

# Parent consultation group

**Relationships and sex education  
(RSE)**

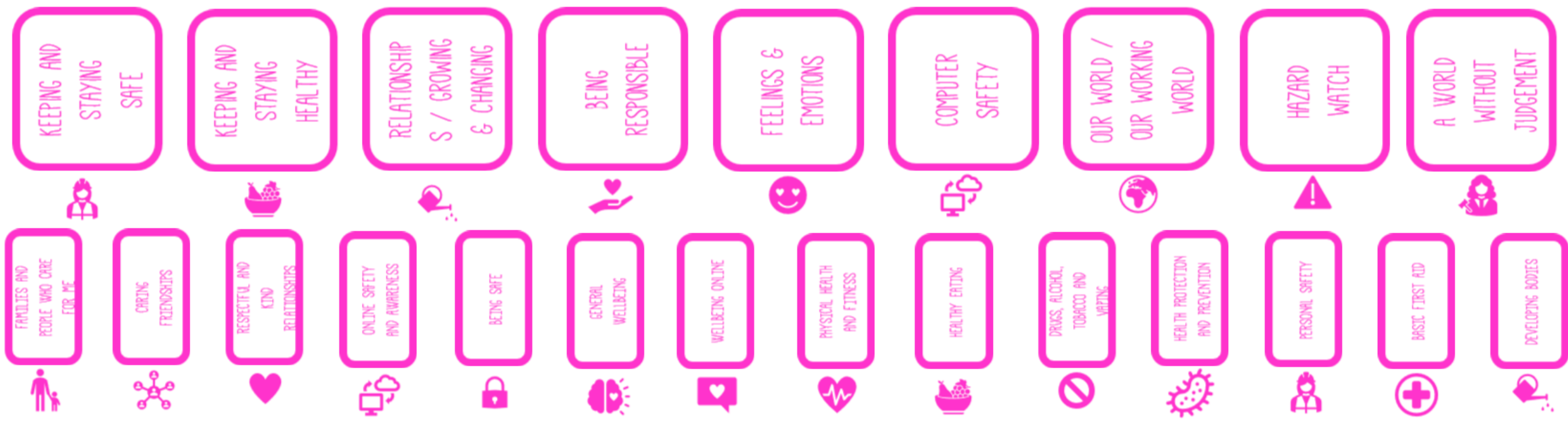
# Objectives

We want to:

- Explain our requirements for RSE – what we must cover, by law
- Explain how we currently teach RSE, and get your views on how well this curriculum works
- Get your views on what you think our RSE curriculum should cover
- Explain how we'll develop our updated curriculum

# Overview

- Each year group will study 9 separate PSHE units and 14 RSE units, which build throughout school.
- Some units will have overlap with topics such as science and computing. E.g., Computer Safety and Healthy Eating.



# Example of RSE Overview


Caring Friendships						
Learning Outcomes	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How important friendships are in making us feel happy and secure, and how people choose and make friends.	Early introduction to this theme.	Early introduction to this theme.	✓	✓	✓	✓
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	Early introduction to this theme.	Early introduction to this theme.	✓	✓	✓	✓
That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	Early introduction to this theme.	Early introduction to this theme.	✓	✓	✓	✓
The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	Early introduction to this theme.	Early introduction to this theme.	✓	✓	✓	✓
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	Early introduction to this theme.	Early introduction to this theme.	✓	✓	✓	✓
How to manage conflict, and that resorting to violence is never right.	Early introduction to this theme.	Early introduction to this theme.	✓	✓	✓	✓
How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	Early introduction to this theme.	Early introduction to this theme.	✓	✓	✓	✓

# Medium Term Planning

PSHE Year: 2 Term: Autumn 1 Topic: Relationships (Bullying), Respectful Kind Relationships, Caring Friendships / Hazard Watch

