

April 2019

Dear Parents/Carers,

Re: RSE lessons

In the Summer term our PSHE (Personal, Social, Health and Economic Education) looks at 'Relationships'.

Autumn covers Health and well being; Spring, living in the wonder world- our pupils have held some fantastic events to raise money this term.

RSE –Relationships and Sex Education is a controversial topic at any time but particularly it is currently in the news as there are some changes from September 2020. In March we were lucky enough to have Claire Meade from Ealing Local Authority run a workshop for parents where she was able to alleviate a lot myths and fears that parents/carers had.

To reiterate a few points:

- From 2020 the word Sex will be removed to make 'Relationships Education'; this will be statutory from 2020.
- The only relationships children learn about in Primary School PSHE are family and friendships.
- Romantic relationships are not discussed in primary school.
- We do not have explicit lessons on LGBT.
- We are an inclusive school and at West Acton our school families come in different formats – every family is different; children will be encouraged to talk about their own families but different family structures and characteristics are not analysed.
- Main themes of the subject are: to keep safe, to have healthy friendships, to stay healthy, be safe online and be respectful.
- Lessons on puberty are taught to prepare the children for changes to their bodies.
- In Year 6 there is a lesson on reproduction which parents/carers can withdraw their child from (I have marked with a * in the planning pages). Copies of more details lesson plans have been available to view at Parent forum this week.
- It is important that children know and understand the correct biological term for their body parts.
- Currently we do not teach about FGM.

Please do be weary of news that tends to focus on aspect or exaggerate something. The main aim of this subject is to help our children keep safe and healthy. You will find enclosed vocabulary, an overview of medium term planning and a letter about our visit from the NSPCC. Also our school's RSE policy can be found on our website.

Thank you for your continued support with your child's education.

Yours faithfully,
Karen Kondo
Headteacher

Medium term planning Health and Well-being Autumn

Whole school beginning event	Foundation Stage	Key stage 1	Lower key stage 2	Upper key stage 2	End of theme whole school event
	EYFS 12 sessions to include:	Year 1 and 2 12 sessions to include:	Year 3 and 4 12 sessions to include:	Year 5 and 6 12 sessions to include:	
Whole school assembly based on setting goals. The assembly will look at different types of athletes, different people who have set goals and how they achieved their goal. Every child is to set themselves a goal and outline how they are going to achieve their goal. This lesson will focus on looking at different types of goals e.g. academic, sporting,	<p>Nursery:</p> <ul style="list-style-type: none"> Getting to know others Recalling names Recognising similarities and differences between people in the class Identifying what is special about themselves Exploring feelings that you may have starting nursery i.e. anxious, nervous, sad Celebrating achievements Recognising what children can do Setting and achieving simple goals Recognising qualities of a good friend Understanding how to recognise and respond to bullying Link to Anti-Bullying week Working with another child 	<p>Year 1:</p> <ul style="list-style-type: none"> To set a goal To understand and explain how to keep teeth healthy To understand the importance of food To understand the difference between healthy and unhealthy foods To understand the importance of variety on a diet To explain how to use medicine safely To explain what voting is and why it is important Link to Student Council Elections To identify different types of bullying and explain what to do if they are being/witness bullying Link to Anti-Bullying week To identify and explain a range of positive and negative emotions <p>Year 2:</p> <ul style="list-style-type: none"> To set a goal To identify healthy and 	<p>Year 3:</p> <ul style="list-style-type: none"> To set a goal To explain what food groups make up meals To understand how food choices can contribute to tooth decay To explain what a drug is To categorise drugs To explain the effects of passive smoking To understand the effects of caffeine To explain democracy and explain why democracy is important Link to Student Council Elections To explain the difference between unkindness and bullying Link to Anti-Bullying week To explain what conflict is and ways of resolving conflict To explain what to do if conflict escalates <p>Year 4:</p> <ul style="list-style-type: none"> To set a goal To explain how food gives us energy To explain why nutrients are important 	<p>Year 5:</p> <ul style="list-style-type: none"> To set a goal To explain what makes a healthy meal Link to Eat Like A Champ To explain the importance of nutrients and fibre Link to Eat Like A Champ To explain the importance of hydration Link to Eat Like A Champ To understand the importance of portion control Link to Eat Like A Champ To interpret and understand information on feed labels Link to Eat Like A Champ To explain what makes a situation fair or unfair. Link to Student Council Elections To explain how being excluded can affect people and to explain what to do if they are being bullied/witness bullying. Link to Anti-Bullying week To explore the risks associated with drug use To challenge misconceptions about drug users To explain what peer pressure is and how to challenge it <p>Year 6:</p>	Each class will celebrate achieving goals. Even if children have not achieved their goal, celebrate the steps they are taking to achieve goal. As a school come together and celebrate how children/staff worked towards different goals and the skills they used to do this. <u>End of term:</u> Whole school Health Fair or Healthy Lifestyles

