them during the lessons. We have clear expectations of what the pupils will know, understand and are able to do by the end of the Foundation Stage, KS1 and KS2. Assessment in this subject also offers the children the opportunity to reflect on their own progress.

Progress made by children in their personal, social and health education is recorded in their end of year school report.