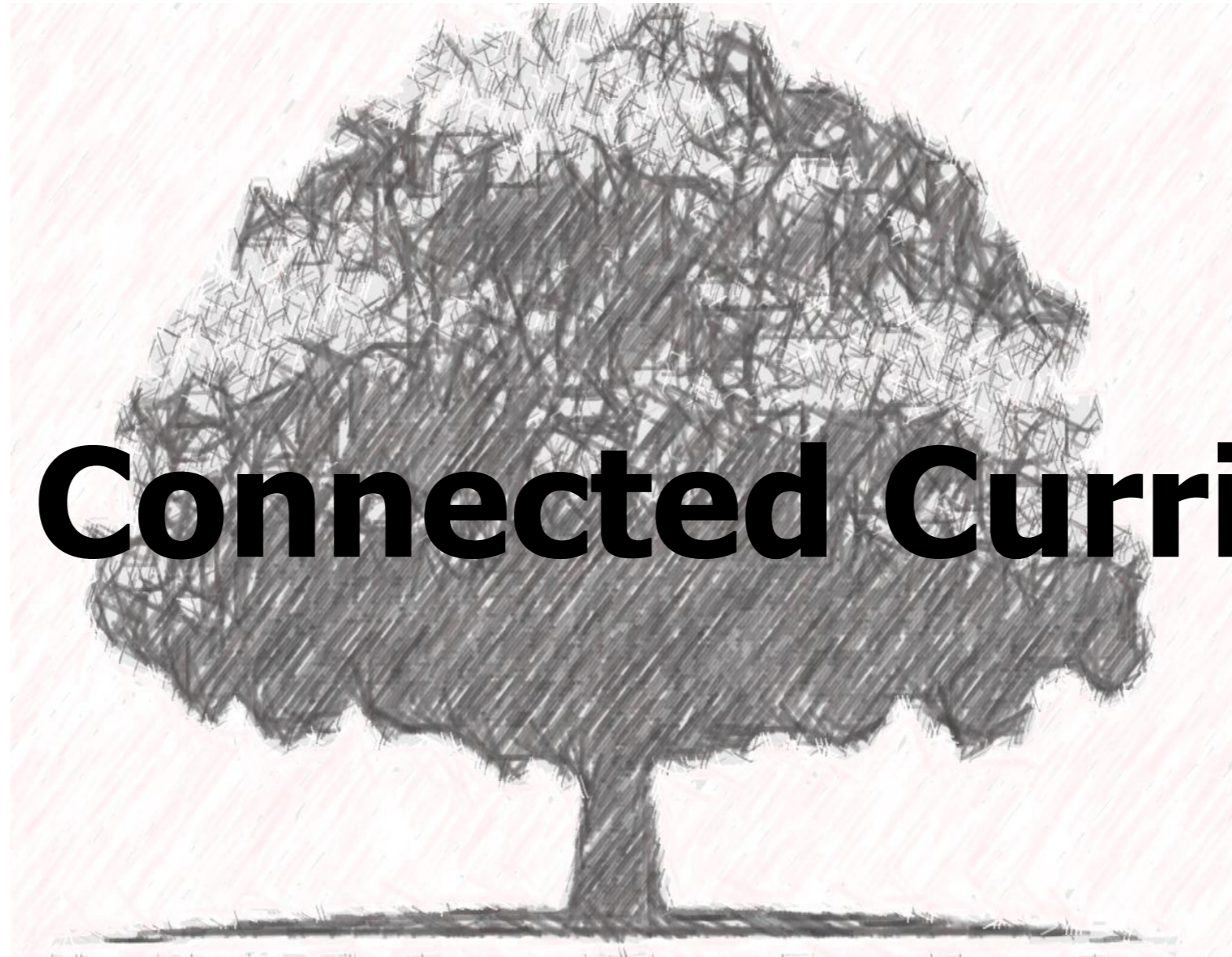


Kelsall Connected Curriculum



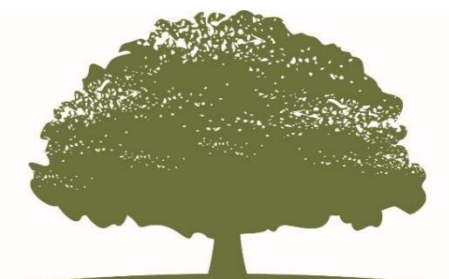
'A Love for Learning'

