

PSHE and RSE at The Bishops'

Natalie Parr – PSHE lead and
Marie Rule – RSE lead



Our Approach to PSHE:

PSHE education is compulsory and a wide range of topics are covered. We adopt a Philosophy for Children (P4C) approach.

Our curriculum is split into three key themes:

- Health and wellbeing: physical health and mental wellbeing, growing and changing and keeping safe.
- Relationships: families and friendships, safe relationships, respecting ourselves and others.
- Living in the wider world: belonging to a community, media literacy and digital resilience, money and work.

RSE at The Bishops'

- We updated our RSE policy and curriculum in 2021, in line with the DfE statutory guidance.
- We created a bespoke curriculum for our school, to be delivered flexibly.
- We invited parents to engage in a consultation period.
- We then made further changes to our curriculum, which we fed back to parents.
- Children share their pre and post subject knowledge, to help us continue to adapt our practice.



Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies,
proprietors, head teachers, principals, senior
leadership teams, teachers

RSE:

- It is about safeguarding children, by equipping them with key knowledge and information.
- It allows them to understand and inform others, when something is not right relating to relationships or situations.
- It ensures there are commonalities regarding language and provides children with a way of protecting themselves when something is not right.

Different Influences

- The internet
 - Television
 - Social media
 - Other media
- Friends
- Family
- School



Science Element (Compulsory)

Year Group	Science Curriculum Content
Reception	<ul style="list-style-type: none"> To know about similarities and differences in relation to places, objects, materials and living things. To make observations of animals and plants and explain why some things occur, and talk about changes.
Year One	<ul style="list-style-type: none"> To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
Year Two	<ul style="list-style-type: none"> To notice that animals, including humans, have offspring which grow into adults To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
Year Three	
Year Four	
Year Five	<ul style="list-style-type: none"> To describe the changes as humans develop to old age including puberty and the menstrual cycle. To describe the life process of reproduction in some plants and animals.
Year Six	<ul style="list-style-type: none"> To learn about where to get more information, help and advice about growing and changing, especially about puberty.

Relationships and Sex Education Content

	Lesson 1	Lesson 2	Lesson 3
Reception	CWP: To consider routines /patterns of a typical day	CWP: To understand why hygiene is important	CWP: To recognise that all families are different
Year 1	Brook: Healthy Friendships	Brook: Our bodies and boundaries	CWP: Growing and Changing
Year 2	Brook: Respecting Uniqueness	CWP: Differences between Male and Female	CWP: Male and female body parts
Year 3	CWP: Different types of family, including LGBT.	CWP: Personal space	CWP: Male and female body parts
Year 4	Brook: Respecting others	CWP: What is puberty?	CWP: Puberty, changes and reproduction.
Year 5 and 6*	Brook: Respectful relationships	Brook: Puberty- bodies and reproduction	Brook: Puberty: changes.

*As well as an additional lesson for Year 6, to cover the sex education content. In this lesson, reference will be made to sexual intercourse, within the context of intimate and consenting adult relationships.

A sample of resources

Topic	Respecting uniqueness	Key stage Age range	KS1 Year 2
Introduction This lesson helps children to understand that we are all special and unique. Our similarities and differences should be celebrated, and we all have something to offer. It develops the children's understanding of respecting ourselves and respecting others.			
Learning aim and outcomes			
Aim To understand that we are all special and unique.		Key messages to convey to children Ensure that the lesson begins with creating a safe space, including ground rules for how the lesson will be managed. Brook advises discussing confidentiality and safeguarding when creating your safe space. Always ensure time for clear signposting at the end of every lesson, this could be within your educational setting or to local services in Cornwall, as well as reputable organisations online.	
Learning outcomes By the end of the lesson children will be able to: <ul style="list-style-type: none"> Explain what special and unique mean Describe their own special and unique characteristics Explain how we respect the special and unique characteristics of others 		<ol style="list-style-type: none"> To be special and unique means to be different from other people. We might have similarities to our family, our friends or even strangers on the street but no two people are exactly the same so we are all special, like a snowflake! We all have things about us that make us special and different from other people. We should celebrate these things about our self and other people. Sometimes we might feel like we can't or shouldn't do things because of our differences but we can do anything we put our minds too. Groups of people work best if the members are all different because then we can support each other (like the choir). 	
Key questions <ol style="list-style-type: none"> What makes you special and unique? What would it be like if we were all the same? What different likes and dislikes do we have? What is special and unique about you? Why is it important that we respect differences? Why is it good that we are all different? 			
Where to find up to date information Additional information can be obtained from the Government's SMSC documents relating to Fundamental British values. https://www.gov.uk/government/news/guidance-on-promoting-fundamental-british-values			



