

# Fairlawn

## Philosopher Procedure RSHE Appendix



# Rationale

- We believe that age-appropriate knowledge empowers and protects children.
- At secondary school Sex Education is statutory and we believe that primary schools should prepare children with accurate knowledge about puberty and human reproduction before they transfer to secondary school.
- Correct terminology for body parts is introduced early to normalise this biological vocabulary and to support safeguarding.
- These words are not used in isolation but always in conjunction, ensuring children know these are private parts of their bodies.
- Puberty is introduced gently in Y4 because some girls may start their periods this early and it is necessary to prepare them for this, so they aren't scared or worried.
- Conception is introduced age-appropriately in Y4 in the context of understanding why our bodies change during puberty.
- Understanding of Human Reproduction, conception and puberty is built upon in Year 5 and then puberty, conception and childbirth is age-appropriately covered in Y6.

## *Sex Education (Primary) Extract*

*“Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.*

*The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. 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.”*

*Relationships Education, Relationships and Sex Education (RSE) and health education. DfE*

*[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1019542/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)*



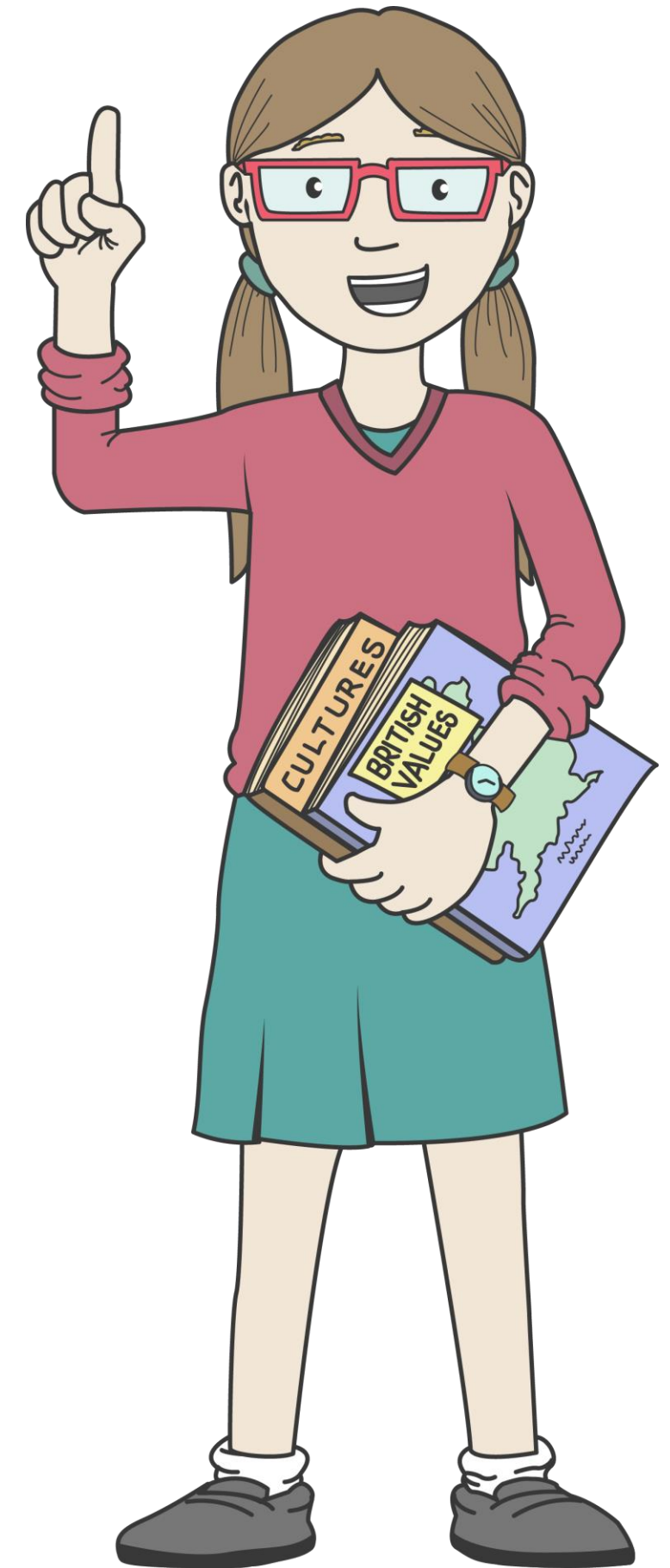
Statutory	How this is covered.	Can I request to withdraw my child?
<b>Relationships Education</b>	Jigsaw PSHE	No
<p><b>LGBT relationships</b></p> <p>1. “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect.</p> <p>2. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010...under which sexual orientation and gender reassignment are amongst the protected characteristics’</p> <p>3. We expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum</p> <p>4. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure this content is fully integrated into their programmes of study for this area...rather than delivered as a stand-alone unit or lesson”</p>	<p>The protected characteristics program</p> <p>Years 1-6</p> <p>Term 5</p>	No
<b>Health Education including puberty</b>	<p>Jigsaw PSHE</p> <p>Years 3-6</p> <p>Term 6</p>	No
<b>Non-Statutory</b>		
<b>Sex Education</b>	<p>Jigsaw PSHE</p> <p>Years 4,5 and 6</p> <p>Term 6</p>	Yes

