



### INTENT:



#### Love for Learning:

The RSE curriculum helps children to develop empathy towards others, both in relationships and friendships. Alongside this, they are able to understand the importance of healthy relationships and ways that relationships can become unhealthy (e.g. stereotypes, bullying and being assertive when needed).



#### Enquiring Minds:

Children will use RSE to ask questions about new concepts and ideas, developing their understanding of how animals and humans change over time. They may also ask questions linked to scenarios which help children to put their learning into real-world situations.



#### World Wise:

Children will learn strategies to deal with relationships and friendships as they go through life. They will understand who they can go to for help (both inside and outside of school) when they have any worries or concerns. They will be able to name specific adults that they trust. They will understand how they change over time, this will be in terms of needs and wants and outside bodily changes too. It will help them to cope better with any changes that they might not understand or be aware of.

To ensure progression throughout each year group, RSE is divided specifically into relationships education and sex education, and this is built on every year through the use of PSHE Association and Jigsaw PSHE. Jigsaw gives children a scope of knowledge to better understand relationships and changes of the body over time. This is also supplemented with content from PSHE Association.

### CORE CONCEPTS IN RSE

| Relationships                                                                                                                            | Sex Education                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Families and people who care for me<br>Caring friendships<br>Respectful, kind relationships<br>Online safety and awareness<br>Being safe | Life cycles of animals and humans<br>Different body parts between boys and girls<br>Babies (animals and humans) and what they need to survive<br>Outside body changes |

| VAYNOR VALUES | LEARNING SUPERPOWERS  |              |
|---------------|----------------------------------------------------------------------------------------------------------|--------------|
| RESPECT       |                                                                                                          |              |
| HONESTY       | Challenge Taker                                                                                          | Motivation   |
| KINDNESS      | Resilience                                                                                               | Independence |
| FORGIVENESS   | Confidence                                                                                               | Creative     |
| HAPPINESS     | Empathy                                                                                                  | Inquisitive  |

### IMPLEMENTATION:

RSE is taught across all year groups, with sex education beginning in Year 2 with different body parts between girls and boys. Learning in the classroom uses Jigsaw lessons to explore RSE so that the structure is similar to one that they already know. Lessons encourage discussions to enable the children to talk and ask questions to each other and with the teacher.

#### How RSE is mapped across the school:

#### OUR BIG IDEAS

| Term   | EYFS                                           | Year 1                                         | Year 2                                         | Year 3                                         | Year 4                                         |
|--------|------------------------------------------------|------------------------------------------------|------------------------------------------------|------------------------------------------------|------------------------------------------------|
| Autumn | Being Me in My World<br>Celebrating Difference | Being Me in My World<br>Celebrating Difference | Being Me in My World<br>Celebrating Difference | Being Me in My World<br>Celebrating Difference | Being Me in My World<br>Celebrating Difference |
| Spring | Dreams & Goals<br>Healthy Me                   | Dreams & Goals<br>Healthy Me                   | Dreams & Goals<br>Healthy Me                   | Dreams & Goals<br>Healthy Me                   | Dreams & Goals<br>Healthy Me                   |
| Summer | Relationships<br>Changing Me                   | Relationships<br>Changing Me                   | Relationships<br>Changing Me                   | Relationships<br>Changing Me                   | Relationships<br>Changing Me                   |

#### Approach to Learning:

During the learning process, it is paramount that children are given the opportunity to revisit previous knowledge to help embed and build upon it across the year groups.



Weekly planned lessons during the RSE covered content allow this to happen, making links as they learn. Delivery of age-appropriate content helps to not hinder children's understanding and enables them to ask questions in a way that does not confuse them.

Teachers use a range of activities such as discussion, art, games oracy, scenarios and songs to engage children and make learning memorable and easier to recall. No topics are shied away from, and any questions and content are delivered in an age-appropriate way.

#### Approaches to Recording:

- PSHE Journals for Jigsaw and PSHE Association activities
- Chances for learning across the curriculum with subjects such as Science

### Monitoring:



- ✓ Planning scrutinies, book trawls, pupil discussions and lesson observations
- ✓ Staff CPD
- ✓ Evaluation and reflection sessions of CPD

### IMPACT:

#### RSE Impact Measures

With lessons being done with RSE links across the year, this means that children's learning is built upon week and week, and year on year so that they can consolidate previous learning and build upon new learning. The whole-school approach means that there is clear progression across each year group and children are able to make links between what they have been taught previously.

#### Tracking and Recording Assessments

Teachers use formative and summative assessment to grasp children's understanding of subjects covered. They then use assessment grids from the different programmes to inform their judgement based on what they see in the classroom and in the class journal.