Kelsall Primary & Nursery School

Relationships and Sex Education Overview



Cheshire Academies Trust
Inspiring hearts and minds



KELSALL
PRIMARY AND
NURSERY SCHOOL
A LOVE FOR LEARNING

Relationships and Sex Education Curriculum at Kelsall Primary School

Intent

At Kelsall Primary & Nursery School we want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why all pupils will be taught Relationships and Sex Education and Health Education. These subjects are designed to equip children with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life.

Implementation

We have chosen to use a quality assured scheme of work – The Christopher Winter Project - as well as the No Outsiders ethos to support pupils understanding of RSE. This is delivered in a way to be developmentally appropriate and sensitive to the needs and religious background of its pupils. The CWP resource encourages children to develop the skills of listening, empathy, talking about feelings and relationships with families and friends. In Reception we focus on families and friendships. From Year 1 children will learn the names of the body parts, the differences between males and females and the ways in which they will develop and grow. Importantly, they will also learn to recognise unsafe and risky situations and to ask for help. The curriculum continues to develop their knowledge and skills as they learn about the physical and emotional changes of puberty and about reproduction.



Impact

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, children will learn how to treat each other with kindness, consideration and respect. By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

Health Education

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body



Inclusive Practice

When we are getting things right for our learners with SEND, we are getting it right for all learners. Inclusive Practice means we use approaches that are effective for learners with SEND. This will provide all learners with opportunities to learn in small steps and carefully build upon their prior knowledge. This is done through a range of approaches including:

- creating a language rich environment which is vital to closing the gap between learners with SEND and their peers and enabling future attainment.
- demonstrating what we want learners to do and show them what we mean.
- using physical resources to help abstract concepts become more accessible and meaningful and recognise the value of Dual Coding.
- reducing Cognitive Load and activate children's prior knowledge/schema through a connected curriculum that builds of prior learning, knowledge and skills and provides regular opportunities for learners to practise recalling what they have learnt, to help them easily access this information when it is needed.

‘With reference to **Embedding Inclusive Practice**, NAS

By the time they leave, pupils will:

- Respect others, even when they are different from them, and expect to be treated with respect by others
- Understand the importance of self-respect and how it links to their own happiness
- Understand and know the benefits of diversity
- Have an awareness of stereotypes and about prejudice, and how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
- Know about different family structures and how they can all provide love, security and stability, even in times of difficulty
- Know: characteristics of healthy relationships; boundaries within different relationships; how to maintain, repair and restore relationships; how to recognise if relationships are making them feel unhappy; and how seek help and advice from others when needed
- Know appropriate, inappropriate, and unsafe physical, and other, contact with children and adults
- Know how to ask for advice or help, until their concern is heard, in a variety of contexts
- Know how to keep safe in a variety of contexts, be able to identify when situations are becoming risky or unsafe and how to respond in an emergency
- Understand the impact of bullying, the responsibility of bystanders and know how to get help, if necessary
- Show courtesy and manners
- Know that mental health, just like physical health, is a part of daily life and know strategies to respond to feelings
- Understand the process of reproduction and birth as part of the human life cycle
- Be aware of the benefits and dangers of the internet, recognise risks and harmful content, and know how to report issues
- Know texts and images on the media can be manipulated and know strategies to evaluate the reliability of sources and identify misinformation
- Be aware of different attitudes to saving and spending money and understand associated risks