Medium term planning Health and Well-being Autumn

<p>and personal. Each class will create a goal setting display, outlining goals and the steps to achieving these goals. Pupils to complete assessment sheet – see assessment sheet and guidance</p>	<ul style="list-style-type: none"> ◦ Importance of keeping clean ◦ Oral health <p>Reception:</p> <ul style="list-style-type: none"> ◦ Recognising a range of emotions i.e. happy, sad, excited ◦ Recalling names ◦ Recognising what make them special ◦ Recognising similarities and differences between people in the class ◦ Recognising what children can do ◦ Setting and achieving simple goals ◦ To identify the qualities of a good friend ◦ To identify and respond to bullying Link to Anti-Bullying week ◦ To describe how to make friends and play with other children ◦ To understand the importance of keeping clean ◦ To understand the importance of keeping teeth clean 	<p>unhealthy foods</p> <ul style="list-style-type: none"> ◦ To explain what a healthy snack is ◦ To name the 5 food groups ◦ To identify foods within each of the food groups ◦ To understand the importance of eating fruit and vegetables ◦ To explain how to stay safe around harmful substances ◦ To identify the risks associated with smoking ◦ To explain what parliament is and why it is important Link to Student Council Elections ◦ To identify different types of bullying and explain what to do if they are being/witness bullying Link to Anti-Bullying week ◦ To explain what conflict is and ways of resolving conflict ◦ To explain that to do if conflict escalates 	<ul style="list-style-type: none"> ◦ To explain the risks and dangers associated with smoking ◦ To explain the risks associated with alcohol ◦ To understand how democracy works in the UK Link to Student Council Elections ◦ To understand the role of the bully, bystander and victim in a bullying scenario Link to Anti-Bullying week ◦ To develop critical think skills about information available online. This includes thinking critically about information, people who may try to talk to you and images online. 	<ul style="list-style-type: none"> ◦ To set a goal ◦ To understand the importance of exercise ◦ To explain the risks associated with alcohol ◦ To understand the risks associated with cannabis and volatile substance abuse ◦ To understand how a parliamentary debate takes place in the House of Commons Link to Student Council Elections ◦ To understand explain difference and similarities. Link to Anti-Bullying week ◦ To develop critical think skills about information available online. This includes thinking critically about information, people who may try to talk to you and images online. 	<p>Day to celebrate and showcase knowledge learned over the term. Children to have stalls/create posters for Health Fair or Healthy Lifestyles Day</p>
---	--	---	--	---	--

