



RSE

Guidance for parents

EYFS: PSED

Personal, social and emotional development is one of the three Prime Areas in the Statutory framework for the early years foundation stage. The early learning goals (ELG) below summarise the knowledge, skills and understanding that all young children should have gained by the end of reception year. These are referenced in our Kapow Primary RSE & PSHE lesson plans, along with the relevant non-statutory Development Matters guidance.

ELG: Self regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.

Kapow Primary unit:
[My feelings](#)

Kapow Primary unit:
[Listening and following instructions](#)

ELG: Managing self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Kapow Primary unit:
[Taking on challenges](#)

Kapow Primary unit:
[My wellbeing](#)

ELG: Building relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Kapow Primary unit:
[Special relationships](#)

Kapow Primary unit:
[My family and friends](#)

Which RSE statutory requirements are we working towards in Year 1?

Kapow Primary's RSE scheme takes a spiral approach to the curriculum and therefore these areas will be revisited and further developed in the subsequent year group.

Families and people who care about me:

- Families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

Caring friendships:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

Respectful relationships:

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The importance of self-respect and how this links to their own happiness.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.

Being safe:

- Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.

Year 1: How is RSE covered in Kapow Primary's RSE lessons?

Strands within the Kapow Primary scheme will explore the following topics and concepts:

Families and relationships:

- Exploring how families can be different.
- Characteristics and impact of positive friendships.
- Learning that issues can be overcome.
- People show feelings differently.
- Issues around stereotyping.

Safety and the changing body:

- Learning how to respond to adults in different situations.
- Distinguishing appropriate and inappropriate physical contact.

Health and wellbeing:

- Exploring personal qualities.
- Strategies to manage feelings.

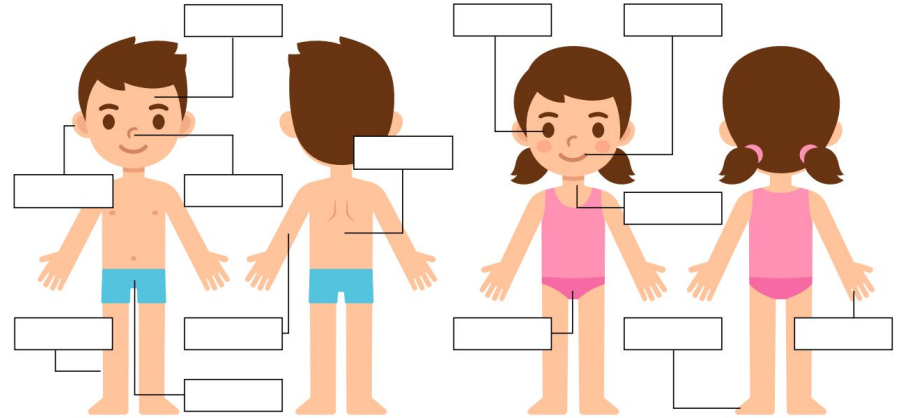
How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children of ages 5-6 are taught:

- Acceptable and unacceptable physical contact.
- The differences between boys' and girls' bodies.
- Scientific names for body parts (mixed-age lessons will also include the teaching of the following body part names: testicles, penis, vulva and vagina).

All lessons are taught using the correct, scientific terminology, child-friendly language and diagrams.



Top tips - how to help at home

- Listen to your child's joys, concerns and worries without judgement and spend time with them talking about life in and outside of school.
- Model the appropriate language for body parts, reinforcing the terminology taught within school.
- Remind children that appropriate contact should make a person feel cared for and important. Explain that it might also include touch that hurts or is uncomfortable, but these instances should only be to keep the person safe and healthy (e.g. getting an injection, or pulling someone back from a passing car).
- Encourage children to communicate any unwanted touches. For example, respect their wishes if they say they do not want to be kissed, cuddled or tickled, or ask someone to stop. Showing children that their boundaries are respected is an important part of them understanding how to respect others.

Which RSE statutory requirements are we working towards in Year 2?

Kapow Primary's RSE scheme takes a spiral approach to the curriculum and therefore these areas will be revisited and further developed in the subsequent year group.

Families and people who care about me:

- Families are important for children growing up because they can give love, security and stability.
- Others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.
- Stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

Caring friendships:

- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships:

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.

Online relationships:

- People sometimes behave differently online, including by pretending to be someone they are not.
- The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

Being safe:

- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
- How to report concerns or abuse, and the vocabulary and confidence to do so.
- Where to get advice from e.g. family, school and/or other sources.

Year 2: How is this covered in Kapow Primary's PSHE and RSE lessons?

Strands within the Kapow Primary scheme will explore the following topics and concepts:

Families and relationships:

- Learning that families are composed of different people who offer each other care and support.
- How other people show their feelings and how to respond.
- Looking at conventions of manners and developing an understanding of self-respect.

Safety and the changing body:

- Introduction to online safety.
- Distinguishing secrets from surprises.
- Naming body parts and looking at the concept of privacy.

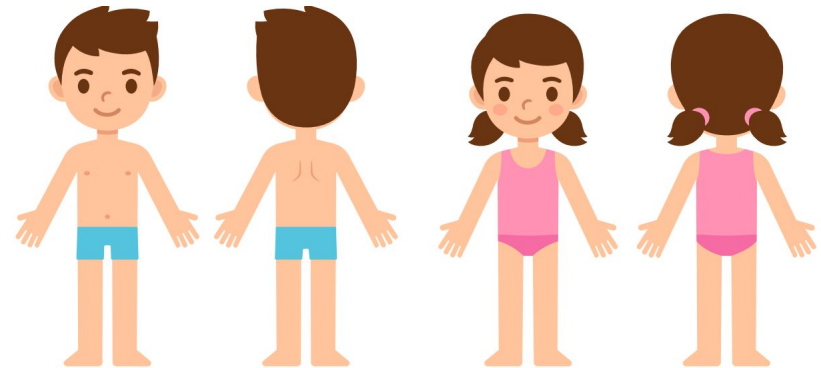
How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 6-7 will:

- Learn about 'boys' and girls' bodies.
- Scientific names for body parts.
- Understand that private parts are private.

All lessons are taught using the correct, scientific terminology, child-friendly language and diagrams.



Head Neck Hand Arm Leg Foot Eye
Ear Nose Mouth Back Penis Vulva

Top tips - How to help at home

- Through your words and tone, welcome your child's curiosity for new activities and interests. Ask gentle questions to see what your child already knows, before adding new information. Don't assume that they know things because they use certain words. If you don't have the answer to your children's questions, it's OK to say that you don't know but will find out.
- Take time to play the online games your children like to play so that you can understand the features. You can find out if there is anything concerning you need to be aware of, such as safety features or parental controls which should be enabled.
- Use appropriate language for body parts at home so it reinforces what is taught at school.
- Remind your child that their body is their own and they don't have to let anyone touch it in a way that is unsafe and/or unwanted. Everyone else also has that right. This is the beginning of giving a child control over their body and teaching them about consent.