*“Schools should also ensure that, when they consult with parents, they provide examples of the resources that they plan to use as this can be reassuring for parents and enables them to continue the conversations started in class at home.”*

*The following pages detail the content, vocabulary and images (including animations) used in each year group, when it is taught and who it is delivered by.*

*Statutory Relationships and Health Education content including puberty is highlighted in **Yellow**.*

*Non Statutory Sex Education is highlighted in **Pink**.*





# The right to withdraw.

*“Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered. Primary schools that choose to teach sex education must allow parents a right to withdraw their children.”*

DfE 2021.

As a parent or carer you have the right to request your child is removed from parts of the sex education programme but we feel confident that the content is both relevant and appropriate for these age groups. It is important to clarify that withdrawal of your child would only be considered only for content that goes beyond the statutory PSHE and Science curriculum. **This applies to one lesson in Term 6 for years 4, 5 and 6.**

If you choose to withdraw your child from these aspects of RSE please make an appointment to discuss your decision with the Principal. [info@fairlawnschoolbristol.org](mailto:info@fairlawnschoolbristol.org)

# Term 1 : Being Me in My World

Term 1 : Being Me in My World						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b><u>Curriculum</u></b></p> <p>Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p>	<p><b><u>Curriculum</u></b></p> <p>Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter</p>	<p><b><u>Curriculum</u></b></p> <p>Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p>	<p><b><u>Curriculum</u></b></p> <p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p>	<p><b><u>Curriculum</u></b></p> <p>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour</p>	<p><b><u>Curriculum</u></b></p> <p>-Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating</p>	<p><b><u>Curriculum</u></b></p> <p>Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</p>
<p><b><u>Knowledge</u></b></p> <p>I know I have a right to learn and play, safely and happily</p> <p>I know that some people are different from me.</p> <p>I know that hands can be used kindly and unkindly</p>	<p><b><u>Knowledge</u></b></p> <p>I understand my own rights and responsibilities with my classroom</p> <p>I understand that my choices have consequences</p> <p>I understand that my views are important</p> <p>Understand the rights and responsibilities of a member of the class.</p>	<p><b><u>Knowledge</u></b></p> <p>I understand the rights and responsibilities of class members</p> <p>I know about rewards and consequences and that these stem from choices</p> <p>I know that it is important to listen to other people</p> <p>I understand that my own views are valuable</p>	<p><b><u>Knowledge</u></b></p> <p>I know that the school has a shared set of values</p> <p>I know why rules are needed and how these relate to choices and consequences</p> <p>I know that actions can affect others' feelings</p> <p>I know that others may hold different views</p>	<p><b><u>Knowledge</u></b></p> <p>I know my place in the school community</p> <p>I know what democracy is (applied to pupil voice in school)</p> <p>I know how groups work together to reach a consensus</p> <p>I know that having a voice and democracy benefits the school community</p>	<p><b><u>Knowledge</u></b></p> <p>I understand how democracy and having a voice benefits the school community</p> <p>I understand how to contribute towards the democratic process</p> <p>I understand the rights and responsibilities associated with being a citizen in the wider community and my country</p>	<p><b><u>Knowledge</u></b></p> <p>I know about children's universal rights (United Nations Convention on the Rights of the Child)</p> <p>I know about the lives of children in other parts of the world</p> <p>I know that personal choices can affect others locally and globally</p>
<p><b><u>SEMH</u></b></p> <p>I can Identify feelings associated with belonging</p> <p>I can play co-operatively with others</p> <p>I am able to consider others' feelings</p>	<p><b><u>SEMH</u></b></p> <p>I understand that I am safe in my class</p> <p>I can Identify helpful behaviours to make the class a safe place</p> <p>I understand that I have choices</p>	<p><b><u>SEMH</u></b></p> <p>I know how to make my class a safe and fair place</p> <p>I can show good listening skills</p> <p>I am able to work co-operatively</p>	<p><b><u>SEMH</u></b></p> <p>I can make other people feel valued</p> <p>I can show compassion and empathy for others</p> <p>I am able to work collaboratively</p>	<p><b><u>SEMH</u></b></p> <p>I can identify the feelings associated with being included or excluded</p> <p>I am able to take on a role in a group discussion / task and contribute to the overall outcome</p> <p>I know how to regulate my emotions</p>	<p><b><u>SEMH</u></b></p> <p>I have empathy for people whose lives are different to my own</p> <p>I consider my own actions and the effect they have on myself and others</p> <p>I am able to work as part of a group, listening and contributing effectively</p>	<p><b><u>SEMH</u></b></p> <p>I know my own wants and needs</p> <p>I am able to compare my life with the lives of those less fortunate</p> <p>I can demonstrate empathy and understanding towards others</p> <p>I can demonstrate attributes of a positive role-model</p>
<p><b><u>Vocab</u></b></p> <p>Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings , Angry, Happy, Excited, Nervous, Sharing, Taking Turns</p>	<p><b><u>Vocab</u></b></p> <p>Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration</p>	<p><b><u>Vocab</u></b></p> <p>Those born female, Those born male, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value</p>	<p><b><u>Vocab</u></b></p> <p>Welcome, Valued, Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Team Work, View Point, Ideal School, Belong</p>	<p><b><u>Vocab</u></b></p> <p>Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC)</p>	<p><b><u>Vocab</u></b></p> <p>Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision</p>	<p><b><u>Vocab</u></b></p> <p>Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective</p>