Medium term planning Living in the Wider World - Spring

Whole school beginning event	Foundation Stage	Key stage 1	Lower key stage 2	Upper key stage 2	End of theme whole school event
	EYFS 12 sessions to include:	Year 1 and 2 12 sessions to include:	Year 3 and 4 12 sessions to include:	Year 5 and 6 12 sessions to include:	
<p>This topic will begin with an assembly based on different charities. (Please see PowerPoint and assembly guidance in resources folder to use during this assembly, schools may also choose to add different charities to this PowerPoint) This assembly will also launch 'bank' in each class, where class can earn money (tokens) for different</p>	<p>Nursery:</p> <ul style="list-style-type: none"> ◦ PANTS- keeping safe ◦ Celebrating similarities and differences ◦ Recognising special people in our lives ◦ Understanding different types of families ◦ Understanding how we are all different ◦ Understanding how to celebrate being different ◦ Exploring gender stereotypes ◦ Understanding how to stay safe online ◦ Explaining who to tell if you are worried or scared ◦ To identify, manage and express a range of emotions ◦ To explain what charity is and explain why people donate to 	<p>Year 1:</p> <ul style="list-style-type: none"> ◦ To understand what charity is and explain why people donate to charity ◦ To understand the difference between wants and needs ◦ To celebrate achievements ◦ To celebrate the achievements of others ◦ To fundraise money for a charity ◦ To explain how to keep safe online ◦ To identify who to talk to if you are worried or scared about something ◦ To explain how you can keep yourself safe at home ◦ To explain how to keep safe at home ◦ To explain the difference between good and bad secrets <p>Year 2:</p> <ul style="list-style-type: none"> ◦ To understand what charity is and explain why people donate to charity ◦ To fundraise money for a charity ◦ To explain the difference 	<p>Year 3:</p> <ul style="list-style-type: none"> ◦ To understand what charity is and explain why people donate to charity ◦ To fundraise money for a charity ◦ To explain the difference between wants and needs ◦ To explore life in different countries ◦ To explain how their life is different to the lives of children in other countries ◦ To explain how to keep safe online ◦ To identify who to talk to if you are worried or scared about something ◦ To explain how to keep safe around fire ◦ To explain the risks associated with fire ◦ To explore gender stereotypes <p>Year 4:</p> <ul style="list-style-type: none"> ◦ To understand what charity is and explain why people donate to charity ◦ To fundraise money for a charity ◦ To explain how to save and the benefits of saving ◦ To explore the water crisis 	<p>Year 5:</p> <ul style="list-style-type: none"> ◦ To understand what charity is and explain why people donate to charity ◦ To fundraise money for a charity ◦ To understand deductions that are taken from payslips ◦ To explain what budgeting is and why it is important ◦ To explain what migration is ◦ To explain why people need to migrate ◦ To explain how to keep safe online ◦ To identify who to talk to if you are worried or scared about something ◦ To explain how to keep safe when cycling ◦ To explain the risks associated with cycling ◦ To explore gender stereotypes ◦ To explain why it is important to challenge gender stereotypes <p>Year 6:</p> <ul style="list-style-type: none"> ◦ To understand what charity is and explain why people donate to charity ◦ To fundraise money for a charity 	<p>This topic will end with a whole school assembly which will celebrate the class with the most 'money.' (Please see PowerPoint and assembly guidance in resources folder to use during this assembly) This topic will end with a whole school fundraising day based on class chosen charity – Spring Term Lesson 6 This event should be</p>

Medium term planning Living in the Wider World - Spring

<p>things. Explain class with most 'money' at end of term will win a prize. (Please see guidance in resources folder, schools may wish to add to the things that earn classes 'money') Each class to go back to class to complete Spring Term Lesson 1. Goal for this term will be to raise money for a charity and explain how they will raise money</p>	<p>charities</p> <p>Reception:</p> <ul style="list-style-type: none"> ◦ PANTS – keeping safe ◦ Top recognise what makes us proud ◦ To recognise our achievements ◦ To celebrate the achievements of others ◦ To explore assertive skills ◦ To explain who we are similar and different ◦ To explore gender stereotypes ◦ To explore different types of families ◦ Understanding how to stay safe online ◦ Explaining who to tell if you are worried or scared ◦ To identify, manage and express a range of emotions ◦ To explain what charity is and explain why people donate to charities 	<p>between wants and needs</p> <ul style="list-style-type: none"> ◦ To explore life in different countries ◦ To explain how their life is different to the lives of children in other countries ◦ To explain how to keep safe online ◦ To identify who to talk to if you are worried or scared about something ◦ To explain how to keep safe around fire ◦ To explain the risks associated with fire ◦ To explore gender stereotypes 	<p>around the world</p> <ul style="list-style-type: none"> ◦ To explain how to keep safe online ◦ To identify who to talk to if you are worried or scared about something ◦ To explain how to keep safe around water ◦ To identify the risks associated with water ◦ To understand how stereotypes can label people ◦ To explain how to break gender stereotypes 	<ul style="list-style-type: none"> ◦ To understand the different jobs have different salaries ◦ To explore what value for money means ◦ To understand the reasons people may be homeless ◦ To explain what hidden homelessness is ◦ To challenge stereotypes associated with homelessness ◦ To explain how to keep safe online ◦ To identify who to talk to if you are worried or scared about something ◦ To identify risks that they may face ◦ To understand what risky behaviours are ◦ To challenge gender stereotypes 	<p>celebrated as a school</p>
---	--	---	--	---	-------------------------------