EYFS Links**Physical Development**

Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth-brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian

Further develop the skills they need to manage the school day successfully: Lining up and queuing, mealtimes, and personal hygiene

Personal, Social, and Emotional Development

See themselves as a valuable individual

Build constructive and respectful relationships

Express their feelings and consider the feelings of others - Show resilience and perseverance in the face of challenge - Identify and moderate their own feelings socially and emotionally - Think about the perspectives of others - Manage their own needs

Self-Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

Explain the reasons for rules, know right from wrong and try to behave accordingly

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Building Relationships

Work and play cooperatively and take turns with others

Form positive attachments to adults and friendships with peers

Show sensitivity to their own and to others' needs

CWP Curriculum Overview

reception

year 1

year 2

year 3

year 4

year 5

year 6

Additional

Reception Family and Friendship

Lesson 1: **Caring Friendships**
Lesson 2: **Being Kind**
Lesson 3: **Families**

Year 1 Growing and Caring For Ourselves

Lesson 1: **Different Friends**
Lesson 2: **Growing & Changing**
Lesson 3: **Families & Care**

Year 2 Differences

Lesson 1: **Differences**
Lesson 2: **Male & Female Animals**
Lesson 3: **Naming Body Parts**

Year 3 Valuing Difference and Keeping Safe

Lesson 1: **Body Differences**
Lesson 2: **Personal Space**
Lesson 3: **Help and Support**

Year 4 Growing Up

Lesson 1: **Changes**
Lesson 2: **What is Puberty?**
Lesson 3: **Healthy Relationships**

Year 5 Puberty

Lesson 1: **Talking about Puberty**
Lesson 2: **The Reproductive System**
Lesson 3: **Help and Support**

Year 6 Puberty, Relationships & Reproduction

Lesson 1: **Puberty & Reproduction**
Lesson 2: **Communication in Relationships**
Lesson 3: **Families, Conception & Pregnancy**
Lesson 4: **Online Relationships**

Additional Folder Year 5/6

Unit 1: **FGM**
Unit 2: **Respect and Equality**

Curriculum End Points – Relationships and Sex Education

The end-points for each year group show how children apply the knowledge, skills and understanding they are taught before moving on with their learning.

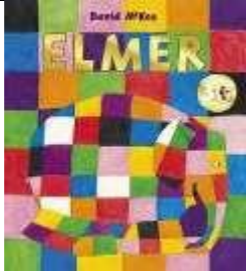
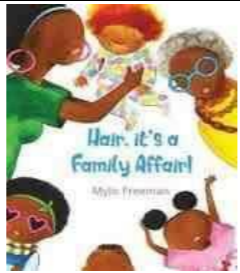
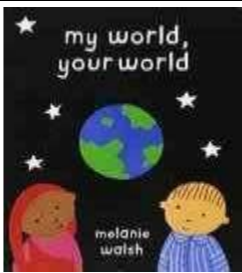
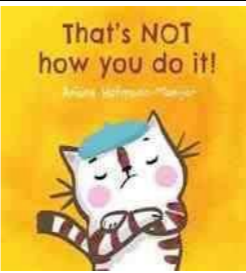
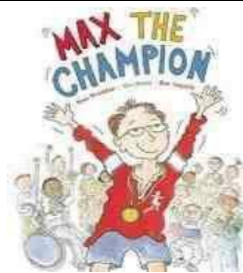
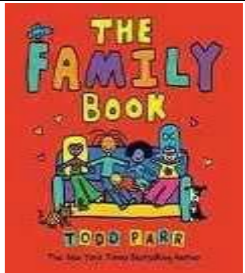
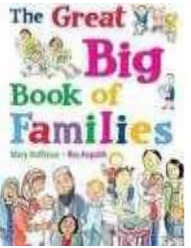
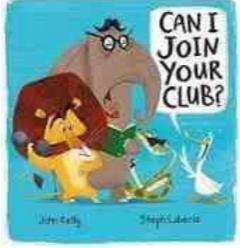
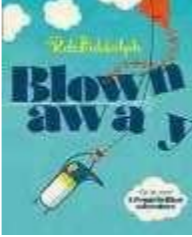


