



We appreciate that care and sensitivity is needed in approaching any aspect of Relationships and Sex Education and that the issues regarding sexual reproduction in humans should always be discussed within the context of family life, loving relationships and respect for others. We will be using specific vocabulary and we hope that you will reinforce this at home in order to discourage slang names and to support us keeping children safe.

Within this booklet there is a brief description of what will be covered at each year group. DVD resources will be used and we hope that you too will help your child to understand themselves and the world about them if they come home with questions.

You can, if you wish, withdraw your child from some elements of RSE. Please read our policy and discuss your concerns with the class teacher.

Specific Sex Education lessons will be delivered across a number of days during the fortnight beginning 10<sup>th</sup> June 2019.

Our school policies can be found at <https://combemartin-sch.org/cmpps-policies/>

If you have any queries please do not hesitate to speak to your class teacher.

## COMBE MARTIN PRIMARY SCHOOL RELATIONSHIPS and SEX EDUCATION (RSE)



Dear Parent /Guardian

Your child will be having Relationship and Sex Education lessons which are linked to the National Curriculum.

The RSE Policy has been agreed by our Trust Board and Local School Committee.

Our school vision of 'Believe, Belong, Become' embodies the ethos behind relationships education. In essence RSE develops the 'belonging' in which healthy relationships can be nurtured and thrive in order to 'become' valued members of our respective communities - which includes family life.

Central to this vision is the expectation that all members of the school community at Combe Martin will model and display high standards of behaviour and treat other people as they would wish to be treated, in accordance with our Three Rules: be safe, be ready and be respectful.

The relationships and sex education programme will:

- provide information that is relevant and appropriate to the age and developmental stage of the pupils
- develop skills of assertiveness, communication and effective dialogue in relationships
- encourage the exploration and clarification of values and attitudes
- promote self-efficacy, positive self-image and confidence
- be inclusive and teach respect for diversity and different ways of living

## **We aim to develop pupils' awareness of:**

### **Foundation Stage**

- Self-confidence and self esteem
- Making relationships
- Behaviour and self-control
- Self-care
- Sense of community

### **Key Stage 1**

- external parts of the body, and the concept of male and female
- families, and how people share responsibilities and live and work together
- life cycles, babies, and how we grow older and the concept of death
- the importance of valuing oneself and others, and beginning to recognise the range of human emotions and feelings
- simple rules for co-operating and living together
- personal safety and how to keep safe
- treating animals with care and sensitivity
- recognising similarities between themselves and others and treating others with sensitivity
- notice that humans and other animals can produce offspring and that these offspring grow into adults (Statutory)
- the main external parts of the body (Statutory)
- the process of reproduction and growth in animals. The focus is on growth e.g. egg, chick, chicken; egg, caterpillar, pupa, butterfly; baby, toddler, child, teenager, adult

### **Lower Key Stage 2 (Y3/4)**

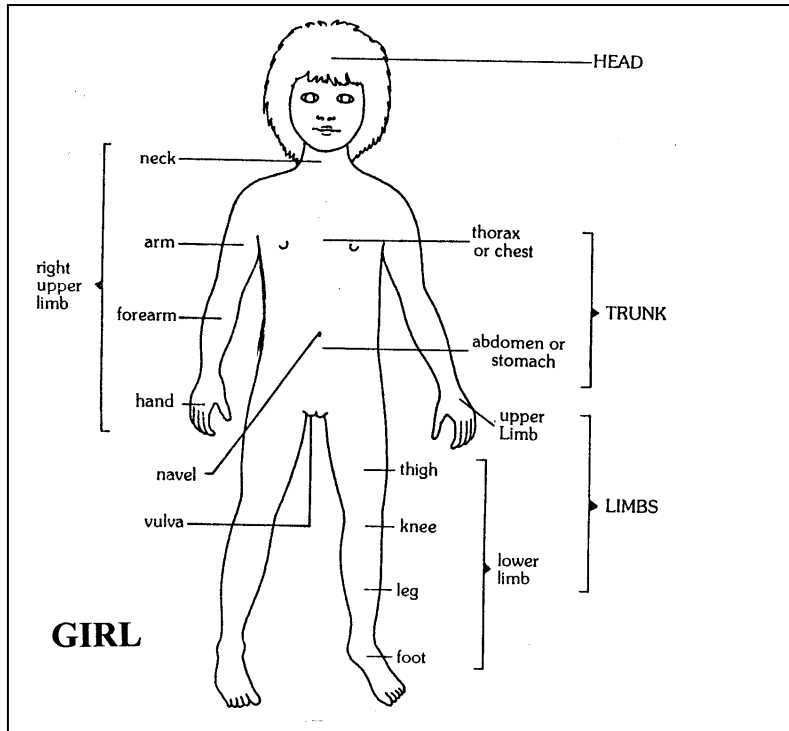
- the above concepts in greater depth
- relationships, families, how individuals belong to many groups, and have different roles
- challenging gender stereotypes

- the rights of others to hold and express different views
- different patterns of friendship, loyalty, and the skills needed to form good relationships
- a greater range of human emotions and feelings, including those of loss, and begin to learn how to deal with these
- how actions have consequences for themselves and others
- other people's feeling and emotions, and to have respect for these
- the physical, emotional and social changes which begin to take place at puberty, ensuring that pupils understand the correct terminology and the processes of change which are happening or are about to happen to them, and allowing them to ask questions (Year 4)
- Appropriate and inappropriate touch, both inside and outside the family home, and to develop responses to these

### **Upper Key Stage 2 (Y5/6)**

- The above concepts in greater depth
- The main stages in the human life cycle
- The development of relationships based on mutual understanding and trust
- The physical, emotional and social changes which take place at puberty, ensuring that pupils understand the correct terminology and the processes of change which are happening or are about to happen to them, and allowing them to ask questions
- Ways to avoid being exploited or exploiting others
- The idea of consent
- The basic biology of human reproduction – conception, birth and growth, and some of the skills and responsibilities involved in parenting
- The life processes common to humans and other animals including growth and reproduction (Statutory)
- The main stages of the human life-cycle including the basic facts about the process of conception, pregnancy and birth (Statutory)

# Specific Language to describe the body



# THE BODY

