



Relationship and PSHE Curriculum Information

Response to Parent Consultation

Please read this information carefully as it contains curriculum coverage for the teaching of Relationships Education, Health Education.

From September 2020, Relationships and Health Education became compulsory in all primary schools and parents/carers do not have the right to withdraw their children from these subjects. We believe that this work is an important part of safeguarding children, as knowledge empowers them, helps them to stay safe and helps them to cope with puberty by understanding why their bodies will change.

At Blackburn The Redeemer, we already teach PSHE as part of our curriculum. The new relationship and health education sections are in the process of being thoroughly checked and updated to make sure that they are in line with the new statutory requirements.

Thank you for taking the time to complete the online questionnaire and read our updated PSHE and RE policies on the school website. Below, I have put some information together following your responses. I hope this clarifies and answers the questions raised from the questionnaire.

Why is this RHE curriculum needed?

There are four main aims for teaching RE within the context of Primary School PSHE (Personal, Social, Health Education):

- More than ever before, children have readily accessible access to unregulated content on the internet or social media. This can mean children may be exposed to dangerous, confusing or frightening content. We can prepare them for this by presenting a balanced view of positive, healthy relationships to help them to be discerning and to stay safe.
- There is much independent research showing most parents and carers value the support of schools in providing Relationship Education for their children. Parents and schools want children to be safe and happy.
- A range of independent research consistently shows that effective Relationship Education reduces risk-taking in young people.
- Surveys of children and young people, as well as Ofsted, have repeatedly said that Relationship and Sex Education tends to be “too little, too late and too biological”. This is one of the many reasons why the Department for Education has made Relationships and Health Education compulsory in primary schools from September 2020, with an emphasis on Relationships Education.

If you do have a concern, we would ask you to refer this directly to your child’s class teacher in the first instance and prior to making a withdrawal request, as the teacher will try to support in any way they can.

What will my child actually be taught about puberty and human reproduction?

Each year group will be taught appropriate to their age and developmental stage. If a question arises and the teacher feels it would be inappropriate to answer, the child will be encouraged to ask his/her parents/carers at home. The question will not be answered for the child or class if it is outside the remit of that year group’s lesson.

Here at the Redeemer, we **do not teach sex education**; this is why we state that we are **not covering** this content in line/accordance with the Diocesan Board of Education (CE).

Year group	<i>Scheme of work</i>	<i>Learning Intentions</i>
FS2	Growing Up	<ul style="list-style-type: none">• To seek out others to share experiences and to show affection and concern for people who are special to them

1	Growing and Changing Boys' and Girls' Bodies	<ul style="list-style-type: none"> To develop understanding about how the body changes as we grow older To become familiar with the ways in which people's needs and responsibilities change as they get older To introduce language associated with the human life cycle To identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina, vulva, anus, breast, nipples To respect their own body and understand which parts are private
2	Life Processes Boys' and Girls' Bodies	<ul style="list-style-type: none"> To recognise and name the main body parts of humans and animals To know that humans and other animals can produce offspring To recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus, breast, nipples) and appreciate that some parts of the body are private To tell you what they like/don't like about being a boy/girl
3	Similarities and differences	<ul style="list-style-type: none"> To enable pupils to recognise that there are similarities and differences between humans To raise pupils' awareness of disability
	Appropriate Touches and Greeting	<ul style="list-style-type: none"> To recognise and deal with appropriate/inappropriate contact in person and online To appropriately express when something is acceptable/not acceptable To explore a wider range of feelings in self and others
	How Babies Grow	<ul style="list-style-type: none"> To understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby To express how they feel when they see babies or baby animals
	Inside Body Changes	<ul style="list-style-type: none"> To identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up To recognise how they feel about these changes happening to them and how to cope with these feelings
4	Keeping Safe, Focus on Feelings	<ul style="list-style-type: none"> To listen to others To understand how to keep safe To describe and express emotions To recognise abuse To create pupils' personal support networks To be aware of national helplines and how to access them
	(if needed) Girls and Puberty	<ul style="list-style-type: none"> To describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this To know that they have strategies to help them cope with the physical and emotional changes they will experience during puberty
5	Puberty for Girls	<ul style="list-style-type: none"> To explain how a girl's body changes during puberty and understand the importance of looking after themselves physically and emotionally To understand that puberty is a natural process that happens to everybody and that it will be OK for them
	Puberty for Boys and Girls	<ul style="list-style-type: none"> To describe how boys' and girls' bodies change during puberty To express how they feel about the changes that will happen to their bodies during puberty
	Relationships and their Difficulties	<ul style="list-style-type: none"> To explore emotional issues around family relationships To explore family difficulties that could arise e.g. divorce, separation, bereavement To explore discuss, describe and express emotions To identify support networks
	Relationships,	<ul style="list-style-type: none"> To explore emotional issues around relationships

	Differences and Diversity	<ul style="list-style-type: none"> To explore different types of relationships To explore discuss, differences and diversity of relationships To identify support networks
6	Puberty (if missed Year 5)	<ul style="list-style-type: none"> To explain how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally To express how they feel about the changes that will happen to their bodies during puberty
	Girl Talk/Boy Talk (if missed Year 5)	<ul style="list-style-type: none"> To ask the questions that they need answered about changes during puberty To reflect on how they feel about asking the questions and about the answers they receive
	Diet and exercise	<ul style="list-style-type: none"> To be aware of the importance of exercise and diet on health and wellbeing and to explore the consequences of inactivity and an unhealthy diet To be aware of their own responsibility in the choices they make regarding lifestyles
	Self esteem	<ul style="list-style-type: none"> To develop confidence and skills to cope with change
	Attraction	<ul style="list-style-type: none"> To understand how being physically attracted to someone changes the nature of the relationship To express how they feel about the growing independence of becoming a teenager and their confidence that they can cope with this

At The Redeemer, we teach curriculum content that supports learning across the foundation units, therefore our PSHE, Science and Computing contents are all closely linked.

