

Curriculum Statement for Relationships and Sex Education (RSE)

Curriculum Intent

The intent of Pensby Primary's Relationships and Sex Education curriculum is to give pupils balanced, factual information about physical and emotional changes, together with consideration for broader emotional, ethical, religious and moral dimensions of sexual health. Our PSHE programme prepares pupils for an adult life in which they can make the best possible choices for their physical and mental health and well-being.

Implementation

At Pensby Primary School, this element of the curriculum is taught using the KAPOW programme of work that follows The National Curriculum. Please refer to the policy and long term plans for details.

RSE is taught alongside the personal, social, health and economic (PSHE education) curriculum. Biological aspects are taught within the science curriculum, and other aspects are included in religious education (RE). Across all Key Stages, pupils will be supported with developing the following skills:

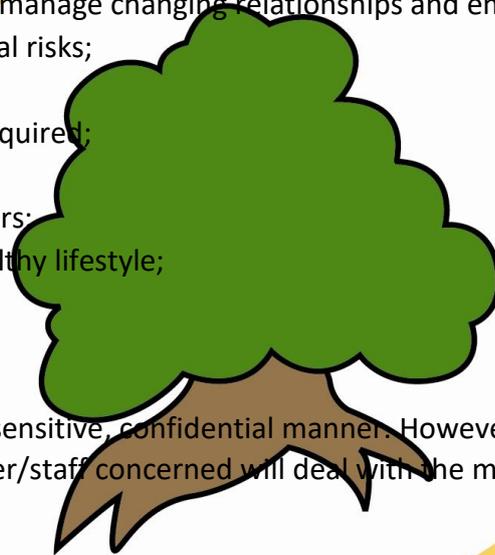
- Communicating, including how to manage changing relationships and emotions;
- Recognising and assessing potential risks;
- Assertiveness;
- Seeking help and support when required;
- Informed decision making;
- Self-respect and empathy for others;
- Recognising and maximising a healthy lifestyle;
- Managing conflict;
- Discussion and group work.

RSE discussions are conducted in a sensitive, confidential manner. However, if a pupil discloses something that is cause for concern, the teacher/staff concerned will deal with the matter in line with the safeguarding policies of the school.

Aims

Our Relations and Sex Education curriculum aims to help pupils:

- Develop positive values and a moral framework that will help pupils guide their decisions, judgement and behaviour;
- Have the confidence and self-esteem to value themselves and others and have respect for individual conscience and the skills to judge what kinds of relationships they want;
- Understand the consequences of their action and behave responsibly within relationships and developing relationships;
- Recognise and avoid being pressured into uncomfortable or dangerous situations;
- Communicate effectively by developing appropriate terminology for sex and relationship issues;
- Develop awareness of their sexuality, understand differences and promote equality and diversity;
- Have sufficient information and skills to protect themselves from infection;
- Be aware of sources of help and acquire the skills and confidence to access health advice and support.



Impact

The impact of the RSE curriculum is that our pupils are prepared to move forward in life as valuable members of the local community and the wider world, confident to make decisions that keep them safe and well.

Working with parents

Letters are sent to parents to make them aware that their child will take part in RSE discussions and parents will be informed of topics for discussion. Parents have a right to withdraw their children from the non-statutory/non-science components of RSE lessons. Requests for withdrawal must be put in writing for the attention of the Headteacher. Even when a pupil has been withdrawn from RSE lessons at the request of their parent, if an individual should ask questions at other times, these questions would be answered honestly by staff.

Cross Curricular Links

The RSE curriculum has close links with the PSHE curriculum that follows the national curriculum.

Integration

Small supported groups of children from Stanley Special School are welcomed into RSE curriculum lessons if the staff from Stanley School consider it is appropriate for them. Pensby staff work with the Integration Lead from Stanley Special School to ensure the appropriateness of the lesson material and the health and safety of everyone.

Enrichment Opportunities

The RSE curriculum is enriched in a variety of ways including:

- visits to places of interest e.g. the Council Chambers
- experts visiting the school e.g. School Nurse

Progression and Assessment

EYFS

Regular observations and assessments of learning are recorded using an on-line journal (Seesaw) and contribute to a summative assessment at the end of EYFS using the Early Years Outcomes

KS1 and KS2

Formative assessments of pupils' learning are made and assessed through observations and classwork and shared as evidence on SeeSaw.

