

Knowing Me, Knowing You



RSE @ Netherton Moss

Relationship and Sex Education @ Netherton Moss

At Netherton Moss we have, over many years, developed a very effective programme of Relationship and Sex Education (RSE) that has been used and adapted by other schools.

We believe that RSE is not just the teaching of factual knowledge about sex and body matters but involves the development of knowledge, skills and understanding in a range of areas.

Good RSE helps children to develop life skills such as resisting peer pressure, being assertive, making informed decisions, negotiating skills, learning to respect others, understanding emotional intelligence, making and sustaining relationships, all of which contribute towards positive mental health. To do these pupils must be given many opportunities to explore and develop their own and others' attitudes, values and opinions.

Through our RSE programme children will develop:

- ✓ Self-worth and self awareness;
- ✓ The skills needed for successful relationships;
- ✓ An understanding of their own rights and those of other people;
- ✓ The ability and vocabulary to express how they feel about situations;
- ✓ The ability and confidence to make informed choices;
- ✓ The ability to keep themselves and other people safe;
- ✓ An understanding of their own and others' values and beliefs, and an individual moral framework that will help them to make positive decisions;
- ✓ A discerning eye for the message they receive from the media;
- ✓ A positive attitude towards the way people can be different from each other;
- ✓ A positive attitude towards and understanding of their own bodies;
- ✓ The ability and confidence to access help and support.

Our RSE Programme is an example of a spiral curriculum where children have regular learning opportunities throughout their time in school. The children participate in RSE activities in the Early Years, during their time in Year 2, again in Year 4 and finally in Year 6. Each step of the programme builds on what has gone before and tracks the social, emotional, physical and intellectual development of the children. Each time they take part in RSE, the activities take time to clarify and reinforce what they already know, dispel any misconceptions that have built up over time, before leading the children onto areas of new learning that are appropriate to their age and stage of development.

Common to all our RSE work is the establishment of clear groundrules at the outset of the topic as well as some assessment of the children's prior knowledge so that the work can be clearly matched to meet their needs. During the topic children from Key Stage 1 onwards are able to make use of a question box so that they can have the opportunity to ask questions even if they do not have the confidence to voice them out loud.

RSE at Netherton Moss is always carried out by the Teachers and Teaching Assistants with whom the children are most familiar and comfortable, it is essential that the children have the confidence in both the questions they are asking and the information they are receiving.



Relationship and Sex Education in the EYFS

The foundation stage curriculum is organised into six areas of learning. Relationship and Sex Education lies within the following area – Personal, Social and Emotional Development:

Through this area of learning children work towards the following Early Learning Goals and these lay the foundation for the RSE work that will come later in the school:

- ✓ Children develop a strong sense of self and positive image;
- ✓ Children develop an awareness for their own needs and feelings and become sensitive to the needs and feelings of others;
- ✓ Children form good relationships with adults and peers;
- ✓ Children learn how to make good friends;
- ✓ Children learn to consider the consequence of their words and actions for themselves and others.

This early work places a strong emphasis upon children finding out about and experiencing how to develop and sustain good relationships. The whole curriculum and the environment in which it is taught is designed to enable the children to develop the necessary knowledge, skills, attitudes and understanding in order to achieve these goals.

The key Early Learning Goals are:

- 5 – Health and Self-care
- 6 – Self-confidence and self-awareness
- 7 – Managing feelings and behaviour
- 8 - Making relationships

In the EYFS Relationship and Sex Education will focus upon:

Families

- Children will learn what families are, who is in their family and why they are important.

Making Friends

- Understanding what makes a good friend and a positive relationship with others.
- Knowing and understanding the ways of forming and sustaining friendship with others and getting a sense of how having friends helps us to enjoy life.

My Emotions

- Identify a wide range of feelings and emotions, developing the vocabulary and confidence with which to talk about these different emotions to ensure good mental health and emotional well-being.
- Identify people both at home and in school who can help resolve problems.

My body

- Help the children to understand how they have grown and changed since they were born, and help them to understand how this process will continue.
- Ensure the children have a developing understanding of their bodies and how they work. Look at ways they can stay safe and healthy and know when they can help themselves or ask others for help.