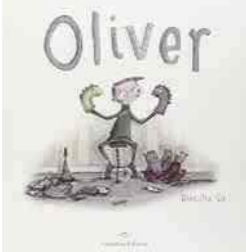
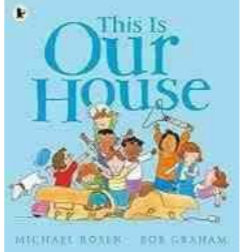
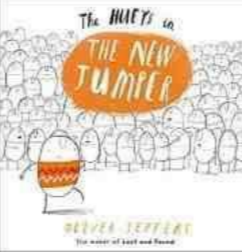
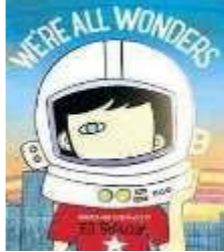
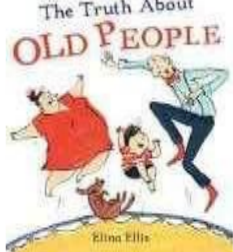
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learning Outcomes Lesson 1 Autumn term	Know that friendships can make us feel happy Know some ways that we can make new friends feel welcome	Know that we can be friends with people who are different to us	Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies	Know and respect the body differences between ourselves and others Name male and female body parts using agreed word	Understand that puberty is an important stage in the human lifecycle Know some changes that happen during puberty	Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence	Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence
Statutory Guidance	Relationships Education Caring friendships (2a,2c) Health Education Mental wellbeing (6b,6c,6g)	Relationships Education Respectful relationships (3a,3e) Healthy Education Mental wellbeing (6b,6c)	Relationships Education Respectful relationships (3a,3g) Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body	Relationships Education Respectful relationships (3a)	Health Education Changing adolescent body(8a) Key Stage 2 Science - describe the life process of reproduction in some plants and animals	Health Education Mental wellbeing (6c, 6d,6f,) Changing adolescent body (8a,8b) Menstruation (9a)	Health Education Mental wellbeing (6c,6d,6f,6g,6i,6j) Changing Adolescent body (8a,8b)
Learning Outcomes Lesson 2 Spring term	Know that arguing with friends and then making up can make friendships stronger That resorting to violence is never right	Understand that babies need care and support Know that older children can do more by themselves	Describe some differences between male and female animals Understand that making a new life needs a male and a female	Understand that each person's body belongs to them Understand personal space and unwanted touch	Know about the physical and emotional changes that happen in puberty Understand that children change into adults to be able to reproduce if they choose to	Understand how puberty affects the reproductive organs Describe what happens during menstruation and sperm production	Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important