Topic	Respecting uniqueness
Age and key stage	KS1: Year 2
Time range	50 minutes
Aim	To understand that we are all special and unique.
Outcomes (By the end of the lesson children will be able to...)	<ul style="list-style-type: none"> Explain what special and unique mean. Describe their own special and unique characteristics. Explain how we respect the special and unique characteristics of others.
Links to government statutory guidance & PSHE Association guidance	<ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or belief (H22, R23) The importance of self-respect and how this links to their own happiness (H21) H21. To recognise what makes them special H22. To recognise the ways in which we are all unique R23. To recognise the ways in which they are the same and different to others
Introduction and context	This lesson helps children to understand that we are all special and unique. Our similarities and differences should be celebrated, and we all have something to offer. It develops the children's understanding of respecting ourselves and respecting others.

Resources required	Quantity
Laptop and projector with access to YouTube	1
Whiteboard and visualiser	1
Fingerprints of some adults in school	1
Poem template ideas on the board	1

Activities and method (including key questions and messages relating to the activity)		
Activity	Description & key messages	Timing
1.	<p>Introducing special and unique and creating a safe space</p> <p>Activity</p> <ul style="list-style-type: none"> Ask the children to sit in a circle on the carpet. Explain that we are going to talk about being special and unique. Create a safe space with the children- ensure that pupils understand that the classroom is a confidential space and free from judgement. Encourage the children to talk to each other by using talk partners. The children might not know what these words mean but take their suggestions to check their level of understanding. <p>Key Questions</p> <ul style="list-style-type: none"> Does anyone know what these words mean? <p>Key Messages</p>	5 minutes

A sample of resources

Year 2

Lesson 2 Differences: Male & Female

Learning Intention
To explore some of the differences between males and females and to understand how this is part of the lifecycle

Learning Outcomes
Describe some differences between male and female animals
Understand that making a new life needs a male and a female

Resources
Talking object
[Pictures of male and female animals](#)
[Cats and Kittens worksheet](#)
Anatomically correct toy farm animals

Activities

1. Introduction
In a circle, review the ground rules. Ask the class what they remember from the last lesson. Remind them that they talked about some of the fixed ideas people have about boys and girls and about how to tell the difference between male and female babies. Refer to the learning outcomes for this lesson and explain that they are going to learn about some of the differences between male and female animals and why they are different.

2. Animal Go-round
Introduce the talking object. Pass the talking object around the circle and ask each child to complete the following sentence: *My name is ... and my favourite animal is ...because ...*

3. Male and female animals
On the whiteboard show a selection of the [Pictures of male and female animals](#). Ask pupils if they can tell from the pictures whether each animal is male or female – how do they know? Which part of the animal tells them? Explain that for some animals, such as lions and peacocks, it is very clear which is the male, for example a male lion has a mane and a male peacock has a colourful fan of feathers. However, for most animals it isn't as easy to tell and we need to look at other parts of their body.

Ask the children whether it is the male or the female which usually feeds the babies. Display the pictures of the cow, the bull, and the cat feeding her kittens. Ask the children whether they can tell the males from the females in these pictures; ask them to explain how they know which is which. Introduce the words *teats* and *udder* and explain they are only found on females so that the female can feed her babies. Remind children that, as with humans, male and female animals also have different private parts and this is another way we can tell them apart.

4. Cats and Kittens worksheet
Display the picture of the cat feeding her kittens on the whiteboard; name the cat Mogsy. Ask the children if they know how a female cat might feed her kittens. Remind children of the word *teats* and explain this is the part of the cat's body where the milk comes out; the kittens need to drink the milk from the teats to help them grow. Ask the children if they have seen any other animals which feed like this.

At tables, give each child a copy of the [Cats and Kittens worksheet](#). Ensure the children understand the meaning of the following words: *male, female, kitten, teats* and write these words on the board. Ask the children to complete the draw and write worksheet with their own picture of Mogsy the cat feeding her kittens and then use the words to label their picture. Check children understand that we always need a male and a female to make a