Medium term planning Relationships Summer

Whole school beginning event	Foundation Stage	Key stage 1	Lower key stage 2	Upper key stage 2	End of theme whole school event
	EYFS 12 sessions to include:	Year 1 and 2 12 sessions to include:	Year 3 and 4 12 sessions to include:	Year 5 and 6 12 sessions to include:	
<p>Whole school launch assembly based on being a good friend. Discussing what it means to be a good friend and what qualities good friends have. Children go back to class and set themselves a goal 'Be the friend you want to have.' Children to draw/write about what qualities and skills they will need to be a great friend to someone.</p>	<p>Nursery:</p> <ul style="list-style-type: none"> To explore the feeling of loss To explore feeling lonely To identify important people in our lives To identify special people in our lives To explain why we have friends To identify the qualities of a good friend To identify what makes us happy or sad To identify basic ways to use medicine correctly To explain how to manage difficult feelings <p>Reception:</p> <ul style="list-style-type: none"> To understand the terms fair and unfair and identify what is fair and unfair To understand how we can keep ourselves clean To identify what it 	<p>Year 1:</p> <ul style="list-style-type: none"> To identify the qualities of a good friend To explain what a compliment is and why it is important To recognise our achievements To identify places and people who make me feel safe. To explain why these places and people make us feel safe To explain why good friends are important and explore how to make new friends To understand what 'bad' secrets are To explain how to keep ourselves clean Link to RSE To explain why it is important to keep clean Link to RSE To explain how we have changed since we were born Link to RSE To explore different types of families Link to RSE <p>Year 2:</p> <ul style="list-style-type: none"> To identify the qualities of a good friend 	<p>Year 3:</p> <ul style="list-style-type: none"> To identify the qualities of a good friend To explore the differences between males and females and to name the body parts Link to RSE To consider touch and to know that a person has the right to say what they like and dislike Link to RSE To explore different types of families and who to go to for help and support Link to RSE To identify positive thoughts and how positive thoughts can affect us To explore the concept of self-talk and identify how this can help us To identify what makes a healthy relationship and explain what makes a good friend If covering FGM lessons: To know you can say no to bad touch To understand that FGM is not a rite of passage If you are NOT covering FGM lessons: To understand what dementia is and how it is related to memory <p>Year 4:</p>	<p>Year 5:</p> <ul style="list-style-type: none"> To identify the qualities of a good friend To explore the emotional and physical changes occurring in puberty Link to RSE To understand male and female puberty changes in more detail Link to RSE To explore the impact of puberty on the body and the importance of physical hygiene Link to RSE To explain what it means to belong and explain why belonging is important To identify places where we feel we belong To understand benefits of a growth mind-set and explain how to develop a growth mind-set <p>Year 6:</p> <ul style="list-style-type: none"> To identify the qualities of a good friend To consider puberty and reproduction Link to RSE To consider physical & emotional behaviour in relationships Link to RSE To explore the process of conception and pregnancy Link to RSE 	<p>Throughout the unit, celebrate friends and kindness through an appreciation board in classrooms and in staffrooms. Have a secret spotter who looks out for people being kind, these people (staff and adults) are celebrated in assembly. Whole school to come together at the end of the theme to discuss good friends and good friendships</p>

Medium term planning Relationships Summer

<p>Create a whole school display. Pupils to revisit assessment sheet from Autumn – see assessment sheet and guidance.</p>	<p>is important to keep ourselves clean</p> <ul style="list-style-type: none"> ◦ To explore different types of families ◦ To identify special people in our lives and explain why these people are special ◦ To begin to break gender stereotypes ◦ To begin to challenge gender stereotypes ◦ To explain how to use medicine safely ◦ To identify how things can change ◦ To begin to prepare for change ◦ To explain why change is good 	<ul style="list-style-type: none"> ◦ To explain how to keep ourselves safe Link to PANTS rule ◦ To understand that they have the right to say "no" to unwanted touch Link to RSE ◦ To identify differences between males and females Link to RSE ◦ To explore some of the differences between males and females and to understand how this is part of the lifecycle Link to RSE ◦ To focus on difference and naming body parts Link to RSE ◦ To understand what pride is and identify what makes us proud ◦ To explain why it is important to feel proud ◦ To explain what makes us proud of other people ◦ To understand what makes a good friend ◦ To identify how we can be a good friend to others 	<ul style="list-style-type: none"> ◦ To identify the qualities of a good friend ◦ To explore the human lifecycle Link to RSE ◦ To identify some basic facts about puberty Link to RSE ◦ To explore how puberty is linked to reproduction Link to RSE ◦ To understand a growth mindset and how it can affect us ◦ To understand rights in a friendship and to explain why it is important to know these rights ◦ To understand responsibilities in a friendship and explain why it is important to know these responsibilities ◦ If covering FGM lessons: ◦ To understand aspects of discrimination ◦ To understand that every individual no matter what their gender should be treated with equal respect and opportunities ◦ If you are NOT covering FGM lessons: ◦ To explore how dementia affects the whole family ◦ To explore how assistive technologies can help people living with dementia 	<ul style="list-style-type: none"> ◦ To explore positive and negative ways of communicating in a relationship Link to RSE ◦ To understand how to develop positive self-talk ◦ To explore positive friendships and explain what makes a friendship successful ◦ If covering FGM lessons: ◦ To understand how beauty is portrayed around the world. ◦ To know I have the right to say no. ◦ If you are NOT covering FGM lessons: ◦ To know the types of difficulties people with dementia may experience ◦ To explore ways in which communities can support people living with dementia 	
---	---	---	--	---	--

