



Executive Head: Ashley Best-White

Mill Lane Site, Horsford, Norwich, Norfolk, NR10 3ES

Tel: 01603 897938

Head of School: Tanya Kirton  
office@horsford.norfolk.sch.uk

Holt Road Site, Horsford, Norwich NR10 3DN

Tel: 01603 898348

Head of School: Nicola Owen  
office@horsford.norfolk.sch.uk

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## RSE and PSHE curriculum

Dear parents and carers,

Our school prides itself on delivering effective, age-appropriate relationships and sex education (RSE) and personal, social, health and emotional education (PSHE) that meets the needs of all our pupils within an inclusive and supportive learning environment; using non-biased resources. RSE and PSHE is taught by experienced and skilled teaching staff who are committed to preparing your child to live and learn safely in the modern world, negotiating the transition into increasing independence with the development of knowledge, values and skills to make positive, healthy and safe choices.

RSE and PSHE will deliver a spiral curriculum that enables pupils to build on their prior learning by revisiting some themes to further develop knowledge, values and skills in an age and stage-appropriate manner. As such, some themes are repeated to enable a deeper exploration of the related issues. Please see overleaf for a revised RSE and PSHE Curriculum in response to the COVID-19 pandemic.

I would like to take this opportunity to reassure you that none of the teaching materials or strategies should shock pupils. All lessons will be taught in a strictly non-judgmental and non-biased manner, to allow your child the opportunity to consider the information and develop their own values, attitudes and opinions about the topic. We would encourage you to discuss your child's relationships and sex education with them at home. This is an opportunity for you to share your family values in relation to the topics, building strong channels of communication about emotions, the human body and relationships with your child.

If you would like more information about our programme of RSE and PSHE, please familiarise yourself with the RSE/PSHE policy (found on the school website). Please also find attached to this letter 'top tips for talking to your child'.

Please contact the school if you would like to discuss your child's PSHE and RSE education on an individual basis, or if you have questions about the PSHE/RSE curriculum.

Yours sincerely,

Miss McIntyre  
RSE/PSHE Subject Leader



## R Year group Reception

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.	Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.	Pupils understand that there are similarities and differences between everyone and can celebrate this.	Pupils can recognize what they like and dislike and feel empowered to make real, informed choices.	Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.	Pupils can identify the special people in their lives, what makes them special and how special people care for one another.

### 1 Year Group One

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils are able to communicate about feelings, to recognize how others show feelings and know how to respond.	Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.	Pupils understand the importance of listening to other people, to play and work collaboratively including strategies to resolve simple arguments through negotiation.	Pupils can identify and respect the differences and similarities between people.	Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.	Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.

### 2 Year Group Two

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise and celebrate their strengths and achievements and set simple but challenging goals.	Pupils can recognise how they grow and will change as they become older.	Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable.	Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another one of them.	Pupils understand the can judge what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond.	Pupils know the difference between secrets and surprises and the importance of not keeping a secret that make them feel uncomfortable, worried or afraid.

### 3 Year Group Three

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can identify their personal strengths and set aspirational goals for themselves, understanding how this contributes to and builds self-esteem.	Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.	Pupils can recognise a wide range of relationships, including attributes of positive, healthy relationships.	Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.	Pupils understand the right to protect their body from unwanted touch.	Pupils can identify the difference between secrets and surprise, knowing when it is right to break a confidence and share a secret.

### 4 Year Group Four

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise and respond to a wide range of emotions in themselves and others and know ways to respond.	Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.	Pupils recognise differences and similarities between people arise from a number of factors including family types and personal identity.	Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are making the decision freely for themselves.	Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.

### 5 Year Group Five

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can anticipate how their emotions may change as they approach and/or move through puberty.	Pupils can anticipate how their body may change as they approach and/or move through puberty.	Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.	Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.	Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared easily and without their permission.	Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk to about what they have seen.

## 6 Year Group Six

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves.	Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct, scientific terms to describe the male and female organs.	Pupils realise the nature and consequences of discrimination, including the use of prejudicial based language.	Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).	Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help to prevent this.	Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support.

### **For more information, please take a look at our Relationships and Sex Education Policy which is available on the website.**

RSE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- ✓ Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.
- ✓ Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- ✓ Teaching non-biased, accurate and factual information that is positively inclusive.
- ✓ Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.
- ✓ Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- ✓ Providing protection from shock or guilt.
- ✓ Actively involving pupils as evaluators to ensure relevance.
- ✓ Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

More information?

**Talk to your child's teacher.**

## Top tips for talking to your child ...

Talking to your child about their feelings, relationships and changing body is important. Building good channels of communication throughout childhood can help your child to communicate with you as future issues of increasing seriousness arise.

Your child needs to know that it's ok to talk, and that you're happy to talk. They will learn this through your body language, tone and manner when you talk so try to behave as you would in any topic of conversation.

Below are simple strategies to make talking about feelings, relationships and the body more comfortable:

- ✓ Start by talking about something that you both find comfortable, such as feelings and emotions.
- ✓ Ask your child what they think/know about the topic, as this provides a way to talk about your child's views indirectly.
- ✓ Avoid 'The Chat'. Talk about these topics little and often over everyday events like playing, drawing, whilst driving in the car or watching TV. This can help to normalise the conversation, easing uncomfortable feelings.
- ✓ Reading a story book containing relevant content is a helpful way to stimulate discussion with your child.
- ✓ Don't leave it too late. Start talking about relevant topics before you feel your child is approaching a level of curiosity about it, so you establish strong channels of communication in readiness.
- ✓ Be prepared to listen. Your child will want to have their voice heard without feeling judged. Feeling listened to encourage your child to talk about issues in the future.
- ✓ If your child asks you a question and you are not sure how to answer, don't panic! Let them know that you will answer it at another time, making sure you remember to. Sometimes a simple answer can provide a sufficient response.
- ✓ Try to listen calmly, even if what they say surprises or concerns you. Remember that it is good that they are comfortable to discuss issues with you. They need to trust you will not respond negatively.

**Make sure your child knows they can always talk to you anytime, about anything.**