Know More  
Remember More



National Curriculum Objectives	Vocabulary
<p><b>1 Decision Learning Outcomes</b></p> <p><b>Relationships (Bullying)</b></p> <ul style="list-style-type: none"> <li>Be able to name a range of feelings</li> <li>Understand why we should care about other people's feelings</li> <li>Be able to see and understand bullying behaviours</li> <li>Know how to cope with these bullying behaviours</li> </ul> <p><b>Hazard Watch</b></p> <ul style="list-style-type: none"> <li>Know what items are safe to play with and what items are unsafe to play with</li> <li>Be able to name potential dangers in different environments</li> <li>Be able to name dangers that can affect others, for example younger siblings</li> </ul>	<p>Bullying Mean Describe Teasing Threatening Advice Imagine Anti-bullying</p> <p>Harmful, Helpful, Hazard, Medicine, Antiseptic, Asthma, Eczema, Diabetes</p> <p>Friend, share, kind, listen, trust, help, loyalty, cooperation</p> <p>Respect, polite, manners, agree, disagree, compromise, tolerance, empathy</p>
<p><b>Prior Knowledge</b></p> <p><b>Relationships (Bullying)</b></p> <ul style="list-style-type: none"> <li>EYFS: Relationships, Feelings and Emotions, Being responsible</li> <li>Year 1: Relationships (Friendships), Feelings and Emotions (Jealousy/happiness/worry)</li> </ul> <p><b>Hazard Watch</b></p> <ul style="list-style-type: none"> <li>EYFS: Hazard Watch</li> </ul>	<p><b>Future Knowledge</b></p> <p><b>Relationships (Bullying)</b></p> <ul style="list-style-type: none"> <li>Year 4: A world without judgment (Breaking down barriers), Feelings and Emotions (Jealousy)</li> <li>Year 5: A world without judgment (Inclusion and Acceptance), Looking out for others (Being responsible), Feelings and Emotions (Anger)</li> <li>Year 6: A world without judgement (British Values), Feelings and Emotions (Worry)</li> </ul>
<p>• Personal • Social • Health • Economic</p>  <p>The aim of this curriculum area is to teach you to:</p> <ul style="list-style-type: none"> <li>Be positive people who contribute to school, community and the wider world.</li> <li>Be good friends and have healthy, happy relationships.</li> <li>Make healthy and safe decisions.</li> <li>Understand how to be a citizen in a modern world.</li> </ul>	

	Knowledge and skills	Activity
1	RSE: Respectful Kind Relationships	
	See Simply RSE mapping document.	<p>Discussions:</p> <ul style="list-style-type: none"> <li>What can we do when we feel angry or sad?</li> <li>How can we show kindness to others?</li> <li>How might bullying make people feel? (Taken from PSHE content)</li> </ul>
2	LQ: Can I make decisions about bullying?	
	<ul style="list-style-type: none"> <li>Be able to name a range of feelings</li> <li>Understand why we should care about other people's feelings</li> <li>Be able to see and understand bullying behaviours</li> </ul>	<p>1Decision teaching slides 6-18</p> <p>Support – adult support during verbal discussions.</p>
3	LQ: What advice can I give others about bullying?	
	<ul style="list-style-type: none"> <li>Know how to cope with these bullying behaviours</li> </ul>	<p>1Decision teaching slides 20-24</p> <p>Support – adult support during verbal discussions. Verbal support (e.g., prompts/sentence stems) for explanations and verbal reasoning.</p>
4	RSE: Caring Friendships	
	See Simply RSE mapping document.	<p>Discussions:</p> <ul style="list-style-type: none"> <li>What makes a good friend?</li> <li>Who can you ask for help if a friendship feels unkind?</li> </ul>

# Medium Term Planning

## Our PSHE ground rules

I will listen to others and respect what people say.  
 I will not ask personal questions or put people on the spot.  
 I will not make assumptions about other people, their experiences or feelings.  
 I have the right to "pass" if I do not want to comment.  
 I will keep the conversation in the room, unless our teacher is concerned for our safety or wellbeing, when they may need to tell someone who can help us.  
 If I have more questions, I can ask after the lesson or use the class worry box.

## Misconceptions –

### Relationships (Bullying)

1. "Bullying is only physical (hitting or kicking)."
2. "If someone is mean once, it's bullying."
3. "Only boys bully, and girls don't."
4. "If I tell an adult, I'll get in trouble or other people won't like me."
5. "If someone is smiling or laughing, it's not bullying."
6. "I should deal with bullying on my own."

### Hazard Watch

1. "If something looks like a toy, it's safe to play with."
2. "If adults use it then it must be safe."
3. "If food looks okay, it's okay to eat."
4. "If I've seen someone else do it, it must be safe."
5. "Only things that are sharp or on fire are dangerous."
6. "Younger siblings can do the same things I can."