## Term 2 : Celebrating Difference

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Curriculum</u></p> <p>Identifying talents Being special Families Where we live Making friends Standing up for yourself</p>	<p><u>Curriculum</u></p> <p>Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</p>	<p><u>Curriculum</u></p> <p>Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p>	<p><u>Curriculum</u></p> <p>Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p>	<p><u>Curriculum</u></p> <p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</p>	<p><u>Curriculum</u></p> <p>Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p>	<p><u>Curriculum</u></p> <p>Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p>
<p><u>Knowledge</u></p> <p>I know what being unique means I know the names of some emotions such as happy, sad, frightened, angry I know why having friends is important I know some qualities of a positive friendship I know that they don't have to be 'the same as' to be a friend</p>	<p><u>Knowledge</u></p> <p>I know what bullying means I know who to tell if I or someone else is being bullied or is feeling unhappy I know that people are unique and that it is OK to be different</p>	<p><u>Knowledge</u></p> <p>I know the difference between a one-off incident and bullying I know that sometimes people get bullied because of difference I know that friends can be different and still be friends</p>	<p><u>Knowledge</u></p> <p>I know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do I know that conflict is a normal part of relationships I know that some words are used in hurtful ways and that this can have consequences</p>	<p><u>Knowledge</u></p> <p>I know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying I know the reasons why witnesses sometimes join in with bullying and don't tell anyone I know that sometimes people make assumptions about a person because of the way they look or act</p>	<p><u>Knowledge</u></p> <p>I know external forms of support in regard to bullying e.g. Childline I know that bullying can be direct and indirect I know what racism is and why it is unacceptable I know what culture means</p>	<p><u>Knowledge</u></p> <p>I know that people can hold power over others individually or in a group I know that power can play a part in a bullying or conflict situation I know that there are different perceptions of 'being normal' and where these might come from I know that difference can be a source of celebration as well as conflict</p>
<p><u>SEMH</u></p> <p>Recognise emotions when myself or someone else is upset, frightened or angry I can identify and use skills to make a friend I can identify some ways I can be different and the same as others I can identify and use skills to stand up for myself</p>	<p><u>SEMH</u></p> <p>I can identify what is bullying and what isn't I understand how being bullied might feel I recognise ways in which I am the same as my friends and ways I am different</p>	<p><u>SEMH</u></p> <p>I can explain how being bullied can make someone feel I know how to stand up for myself when I need to I understand that everyone's differences make them special and unique</p>	<p><u>SEMH</u></p> <p>I can use the 'Solve it together' technique to calm and resolve conflicts with friends and family I am able to 'problem-solve' a bullying situation accessing appropriate support if necessary I am able to show appreciation for families, parents and carers</p>	<p><u>SEMH</u></p> <p>I am comfortable with the way I look I try to accept people for who they are I am non-judgmental about others who are different</p>	<p><u>SEMH</u></p> <p>I appreciate the value of happiness regardless of material wealth I can identify my own culture and different cultures within my class community I can identify my own attitudes about people from different faith and cultural backgrounds I respect cultures different from my own</p>	<p><u>SEMH</u></p> <p>I can empathise with people who are different and am aware of my own feelings towards them I can identify feelings associated with being excluded I am able to recognise when someone is exerting power negatively in a relationship I am able to vocalise my thoughts and feelings about prejudice and discrimination and why it happens</p>
<p><u>Vocab</u></p> <p>Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family</p>	<p><u>Vocab</u></p> <p>Similarity, Same as, Different to, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique</p>	<p><u>Vocab</u></p> <p>Those born female, Those born male, Similarities, Differences, Assumptions, Stereotypes, Special.</p>	<p><u>Vocab</u></p> <p>Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment</p>	<p><u>Vocab</u></p> <p>Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed</p>	<p><u>Vocab</u></p> <p>Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation</p>	<p><u>Vocab</u></p> <p>Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration</p>