As a school, we teach e-safety in PSHE across the year groups, as well as during an annual e-safety week and it is also covered within the computing curriculum (see the PSHE curriculum map below).

Growth mindset and mental wellbeing are part of everyday life at The Redeemer. It is at the forefront of what we do, linking with our school beliefs and values. This is further promoted during the specialist Mental Health Weeks that are organised a couple of times a year.

Examples of coverage in Relationships Educations:

- about the roles different people (e.g. acquaintances, friends and relatives) play in our lives.
- to identify the people who love and care for them and what they do to help them feel cared for
- about different types of families including those that may be different to their own
- to identify common features of family life
- that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
- that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
- that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
- that a feature of positive family life is caring relationships; about the different ways in which people care for one another
- to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
- to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice



The Redeemer CE Primary School

	Aut 1	Aut 2	Internet safety Week	Spr 1	Spr 2	Sum 1	Sum 2
Year 6	Smoking, Drugs and Alcohol (covered in science)	Every Action has consequences		Global and local issues	Diet and exercise E-Safety Well-being	First Aid (Visitors) Refugees	Self Esteem – Relating to transition
Year 5	Money matters (Brian Souter 2 hours) Flexible on his availability	Relationships and their difficulties		E-safety linked to computing	Money Matters (Brian Souter 2 hours)	Diet and exercise Puberty talk	Relationships differences and diversity
Year 4	Rights & Responsibilities	Keeping safe (linked to emergency services)		Linking project Who am I? Keeping safe	Linking project Sense of identity Keeping safe	Linking project Who are we? Bullying	Linking project Community cohesion Bullying/tolerance
Year 3	Essential PSHE skills	Food groups Healthy Lifestyle Aware of cultural differences		Appropriate touches & greetings E – Safety	Similarities and differences 1 Healthy eating	Recycling (link to everyday materials) Money	Similarities and differences 2
Year 2	Feelings and emotions Hygiene and exercise	Safety in the home Fire and ambulance service		E-Safety	Life Processes Healthy eating	People who make a Difference Money	Transition and changes?
Year 1	My Family Growing and Changing	Senses Healthy eating (Covered in DT)		Keeping Safe – in ourselves and in our local environment Good manners	Friendship Good manners	Other animals Personal Hygiene Good manners	Recycling Good manners
Year EY	Good manners	Good manners		We follow the PSED area in the EYFS			

PSHE Curriculum Overview PSHE is a fluid area of learning and as such if something arises within a class/year group they can change a lesson to address this issue/concern ASAP to support the learners needs at that moment in time.

THE REDEEMER CEP SCIENCE MATRIX 2020-2021

RECEPTION						
YEAR 1	Ourselves + Seasonal changes	Senses + SC	Everyday materials + SC	Light	Animals	Plants
YEAR 2	Animals inc humans	Materials & Properties	Materials & change of shape	Animals & growth	Food chains & habitats	Plants
YEAR 3	Plants	Diet/ Nutrition	Skeletons & muscles	Rock / fossils	Forces/ magnetism	Light / Shadows
YEAR 4	Teeth and Digestive Sys	Electricity	Materials	States of Matter	Animals inc humans	Sound
YEAR 5	Material Properties	Material changes	Forces	Forces	Earth and Space	Life Cycles Of Animals inc humans
YEAR 6	Living things – classifying inc micro orgs	Circularity system	Light	Evolution & inheritance	Evolution & Inheritance	Electricity



	Term:	Unit: All Living things/Animals including Humans
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Knowledge & Conceptual Understanding	Working Scientifically
<p>Pupils should be taught to: (Statutory)</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age (5-Animals including Humans) Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird (5-Living things and their Habitats) Describe the life process of reproduction in some plants and animals. (5-Living things and their Habitats) <p>Notes and Guidance (non-statutory): Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists such as David Attenborough and Jane Goodall. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes associated with puberty.</p>	<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences they might try to grow new plants from different parts of the parent plant, for example seeds, stem and root cuttings, tubers, bulbs. observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow comparing data about the gestation periods of humans and other animals or by finding out and recording the length and mass of a baby as it grows
<p>Possible Evidence: Can explain the changes that takes place in boys and girls during puberty. Can explain how a baby changes physically as it grows and also what it is able to do. Can draw the life cycle of a range of animals identifying similarities and differences between the life cycles. Can explain the difference between sexual and asexual reproduction and give examples of how plants reproduce in both ways. Can present their understanding of the life cycle of a range of animals in different ways e.g. drama, pictorially, chronological reports, creating a game. Can identify patterns in life cycles. Can compare two or more animal life cycles studied. Can explain how a range of plants reproduce asexually.</p>	