Relationship and Sex Education in Year 2

In Year 2 our Relationship and Sex topic is designed to answer six key questions which we explore using a wide range of different activities and materials. We make use of video, books, stories, posters and the internet to help the children to discuss and understand this important topic.

Setting Groundrules

- Establish a set of rules that allow the children to discuss the issues without embarrassment;
- Encourage the children to discuss and ask questions both in school and at home.

How are boys and girls the same and how are they different?

- Drawing the body;
- Naming the parts of the body including simple external genitalia;
- Discussing slang terms;
- Teaching the children to use the correct names for parts of the body.

Where do babies come from?

- Dispel the myths that surround where babies come from;
- Inform the children in simple terms, about conception and the growth of a baby in the womb;
- Explain that both a woman and a man are needed to make a baby.

What will happen to me as I grow up?

- Help the children to understand how they have grown and changed since they were born, and help them to understand how this process will continue.

What makes a good friend?

- Help the children to understand different types of relationships;
- Discuss with the children the qualities they look for in a friend;
- Help the children to identify a range of feelings and emotions and understand how to cope with them;
- Make them aware of what 'trust' means.

What is a family?

- Help children to understand their own family situation and the way in which they are related to other people;
- Understand that not all families are the same;
- Help the children to understand their own identity and what makes them special;
- Help them to understand how adults can help them.

How do I look after my body and keep myself safe?

- Understand the importance of washing and keeping all parts of the body clean
- Understand that they have rights in the way their body is treated by other people.
- Understand ways of keeping themselves and other safe in different situations, including e-safety and strangers.
- Understand the importance of their mental health and emotional well-being and how they can help themselves and ask others for help and support.



Relationship and Sex Education in Year 4

In Year 4 our Relationship and Sex topic is divided into four key themes which we investigate using a wide range of different activities and materials. We make use of video, books, stories, posters and the Internet to help the children to discuss and understand this important topic.

Setting Groundrules

- Establish a set of rules that allow the children to discuss the issues without embarrassment;
- Encourage the children to discuss and ask questions both in school and at home;

Friendship, Relationships and families

- The children explore different types of relationship including those within a family and between close friends;
- They look at the characteristics of a strong loving relationship and understand the important role it plays in parenthood.
- Explore what makes a good friend;
- Examine ways in which the children can support one another;
- Looking at different aspects of personality;
- Explore what makes a family.

Pregnancy and Birth

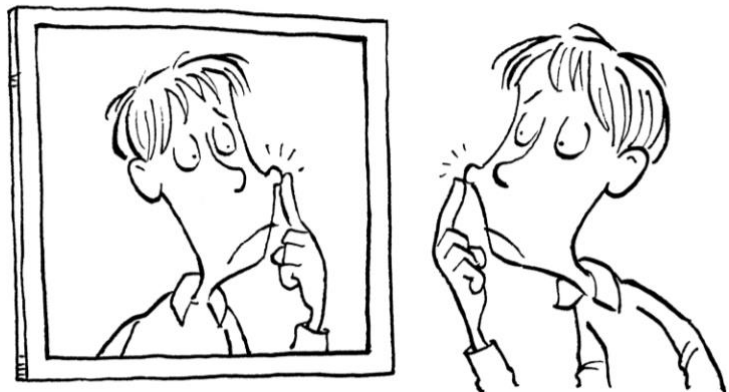
- The children explore in simple terms the sequence of pregnancy through to birth;
- Through discussion and use of the class question box, misconceptions about pregnancy and birth are challenged and corrected;
- The children will explore some of the responsibilities and costs of parenthood.

Childhood and Growing Up

- The children will have the opportunity to look at all the stages of the human lifecycle;
- In simple terms the children will explore how the body grows and changes during childhood and how puberty prepares the body for adulthood.
- Children will learn where they can access help and advice about growing up.
- The children will learn about the growing importance of personal hygiene as they grow and develop.
- The children will develop their understanding of the importance of their mental health and emotional well-being and develop strategies through which they can help themselves and others, as well as know where they can go for help and support.