## Term 3 : Dreams and Goals

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b><u>Curriculum</u></b></p> <p>Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals</p>	<p><b><u>Curriculum</u></b></p> <p>Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success</p>	<p><b><u>Curriculum</u></b></p> <p>Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p>	<p><b><u>Curriculum</u></b></p> <p>Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting</p>	<p><b><u>Curriculum</u></b></p> <p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p>	<p><b><u>Curriculum</u></b></p> <p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p>	<p><b><u>Curriculum</u></b></p> <p>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p>
<p><b><u>Knowledge</u></b></p> <p>I know what a challenge is I know that it is important to keep trying – FLS School value 'resilience' I Know what a goal is</p>	<p><b><u>Knowledge</u></b></p> <p>I know how to set simple goals I know how to achieve a goal I know how to identify obstacles which make achieving my goals difficult and work out how to overcome them I know when a goal has been achieved</p>	<p><b><u>Knowledge</u></b></p> <p>I know how to choose a realistic goal and think about how to achieve it I know that it is important to persevere I know how to recognise what working together well looks like</p>	<p><b><u>Knowledge</u></b></p> <p>I know that I am responsible for my own learning I know what an obstacle is and how obstacles can hinder achievement I know how to take steps to overcome obstacles I know what dreams and ambitions are important to me</p>	<p><b><u>Knowledge</u></b></p> <p>I know how to make a new plan and set new goals even if I have been disappointed I know how to work as part of a successful group I know how to share in the success of a group I know that hopes and dreams don't always come true</p>	<p><b><u>Knowledge</u></b></p> <p>I know about a range of jobs that are carried out by people I know I know the types of job I might like to do when I am older I know that young people from different cultures may have different dreams and goals</p>	<p><b><u>Knowledge</u></b></p> <p>I know my own learning strengths I know what my classmates like and admire about me I know a variety of problems that the world is facing I know some ways in which I could work with others to make the world a better place</p>
<p><b><u>SEMH</u></b></p> <p>I understand that challenges can be difficult FLS School Value Resilience I recognise some of the feelings linked to perseverance I recognise how kind words can encourage people</p>	<p><b><u>SEMH</u></b></p> <p>I recognise things that I do well I can explain how I learn best I recognise my own feelings when faced with a challenge/obstacle I recognise how I feel when I overcome a challenge/obstacle</p>	<p><b><u>SEMH</u></b></p> <p>I recognise how working with others can be helpful I am able to work effectively with a partner I am able to choose a partner with whom I work well I am able to work as part of a group</p>	<p><b><u>SEMH</u></b></p> <p>I can break down a goal into small steps I can manage feelings of frustration linked to facing obstacles I can Imagine how it will feel when I achieve my dream/ambition</p>	<p><b><u>SEMH</u></b></p> <p>I have a positive attitude I can identify the feeling of disappointment I am able to cope with disappointment I can identify what resilience is</p>	<p><b><u>SEMH</u></b></p> <p>I can verbalise what I would like my life to be like when I am grown up I appreciate the contributions made by people in different jobs I can reflect on the differences between my own learning goals and those of someone from a different culture I appreciate the differences between myself and someone from a different culture</p>	<p><b><u>SEMH</u></b></p> <p>I understand why it is important to stretch the boundaries of my current learning I am able to give praise and compliments to other people when they recognise that person's achievements I can empathise with people who are suffering or living in difficult situations</p>
<p><b><u>Vocab</u></b></p> <p>Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage</p>	<p><b><u>Vocab</u></b></p> <p>Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve</p>	<p><b><u>Vocab</u></b></p> <p>Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product</p>	<p><b><u>Vocab</u></b></p> <p>Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Evaluate</p>	<p><b><u>Vocab</u></b></p> <p>Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise</p>	<p><b><u>Vocab</u></b></p> <p>Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference</p>	<p><b><u>Vocab</u></b></p> <p>Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition</p>

