

### **Relations and Sex Education (RSE) POLICY/PSHE Policy**

This policy sets out our school's approach to statutory Relationships Education and non-statutory Sex Education. It was produced by the PSHE (Personal, Social, Health and Economic Education) coordinator working with the Senior Leadership Team and lead governor for PSHE.

We have based our school's relationships and sex education policy on the statutory guidance document "[Relationships and Sex Education \(RSE\) and Health Education](#)" (DfE, 2019) and the PSHE Association's supplementary guidance "Writing your school's relationships and sex education (RSE) policy" (PSHE Association, September 2018).

#### **RATIONALE AND ETHOS**

At BGL, RSE is underpinned by the ethos and values of our school as reflected in our whole school motto, "Learn Together, Achieve Together". Our vision is to create a safe, positive and stimulating environment in which all members of the school community learn and grow in confidence, knowledge and skills.

Through our PSHE programme we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

RSE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care and family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

#### **ROLES AND RESPONSIBILITIES**

Relationships and Sex Education (RSE) forms part of the Personal, Social, Health and Economic (PSHE) education curriculum in our school. The RSE programme is led by the PSHE Co-ordinator with the support of the PSHE lead governor and Senior Leadership Team.

PSHE lessons are taught by class teachers. This includes a 40 minute weekly discrete session accompanied by wider school focus on vision, values, British Values and SMSC (spiritual, moral, social and cultural development). PSHE may also be supported by expert visitors as appropriate and necessary. Teaching staff receive training in the delivery of the RSE curriculum through dedicated staff meetings, led by the PSHE Co-ordinator with the support of external experts as required.

As a school we are aware that the primary responsibility for providing children's RSE lies with parents and carers. We recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that meets the needs of our pupils.

### **STATUTORY REQUIREMENTS**

Department for Education guidance states that from September 2020, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non- statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

“It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement....

“It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born”

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

### **THE RSE CURRICULUM AT BGL**

At BGL we use the PSHE Association Programmes of Study alongside PSHE Association Programme Builders for KS1 and KS2. In addition to this, we use PSHE Association accredited resource “The Christopher Winter Project Teaching RSE with Confidence in Primary

Schools". We have selected the scheme as we feel it fulfils the needs of our pupils as well as meeting our obligations to provide statutory Relationships and Health Education. The content of this policy, as well as our PSHE curriculum, has been developed in relation to the needs of our pupils and in consultation with school staff and Governors. As is required by the new statutory guidance, parents have also been consulted on the relevant content within the policy. We believe that this process ensures that the curriculum we provide for our pupils is reflective of the requirements placed upon us and also of the needs of our school community.

Dfe statutory guidance document "[Relationships and Sex Education \(RSE\) and Health Education](#)" (DfE, 2019) outlines two strands for RSE in Primary Schools:

1. Statutory Relationships Education
2. Statutory Physical Health and Mental Wellbeing

### **STATUTORY RELATIONSHIPS EDUCATION**

At BGL, our aim is to provide a PSHE curriculum that applies sensitive and well-judged teaching based on knowledge of pupils and their circumstances. We understand that families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures).

We recognise that the ability to form strong and positive relationships with others depends on the deliberate cultivation of positive personal attributes. It is our aim that the PSHE curriculum combined with strong school ethos and promotion of values aids children in the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. In conjunction with the PSHE curriculum, the school aim to provide planned opportunities for children to undertake social action, active citizenship and voluntary service to others locally or more widely.

A summary of the key objectives of the statutory Relationships Education curriculum is set out below.

#### **1.1 Families and people who care for me**

**By the end of primary school children should know:**

- that 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.

- that 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.
- that 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.
- that marriage<sup>1</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

<sup>1</sup> Marriage in England and Wales is available to both opposite sex and same sex couples.

## **1.2. Caring friendships**

By the end of primary school children should know:

- 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.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- 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.

## **1.3 Respectful relationships**

By the end of primary school children should know:

- 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 beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

#### **1.4 Online relationships**

By the end of primary school children should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that 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.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

#### **1.5 Being safe**

By the end of primary school children should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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.
- that 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, including online) whom 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 themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

### **STATUTORY PHYSICAL HEALTH AND MENTAL WELLBEING**

Within the statutory guidance document for RSE and Health Education, the DfE outline the aim of teaching pupils about physical health and mental wellbeing as as to provide children with:

“information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources”.

Through Health and Mental Wellbeing coverage within the PSHE curriculum we aim for pupils at BGL to recognise that physical health and mental wellbeing are interlinked and that good physical health leads to good mental wellbeing and vice versa. Through effective teaching we aim to reduce the stigma attached to mental health issues in particular mental wellbeing by engendering an atmosphere that encourages openness.

A summary of the key objectives of the statutory Health and Mental Wellbeing curriculum is set out below.