The rights and responsibilities of the child

- The children will discuss the need of a child in its early years of life and look at the rights children have in terms of the way they are treated and the responsibilities of the adults in their life to protect, nurture and guide;
- Learn strategies for keeping safe and develop an understanding of their own and other people's responsibilities for keeping them safe.



Relationship and Sex Education in Year 6

In Year 6 our Relationship and Sex topic is divided into seven key areas which we explore using a wide range of different activities and materials. We make use of video, books, stories, posters and the Internet to help the children to understand this important topic. We use a great deal of discussion and circle time and the children have many opportunities to ask questions. Towards the end of the topic we split the children into boy and girl groups for one session just in case there are any questions that have not felt able to answer in our mixed groups.

Setting Groundrules

- Establish a set of rules that allow the children to discuss the issues without embarrassment;
- Encourage the children to discuss and ask questions both in school and at home in an appropriate way that respects any other family members;

Relationships

- Explore different kinds of friendships and relationships and look at how these change as people get older.
- Examine why love and trust are important in relationships and families.
- Explore different kinds of relationships and families, including same sex relationships, and the ways in which they support one another.

Body parts

- Revisit the appropriate vocabulary for parts of the body;
- Look at the function of different body parts and the role they play during puberty and reproduction.

Conception and birth

- Explore issues around sexual intercourse, including the law governing the age of consent;
- Look at how a baby is conceived;
- Follow the development of a baby from conception to birth and then on into early childhood;
- Learn that there are ways of preventing/reducing the risk of pregnancy;
- Be made aware of a range of sexually transmitted diseases and ways of preventing them.

Puberty in boys

- Explore the physical changes that occur in boys during puberty and the examine the reasons for these changes (including voice breaking, wet dreams, masturbation, etc);
- Learn more about the emotions boys' experience during puberty and explore ways of dealing with these feelings.
- Examine issues of health and personal hygiene that are related to puberty.

Puberty in girls

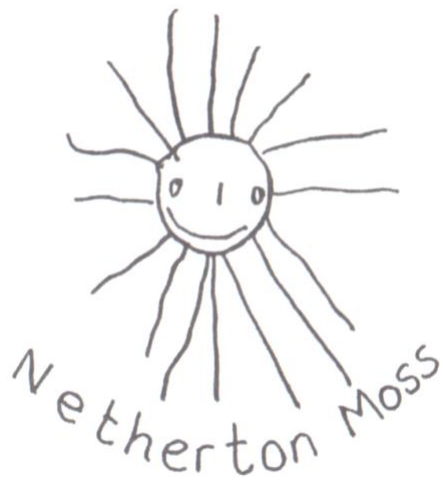
- Explore the physical changes that occur in girls during puberty and the examine the reasons for these changes (including menstruation, the use of sanitary products, masturbation, etc);
- Learn more about the emotions girls' experience during puberty and explore ways of dealing with these feelings.
- Examine issues of health and personal hygiene that are related to puberty.

Sex in the media

- Explore the portrayal of sex and gender on the television and in the wider media and understand issues around stereotyping;
- Examine the use of sexual images in the media especially advertising;
- To recognise how images in the media do not always reflect reality and can affect how people feel about themselves;
- Consider the way in which relationships are portrayed in film and on television;
- Reinforce the need to follow simple safety procedures when working online.

Staying Safe

- Learn about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) and forced marriage constitute abuse, are a crime and know how to get support if they have fears for themselves or their peers.
- To develop strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones). To learn the importance of protecting personal information, including passwords, addresses and images;
- To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media;
- For pupils to recognise that their increasing independence brings increased responsibility to keep themselves and others safe
- Understand the importance of good mental health and emotional well-being. Understand how they can help themselves and support others. Know of individuals and organisations that they can go to for help.



ADVERT

A job has become available for the post of parent/carer. Applicants will need to be prepared to work for 24 hours a day, seven days a week. There will be a variety of tasks but a lot of the work will involve tidying, cooking and cleaning.

Applicants will also need to be very patient. There is no pay for this job.