# Term 4 : Healthy Me

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Curriculum</u></p> <p>Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p>	<p><u>Curriculum</u></p> <p>Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</p>	<p><u>Curriculum</u></p> <p>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p>	<p><u>Curriculum</u></p> <p>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices</p>	<p><u>Curriculum</u></p> <p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p>	<p><u>Curriculum</u></p> <p>Smoking, including vaping  Alcohol  Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p>	<p><u>Curriculum</u></p> <p>Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress</p>
<p><u>Knowledge</u></p> <p>I know what the word 'healthy' means I know some things that I need to do to keep healthy I know the names for some parts of the body I know when and how to wash my hands properly I know how to say no to strangers – Clever Never Goes</p>	<p><u>Knowledge</u></p> <p>I know the difference between being healthy and unhealthy I know how to make healthy lifestyle choices I know that all household products, including medicines, can be harmful if not used properly I know how to keep safe when crossing the road</p>	<p><u>Knowledge</u></p> <p>I know what my body needs to stay healthy I know what relaxed means I know why healthy snacks are good for our bodies I know which foods given our bodies energy</p>	<p><u>Knowledge</u></p> <p>I know how exercise affects my body I know that there are different types of drugs I know that there are things, places and people that can be dangerous I know when something feels safe or unsafe</p>	<p><u>Knowledge</u></p> <p>I know that there are leaders and followers in groups I know the facts about smoking and its effects on health I know the facts about alcohol and its effects on health, particularly the liver I know ways to resist when people are putting pressure on them I know what I think is right and wrong</p>	<p><u>Knowledge</u></p> <p>I know basic emergency procedures, including the recovery position I know how to get help in emergency situations I know that the media, social media and celebrity culture promotes certain body types I know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure</p>	<p><u>Knowledge</u></p> <p>I know how to take responsibility for my own health I know what it means to be emotionally well I know how to make choices that benefit my own health and well-being I know that some people can be exploited and made to do things that are against the law I know why some people join gangs and the risk that this can involve</p>
<p><u>SEMH</u></p> <p>I can explain what I need to do to stay healthy I recognise how exercise makes me feel I can give examples of healthy food I can explain what to do if a stranger approaches me Clever Never Goes</p>	<p><u>SEMH</u></p> <p>I can keep myself safe I recognise how being healthy helps me to feel happy I recognise ways to look after myself if I feel poorly I recognise when I feel frightened and know how to ask for help</p>	<p><u>SEMH</u></p> <p>I feel positive about caring for my body and keeping it healthy I have a healthy relationship with food I desire to make healthy lifestyle choices</p>	<p><u>SEMH</u></p> <p>I respect my own body and appreciate what it does I can take responsibility for keeping myself and others safe I can identify how I feel about drugs I can express how being anxious or scared feels</p>	<p><u>SEMH</u></p> <p>I can identify the feelings that I have about my friends and different friendship groups I recognise negative feelings in peer pressure situations I can identify the feelings of anxiety and fear associated with peer pressure I can tap into my inner strength and know-how to be assertive</p>	<p><u>SEMH</u></p> <p>I respect and value my own body I can reflect on my own body image and know how important it is that this is positive I can recognise strategies for resisting pressure I can identify ways to keep myself calm in an emergency</p>	<p><u>SEMH</u></p> <p>I am motivated to care for my own physical and emotional health I can suggest strategies someone could use to avoid being pressured I can use different strategies to manage stress and pressure</p>
<p><u>Vocab</u></p> <p>Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare</p>	<p><u>Vocab</u></p> <p>Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait</p>	<p><u>Vocab</u></p> <p>Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious</p>	<p><u>Vocab</u></p> <p>Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice</p>	<p><u>Vocab</u></p> <p>Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong</p>	<p><u>Vocab</u></p> <p>Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Smoking, Alcohol, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation</p>	<p><u>Vocab</u></p> <p>Responsibility, Immunisation, Prevention, Drugs, Effects, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure</p>