### Respectful Kind Relationships

1. The difference between assertive and bossy.
2. Bullying is several times, rather than once.
3. "Only boys play football".

### Caring Friendships

1. "If me and my friend fall out we are not friends anymore".
2. "It's ok if someone is being unkind or making me feel uncomfortable because they're my friend".

5	LQ: What do I already know about hazards?	<ul style="list-style-type: none"> <li>• Know what items are safe to play with and what items are unsafe to play with</li> <li>• Be able to name potential dangers in different environments</li> <li>• Be able to name dangers that can affect others, for example younger siblings</li> </ul>	<p>Baseline discussions to assess what children already know. 1Decision slides 1-9.</p> <p>Discuss the questions on the slides. Encourage good oracy, model good oracy in a conversation with TA, use oracy discussion cards.</p> <p>Support – adult support for structuring ideas in sentences.</p>
6	LQ: Can I spot potential hazards?	<ul style="list-style-type: none"> <li>• Know what items are safe to play with and what items are unsafe to play with</li> <li>• Be able to name potential dangers in different environments</li> </ul>	<p>1Decision slides 10 – 25. Go through and have the children identify the hazards on the images with a partner. From slides 19-25, discuss with hands up.</p> <p>Support – adult support for identifying hazards, probing etc.</p>
7	LQ: What items are safe to play with and what items are unsafe to play with?	<ul style="list-style-type: none"> <li>• Know what items are safe to play with and what items are unsafe to play with</li> </ul>	<p>1Decision Game – Quiz deciding if different objects are safe to play with or not.</p> <p>Discussion Questions using slides 31-26 on 1Decision:</p> <ul style="list-style-type: none"> <li>• What could you do if you spot a potential hazard or hazard at home, at school, or in the community?</li> <li>• What hazards or potential dangers are there in the classroom? (don't have the children complete the worksheet. Oracy based. A3 copy could be completed by class teacher using children's ideas if needed)</li> </ul>



## PSHE

### Discussion time

In this lesson, we are going to be looking at the feeling of worry.

As a class, small group, or in pairs, discuss the following:

Can any of you explain what worry means?



### Living in Our World

Can you list the living things a human can look after or take care of at home, other than themselves?



### Discussion time - Best Choice for all

As a class, small group, or in pairs, discuss the following:

- Why was it a good idea that Natalia chose to speak to her Dad?
- How might Natalia be feeling now?
- How was Natalia's Dad able to help?
- Was this a better ending for Natalia? Why?



## RSE

### Let's Check Our Understanding

- What are the key parts of a balanced diet?
- Why is it important to have a healthy relationship with food?
- Who can you talk to if you're worried about your diet or health?



### What Do Families Give Us?

Can you think of any more?

Love

Safety

Support

Help when we're sad or worried

# For the consultation

- We've been busy getting to work on updating our policy, and then our RSHE curriculum – example plans are available to look at tonight.
- We are providing you with access to the resources we use to look at this evening. This will give you an idea of what your child is learning about in our RSE and PSHE lessons.
- These are our broad plans for the year, but we'll also let you know throughout the year if we have to make any changes to our curriculum. We may do this to tackle safeguarding and wellbeing concerns that arise.

# What are the RSE requirements?

- We **must** provide the following to **all** pupils:
  - Relationships education
  - Health education
  
- We aren't required to provide sex education, but from **1 September 2026** the government recommends we teach it for years 5 and/or 6.

# What does our curriculum look like now?

- What are your thoughts on our current curriculum for RSE and personal, social, health and economic (PSHE) education? Do you think it meets your child's/children's needs?
- Is there anything we're not covering that you think we need to address?
- What do you think about the way we currently deliver RSE to pupils?
- As a parent, do you feel like you need more information or guidance on specific topics?

# What happens next?

- We're also getting feedback from:
  - Staff
  - Pupils
  - Governors
- Once we've considered all the feedback, we'll review and share an updated RSE policy, and supporting documents which will set out our proposed curriculum. These will be shared on the school website.
- From this evening, there will be a formal consultation period of 10 days for any further feedback before the updated policy is finalised.