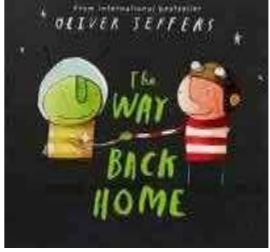
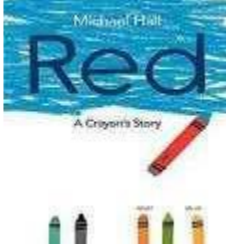
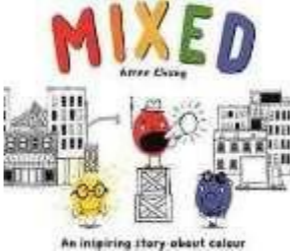
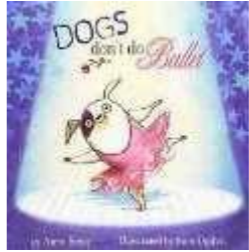
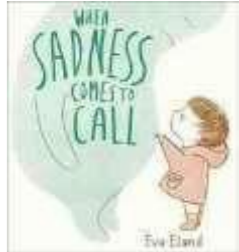
<p>Statutory Guidance</p>	<p><u>Relationships Education</u> Caring friendships (2d) Health Education Mental wellbeing (6b,6c)</p>	<p><u>Key Stage 1 Science</u> - Identify, name, draw and label the basic parts of the human body</p>	<p><u>Relationships Education</u> Respectful relationships (3a) <u>Key Stage 1 Science</u> - Notice that animals, including humans, have offspring that grow into adults</p>	<p><u>Relationships Education</u> Caring friendships (2e) Respectful relationships (3b,3d,3f) Being safe (5a,5b,5c,5d,5f,5g)</p>	<p><u>Health Education</u> Mental wellbeing (6a,6b,6c,6d,6f) <u>Health Education</u> Changing adolescent body (8a, 8b) Menstruation (9a) <u>Key Stage 2 Science</u> - describe the life process of reproduction in some plants and animals -describe the changes as humans develop to old age</p>	<p><u>Health Education</u> Changing adolescent body (8a,8b) Menstruation (9a)</p>	<p><u>Relationships Education</u> Families and people who care for us (1a,1b,1d,1f) Caring friendships (2a,2b,2c) Respectful relationships 3b,3d,3h) Being safe (5a,5b,5c,5d,5e)</p>
<p>Learning Outcomes Lesson 3 Summer term</p>	<p>Identify different members of the family Understand how members of a family can help each other</p>	<p>Know there are different types of families Know which people we can ask for help</p>	<p>Describe the physical differences between males and females Name the different body parts</p>	<p>Understand that all families are different and have different family members Identify who to go to for help and support</p>	<p>Know that respect is important in all relationships including online Explain how friendships can make people feel unhappy or uncomfortable.</p>	<p>Explain how to keep clean during puberty Explain how emotions/relationships change during puberty Know how to get help and support during puberty</p>	<p>Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy</p>

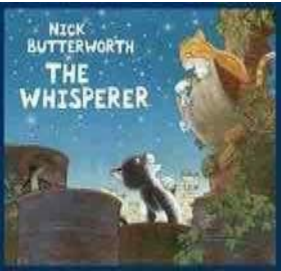


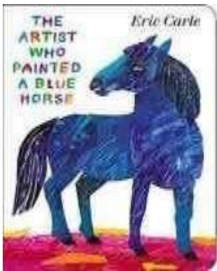

<p>Statutory Guidance</p>	<p><u>Relationships Education</u> Families and people who care for me (1a) Caring friendships (2a) Respectful relationships (3a)</p>	<p><u>Relationships Education</u> Families and people who care for me (1a,1b,1c,1d,1f) Caring friendships (2e) Respectful relationships (3a,3e) Being Safe (5d,5e)</p> <p><u>Health Education</u> Mental wellbeing (6b,6c)</p>	<p><u>Key Stage 1 Science</u> -Identify, name, draw and label the basic parts of the human body</p>	<p><u>Relationships Education</u> Families and people who care for me (1a,1b,1c,1d,1f,) Being safe (5d,5f,5g, 5h)</p>	<p><u>Relationships Education</u> Caring friendships (2b,2c,2d,2e) Respectful relationships (3a,3b,3d,3e,3f,3h) Online relationships (4b,4d)</p>	<p><u>Health Education</u> Mental wellbeing (6a,6b,6c, 6d,6e,6f,) Changing adolescent body (8a,8b) Menstruation (9a)</p>	<p><u>Relationships Education</u> Families and people who care for us (1c,1d,1e)</p> <p><u>Key Stage 2 Science</u> - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents</p>
<p>Learning Outcomes</p> <p>Lesson 4 Summer Term (Y6 only)</p>							<p>To have considered when it is appropriate to share personal/private information in a relationship</p> <p>To know how and where to get support if an online relationship goes wrong</p>