# Term 5 : Relationships

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Curriculum</u></p> <p>Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p>	<p><u>Curriculum</u></p> <p>Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships</p>	<p><u>Curriculum</u></p> <p>Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p>	<p><u>Curriculum</u></p> <p>Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</p>	<p><u>Curriculum</u></p> <p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out <b>Girlfriends and boyfriends</b> Showing appreciation to people and animals</p>	<p><u>Curriculum</u></p> <p>Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules</p>	<p><u>Curriculum</u></p> <p>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p>
<p><u>Knowledge</u></p> <p>I know what a family is I know some of the characteristics of healthy and safe friendships I know that friends sometimes fall out I know some ways to mend a friendship I know that unkind words can never be taken back and they can hurt</p>	<p><u>Knowledge</u></p> <p>I know that everyone's family is different I know that families are founded on belonging, love and care I know that physical contact can be used as a greeting I know how to make a friend I know who to ask for help in the school community</p>	<p><u>Knowledge</u></p> <p>I know that there are lots of forms of physical contact within a family I know how to stay stop if someone is hurting them I know there are good secrets and worry secrets and why it is important to share worry secrets I know what trust is</p>	<p><u>Knowledge</u></p> <p>I know that different family members carry out different roles or have different responsibilities within the family I know some of the skills of friendship, e.g. taking turns, being a good listener I know some strategies for keeping myself safe online I know that all children have rights (UNCRC)</p>	<p><u>Knowledge</u></p> <p>I know some reasons why people feel jealousy I know that loss is a normal part of relationships I know that negative feelings are a normal part of loss I know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe</p>	<p><u>Knowledge</u></p> <p>I know that there are rights and responsibilities in an online community or social network I know that there are rights and responsibilities when playing a game online I know that too much screen time isn't healthy I know how to stay safe when using technology to communicate with friends</p>	<p><u>Knowledge</u></p> <p>I know that it is important to take care of my own mental health I know ways that I can take care of my own mental health I know the stages of grief and that there are different types of loss that cause people to grieve</p>
<p><u>SEMH</u></p> <p>I can identify what jobs I do in my family and those carried out by parents/carers and siblings I can suggest ways to make a friend or help someone who is lonely I can recognise what being angry feels like</p>	<p><u>SEMH</u></p> <p>I can express how it feels to be part of a family and to care for family members I can say what being a good friend means I can identify forms of physical contact I prefer I can say no when I receive a touch I don't like</p>	<p><u>SEMH</u></p> <p>I can recognise and talk about the types of physical contact that is acceptable or unacceptable I can identify the negative feelings associated with keeping a worry secret I can identify who I trust in my own relationships</p>	<p><u>SEMH</u></p> <p>I know how to access help if I am concerned about anything on social media or the internet I can identify my own wants and needs and how these may be similar or different from other children in school and the global community</p>	<p><u>SEMH</u></p> <p>I can identify the feelings and emotions that accompany loss I can suggest strategies for managing loss I can suggest ways to manage relationship changes including how to negotiate</p>	<p><u>SEMH</u></p> <p>I can identify when an online community/social media group feels risky, uncomfortable, or unsafe I can say how to report unsafe online/social network activity I can identify when an online game is safe or unsafe I can suggest strategies for managing unhelpful pressures online or in social networks</p>	<p><u>SEMH</u></p> <p>I recognise that people can get problems with their mental health and that it is nothing to be ashamed of I can resist pressure to do something online that might hurt myself or others I can take responsibility for my own safety and well-being</p>
<p><u>Vocab</u></p> <p>Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing</p>	<p><u>Vocab</u></p> <p>Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate</p>	<p><u>Vocab</u></p> <p>Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate.</p>	<p><u>Vocab</u></p> <p>Unisex, Those born male, Those born female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude</p>	<p><u>Vocab</u></p> <p>Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love.</p>	<p><u>Vocab</u></p> <p>Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules</p>	<p><u>Vocab</u></p> <p>Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety</p>