Year group	Vocabulary
Reception	<ul style="list-style-type: none"> - Boy - Girl - Routine - Clean - Washing - Family - Differences
Year 1	<ul style="list-style-type: none"> - Clean - Hygiene - Boy - Girl - Penis - Vagina - Lifecycle - Family - Differences
Year 2	<ul style="list-style-type: none"> - Different - Similar - Teats - Udder - Penis - Vagina - Testicles - Nipples
Year 3	<ul style="list-style-type: none"> - Differences - Vagina - Womb - Penis - Testicles - Touch - Personal space - Family
Year 4	<ul style="list-style-type: none"> - Lifecycle - Body change - Puberty - Penis - Vagina - Testicles - Nipple - Womb - Pubic hair - Breasts
Year 5	<ul style="list-style-type: none"> - Puberty - Physical changes - Emotional changes - Penis - Vagina - Period/ menstruation

	<ul style="list-style-type: none"> - Nipples - Breasts - Pubic hair - Testicles - Erections - Wet dreams - Fallopian tube - Hygiene
Year 6	<ul style="list-style-type: none"> - Reproduction - Puberty - Uterus - Penis - Vagina - Nipples - Breasts - Testicles - Relationship - Positive and negative relationship - Friendship - Sexual intercourse - Sperm - Egg - Fertilized - Personal information - Keeping safe - Communication - Menstruation - Wet dream - Pubic hair - Erection - Pregnancy

Dear Parent/Carer,

Speak out. Stay safe. programme on Monday 29th April

The NSPCC's **Speak out. Stay safe.** programme is visiting West Acton Primary School to make sure our pupils have the knowledge and understanding they need to stay safe from abuse. This visit happens every 3 years.

I'm pleased to tell you that we will be working with the NSPCC, the UK's leading children's charity, who'll be delivering their **Speak out. Stay safe.** programme on **Monday 29th April**. This is a nationwide programme for every primary-school-aged child in the UK and Channel Islands. With the help of their friendly mascot Buddy, they'll be presenting an assembly to the children in our school as well as a workshop for Years 5/P6 .

**"NSPCC has helped me to build the confidence to tell people about my worries and problems."
Child's feedback**

What is the Speak out. Stay safe programme?

Through child-friendly, interactive assemblies and workshops their specially trained staff and volunteers will give our children information about how to keep themselves safe from harm and how to get help if they have any worries, sensitively discussing issues like bullying and sexual abuse, without using scary words or adult language.

We have studied the content of the materials and heard from other schools who have participated and are extremely confident that they are appropriate for primary-school-aged children. By the end of their visit, we're convinced children will feel empowered – knowing how they can speak out and stay safe.

**"My daughter thought the volunteers were fantastic, really real people, very warm and friendly."
Sally, Prestatyn**

If you would like any more information about the **Speak out. Stay safe.** programme you can visit the NSPCC website nspcc.org.uk/buddy

Talking PANTS with your children

The NSPCC's work in schools will help encourage conversations about staying safe – and they have a number of child-friendly materials to help you carry on the conversation afterwards. That includes 'Talk PANTS', a simple way for parents to help keep children safe from sexual abuse – without using scary words or even mentioning sex.

The guide uses the rules of PANTS to teach children that their body belongs to them and them alone. You can find out more and download the free resources at nspcc.org.uk/pants

If you'd like to know more about the NSPCC's work, or take a look at the wide range of information and advice which is available for parents and carers, please visit their website nspcc.org.uk/parents

Yours faithfully,

Karen Kondo

Headteacher