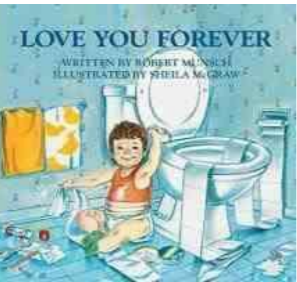
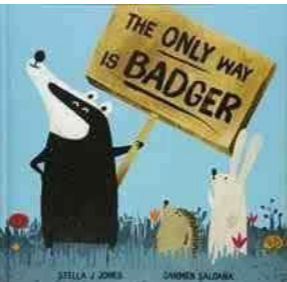

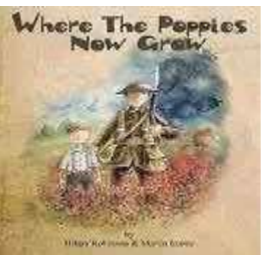
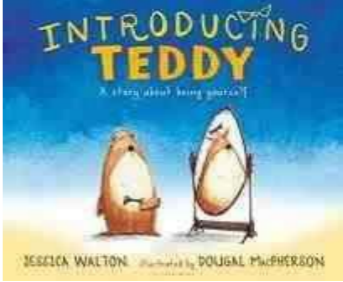

Statutory Guidance							Relationships Education Online relationships (4a,4b,4c,4d,4e) Being safe (5a,5b,5d,5e,5g,5h) Mental wellbeing (6h,6i)
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No Outsiders Curriculum Overview

Year 1						
	Race	Race	Race	Race	Disability	All families are different
	1. Accept who you are 2. Proud of my family and our identity		3. We are all different we all belong in the world 4. We do things differently, we can learn from each other		5. Disability means our bodies work in different ways 6. Talk about our families	
Year 2						
	UK is diverse	Difference	Disability	Race	Disability	Different families
	<ul style="list-style-type: none"> What does diversity mean? I can play with anyone, no one should be left out 		<ul style="list-style-type: none"> Talk about disability and our own needs We are all different and we work together in our class 		<ul style="list-style-type: none"> We can adapt to meet others' needs (sign language) What is adoption, what is a family ? 	
Year 3						
	<ul style="list-style-type: none"> What does diversity mean? I can play with anyone, no one should be left out 		<ul style="list-style-type: none"> Talk about disability and our own needs We are all different and we work together in our class 		<ul style="list-style-type: none"> We can adapt to meet others' needs (sign language) What is adoption, what is a family 	

<p>Year 4</p>						
	<ul style="list-style-type: none"> We are all different, it's great to be different People of different race/ culture can work together. Language need not be a barrier 		<ul style="list-style-type: none"> Be true to yourself, don't try to be something you are not Why do some people think different races cannot get along? What is the answer to prejudice? 		<ul style="list-style-type: none"> Stand up for your rights, speak out, be true to yourself Talk about feelings, recognise sadness, develop strategies to deal with mental health 	

<p>Year 5</p>						
	<ul style="list-style-type: none"> What is peer pressure, how do you stand up against peer pressure? Where does racism come from, how can we respond to racist language 		<ul style="list-style-type: none"> What is Amnesty International, why do we help people, what can we do today to help others 		<ul style="list-style-type: none"> Different people can get married in the UK, laws can change. Who were the Nazis in WW2, what did they stand for, what can we do today to make sure 'never again'? 	

<p>Year 6</p>						
	<ul style="list-style-type: none"> We all grow up, how do our families change, discuss hopes for future How to respond to prejudice, what to do if you witness discrimination? 		<ul style="list-style-type: none"> Historical awareness of Britain in WW2, respect for those who fought for freedom. Awareness of holocaust, causes and effect. Recognise what we can do today to make sure 'never again' 		<ul style="list-style-type: none"> What does transgender mean, how do we make sure everyone feels welcome Identify how people in the UK are different, how do we respond to difference and diversity. 	



'All different, All welcome'