## **2.1 Mental Wellbeing**

By the end of primary school children should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

## **2.2 Internet Safety and Harms**

By the end of primary school children should know:

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

## **2.3 Physical Health and Fitness**

By the end of primary school children should know:

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

## **2.4 Healthy Eating**

By the end of primary school children should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.

- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

## **2.5 Drugs, alcohol and tobacco**

By the end of primary school children should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

## **2.6 Health and Prevention**

By the end of primary school children should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

## **2.7 Basic first aid**

By the end of primary school children should know:

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

## **2.8 Changing adolescent body**

By the end of primary school children should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

For further breakdown of individual year group coverage of “Changing Adolescent Body” statutory requirements please see appendix A.



Puberty including menstruation will be addressed in Health Education and will as far as possible be addressed before onset in order to ensure that male and female pupils are prepared for changes they are their peers will experience.

School recognise that menstruation can be confusing or even alarming for girls if they are not prepared. Pupils will be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, BGL will make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. School will consider personal plans as appropriate to support individual pupils.

In each year group, lessons will recap on the content of previous years as a reminder and to allow for children to “catch up” if they were not present for the previous year’s lessons.

We recognise that children in younger year groups may ask questions that cannot be answered without reference to content from older year groups. Should this occur, we will respond by telling them that they will learn about that when they are older. Please see the relevant section within this policy for further information on how teachers manage difficult questions in RSE.

All materials, lesson plans and resources related to “changing adolescent body” strand are available for parent/carers to view on request.

### **NON-STATUTORY SEX EDUCATION**

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes. As part of the science curriculum, children learn in Year 5 about how reproduction occurs in some plants and animals.

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. At BGL, we provide some non-statutory sex education, covering how human reproduction and conception occurs. This is included in Scheme of Work for year 6 and includes:

- To understand how and why the body changes during puberty in preparation for reproduction
- To understand some basic facts about conception and pregnancy

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non- statutory sex education lessons – please see the relevant section within this policy in regard to this process.

All materials, lesson plans and resources are available for parent/carers to view on request.

## **TEACHING AND LEARNING STRATEGIES**

We aim to provide an environment and atmosphere for RSE where pupils feel safe, relaxed, unintimidated, and focused; and where they have confidence and trust in the knowledge, ability and skills of staff in school. This ensures that both pupils and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes.

To provide clarity and create a safe learning environment, at the beginning of each session, a set of ground rules will be agreed by the class based on a school-wide template. As a minimum, ground rules are likely to include the following basic guidelines:

- ✓ Listen politely to each other.
- ✓ Everyone gets a turn - if they want one.
- ✓ Respect everybody's contribution – no judgments, no making fun
- ✓ Use of distancing techniques – no personal names
- ✓ An age-appropriate rule around confidentiality and safeguarding

Children and teachers are free to suggest and agree further ground rules as appropriate to the topic of each lesson. Other teaching and learning strategies utilised in RSE (and across the PSHE curriculum) to establish a safe learning environment include the following techniques:

- Using 'distancing' techniques such as role play, case studies, videos etc. to depersonalise sensitive issues.
- Anonymous question boxes. These can help children to have the confidence to ask sensitive questions, and they provide an opportunity for teachers to pre-empt questions that might not be age appropriate.
- It will be emphasised to children that any voluntary sharing of information should be anonymous (for example “someone I know...” rather than “I” or naming names). Should personal questions be asked of either children or staff, children will be reminded that the ground rules for RSE prohibit personal questions. Although staff may draw on their personal experiences to answer certain questions, for example around menstruation, this should always be depersonalised and discussed in third person rather than first person.
- All staff teaching RSE will be supported and advised by the PSHE lead and senior leadership team on these matters as required.

## **MANAGING DIFFICULT QUESTIONS**

During both formal and informal PSHE/RSE sessions, pupils are encouraged to ask questions. Any questions from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer.

Teachers will:

- use specific ground rules for this work which will clarify boundaries for children/young people
- clarify that personal questions should not be asked
- clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, pastoral staff.

In some lessons, an anonymous question box may be used to allow children to ask questions about potentially sensitive or embarrassing topics.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age-appropriate (or within the school's RSE policy), provision may be made to address the individual child/young person's requirements.

The school believes that individual teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective.

If a teacher does not know the answer to a question or if a question is felt to be inappropriate, this should be acknowledged and, if considered necessary, this may be followed up outside of the classroom environment with individual pupils. In this instance, the parents of individual children will be consulted on nature of question and feedback provided.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

## **RECORDING AND ASSESSMENT**

Children in year groups 1-6 have a designated PSHE book in which lesson work is recorded and marked in line with school marking policy. Pupils will have the opportunity to reflect on their learning within lessons and at the end of each unit. In addition to the pupils' self-assessment, teachers will assess through informal methods, such as observations and class or group discussions. Quizzes may be used before and after a unit of work to aid assessment. Elements of RSE that occur in the Science/ICT/PE curriculum will be assessed in line with subject specific assessment policy.