# Term 6 : Changing Me

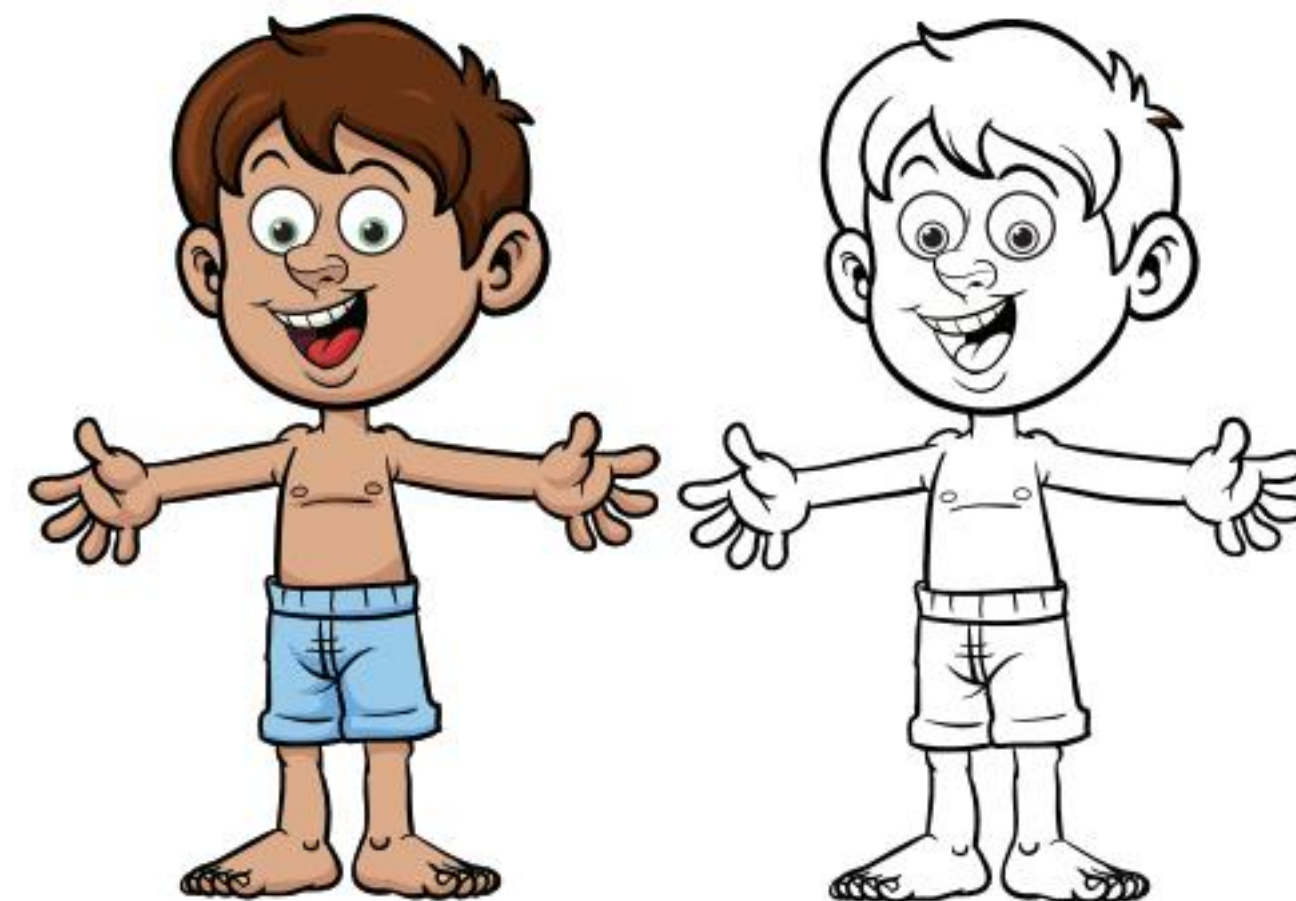
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Curriculum</u></p> <p>Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p>	<p><u>Curriculum</u></p> <p>Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition</p>	<p><u>Curriculum</u></p> <p>Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition</p>	<p><u>Curriculum</u></p> <p>How babies grow Understanding a baby’s needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p>	<p><u>Curriculum</u></p> <p>Being unique Having a baby – the choice to have a baby , the part of men and women that make babies and in simple terms how this happens. Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p>	<p><u>Curriculum</u></p> <p>Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</p>	<p><u>Curriculum</u></p> <p>Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p>
<p><u>Knowledge</u></p> <p>I can name parts of the body I can tell you some things I can do and foods I can eat to be healthy I understand that we all grow from babies to adults I can express how I feel about moving to Year 1 I can talk about my worries and/or the things I am looking forward to about being in Year 1 I can share my memories of the best bits of this year in Reception</p>	<p><u>Knowledge</u></p> <p>I know the names of the body parts of those born male and female I know that there are correct names for private body parts and nicknames, and when to use them I know which parts of the body are private and that they belong to that person and that nobody has the right to touch these (consent) I know who to ask for help if I am worried or frightened</p>	<p><u>Knowledge</u></p> <p>I know the physical differences between the bodies of those born female and male I know that private body parts are special and that no one has the right to touch these (consent) I know that there are different types of touch and that some are acceptable and some are unacceptable I know the correct names for private parts I know life cycles exist in nature Ageing is a natural process including old age Some changes are out of an individual's control How their bodies have changed from a baby and will continue to change</p>	<p><u>Knowledge</u></p> <p>I know that the bodies of those born female and male need to change at puberty so their bodies can make babies when they are adults I know some of the outside body changes that happen during puberty Know some of the inside changes that happen during puberty In animals and humans lots of changes happen because of conception and growing up In nature it is usually those born female that carry the baby In humans a mother carries the baby in her uterus (womb) and this is where it develops</p>	<p><u>Knowledge</u></p> <p>Personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm Babies are made by a sperm joining with an ovum and in simple terms how this happens. The names of different internal and external body parts that are needed to make a baby How the male and female body change at puberty Change can bring a range of different emotions Personal hygiene is important during puberty and as an adult Change is a normal part of life and that some changes can be controlled and others cannot</p>	<p><u>Knowledge</u></p> <p>I am aware of my own self-image and how my body image fits into that I can describe how the bodies of those born female and those born male change during puberty and the importance of looking after oneself physically and emotionally Sexual intercourse leads to conception Some people may need help to conceive and might use IVF I can identify what I’m looking forward to about becoming a teenager and understand that this brings growing responsibilities I can identify what I’m looking forward to when I move to my next class</p>	<p><u>Knowledge</u></p> <p>How girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally How a baby develops from conception through the nine months of pregnancy and how it is born How being physically attracted to someone changes the nature of the relationship The importance of self-esteem and what they can do to develop it What they are looking forward to and what they are worried about when thinking about transition to secondary school</p>