## **SAFEGUARDING**

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSE to be an important part of our school's approach to safeguarding.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will take these matters seriously and speak to the child away from the class as a matter of priority. Teachers will draw their concerns to the attention of the designated safeguarding lead.

We occasionally engage the expertise of other appropriate external partners to work with us to provide advice and support to children with regard to RSE and Health Education. Such

visits should be arranged through the PSHE Lead and with the approval of senior leaders. These sessions are in addition to, and intended to complement, our existing RSE provision. Where external partners are involved, teachers will have discussed and shared the planning and content of the sessions with visitors in advance. A class teacher will always be present and responsible for classroom management. Visitors supporting the delivery of RSE will follow the agreed ground rules and the protocols set out above regarding any safeguarding or child protection concerns.

### **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)**

BGL recognise that Relationships Education, RSE and Health Education must be accessible for all pupils including those who present with additional needs including SEND. School aim to ensure that high quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

School recognises that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities.

School will aim to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools aim to ensure that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

### **EQUALITY AND DIVERSITY**

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources aim to ensure they comply with equalities legislation.

All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions. The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school.

In our school we seek to recognise and embrace the diverse nature of our community. We will encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

### **THE ROLE OF PARENTS/PARENTAL RIGHT OF WITHDRAWAL**

We recognise that parents and carers are the primary providers of RSE for their children. Our RSE curriculum is designed to support and complement this. We aim to build a positive

and supportive relationship with parents and carers through mutual understanding, trust and co-operation.

In promoting this we will:

- Inform parents about the school's RSE policy and practice;
- Provide opportunities to view lesson plans and resources used in the RSE programme;
- Answer any questions that parents may have about RSE for their child;
- Take seriously any issues or concerns that parents raise.

We believe that all of the content within our school's PSHE curriculum, including RSE, is of the utmost importance and relevance to all pupils. However, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education other than that which is part of the National Curriculum for Science.

Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

We will inform parents of the right to withdraw by letter in the first part of Summer Term in advance of non-statutory sex education lessons being taught. Parents and carers who wish to exercise their right to withdraw their child from non-statutory sex education should talk with the class teacher/head teacher who will explore any concerns and discuss resources being used.

If parents still wish to withdraw their child from non-statutory sex education lessons, this request will be recorded, and suitable alternative arrangements made for pupils during relevant lessons. The issue of withdrawal will be handled as sensitively as possible. Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.

### **MONITORING AND REVIEW**

Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review the RSE curriculum to evaluate its effectiveness and will inform parents of any revisions to the school policy or curriculum as required.

Teachers will continually reflect on the effectiveness of our PSHE provision, and the PSHE Coordinator will gather staff views through regular Staff Voice feedback. Pupil Voice exercises will also be used to inform reviews and updates to planning, resources and activities.

The RSE policy and update on the delivery of PSHE is shared with PSHE link governor.

### **MONITORING AND REVIEW**

Copies of this policy are held by the Headteacher, PSHE coordinator and teaching staff. Further copies are available on the school website and from the school office on request from parents.

### **STAFF SUPPORT AND TRAINING**

BGL recognise the importance of appropriate staff training to enable staff to deliver effective RSE. The PSHE co-ordinator will access courses to assist staff involved in the delivery of RSE in accordance with the School Improvement Plan.

## Appendix A

### **Year Group Breakdown – What is taught at BGL as part of statutory requirement strand: “Changing adolescent body”?**

#### Year 1:

- To understand that children grow and change – baby, toddler, child, teenager, adult, elder

#### Year 2:

- To be able to describe the physical differences between males and females. To be able to name the different body parts – head, eyes, nose, arms, fingers, nipples, belly-button, vulva, vagina, testicles, penis, knees, feet, what is meant by “private parts”

#### Year 3:

- To explore the differences between male and female bodies – vulva, vagina, penis, testicles

#### Year 4:

- To understand that puberty is an important stage in the human lifecycle. To know some changes that happen during puberty (including menstruation, menstruation cycle, menstrual well-being hair growth, erections, wet dreams).
- To understand the importance of hygiene and hygiene routines change during the time of puberty
- To know that puberty links to reproduction

#### Year 5:

- To understand the emotional and physical changes that happen during puberty
- To understand how puberty affects the reproductive organs
- To understand what happens during menstruation and sperm production
- To explore the impact of puberty and the importance of physical hygiene
- To know how to get help and support during puberty

#### Year 6: (non-statutory – parent right to withdraw)

- I understand the processes of reproduction and birth as part of the human life cycle.
- I understand how babies are conceived and born.
- To know how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb.
- To know some basic information about contraception (condoms and the contraceptive pill) and how these can prevent a baby being made.

All materials, lesson plans and resources related to “changing adolescent body” strand and any other area of PSHE coverage are available for parent/carers to view on request.