<p><u>SEMH</u></p> <p>I recognise that changing class can elicit happy and/or sad emotions I can say how I feel about changing class/ growing up I can identify how I have changed from a baby</p>	<p><u>SEMH</u></p> <p>I understand and accept that change is a natural part of getting older I can suggest ways to manage change, e.g. moving to a new class I can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</p>	<p><u>SEMH</u></p> <p>I can say who I would go to for help if worried or scared I can say what types of touch I find comfortable/uncomfortable I am able to confidently ask someone to stop if I am being hurt or frightened Appreciate that changes will happen and that some can be controlled and others can't. Express how they feel about changes Show appreciation for people who are older</p>	<p><u>SEMH</u></p> <p>I can express how I feel about puberty I can say who I can talk to about puberty if I have any worries I can suggest ways to help manage feelings during changes I am more anxious about I can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry Express how they feel about babies</p>	<p><u>SEMH</u></p> <p>I can appreciate my own uniqueness and that of others I can express any concerns I have about puberty I have strategies for managing the emotions relating to change Express how they feel about having children when they grow up Say who they can talk to about puberty if they are worried Apply the circle of change model to themselves to have strategies for managing changes</p>	<p><u>SEMH</u></p> <p>I can celebrate what I like about my own and others’ self-image and body image I can suggest ways to boost self-esteem of self and others I recognise that puberty is a natural process that happens to everybody and that it will be OK for me I can ask questions about puberty to seek clarification Express how they feel about having a romantic relationship as an adult Express how they feel about having children as an adult</p>	<p><u>SEMH</u></p> <p>Recognise ways they can develop their own self-esteem. Express ways they can develop their own self- esteem. Understand that mutual respect is essential in a relationship and they shouldn't feel pressured into doing something they don't want to do Recognise how they feel when they reflect on the development and birth of a baby Celebrate what they like about their own and others' self -image / body image</p>
<p><u>Vocab</u></p> <p>Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories</p>	<p><u>Vocab</u></p> <p>Changes, Life cycles, Baby, Adult, Grown up, Adulthood,. Mature, Those born female, Those born male, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping</p>	<p><u>Vocab</u></p> <p>Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Adult, Independent, Timeline, Freedom, Responsibilities, Those born female, Those born male, Vagina, Penis, Anus, Testicles, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy</p>	<p><u>Vocab</u></p> <p>Changes, Birth, Animals, Babies, Mother, Growing up. Uterus, Womb, Nutrients, Survive, Love, Affection, Care. Change, Puberty, Sperm, Control. Those born male, Those born female, Testicles, Penis, Ovaries, Eggs (Ova), Vagina. Stereotypes, Task, Roles, Challenge. Looking Forward, Excited, Nervous, Anxious, Happy.</p>	<p><u>Vocab</u></p> <p>Personal, Unique, Those born female, Those born male, Characteristics, Parents. Menstruation/Periods, Monthly, Eggs (Ova), Womb/Uterus, Sperm, Fallopian tubes, Vagina, Blood, Emotions, Physical feelings,. Sanitary products. Penis, Testicles, Scrotum. Circle, Seasons, Change, Control, Acceptance. Looking forward. Making Love, Sexual intercourse, Having sex</p>	<p><u>Vocab</u></p> <p>Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Those born female, Those born male, Oestrogen, Fallopian Tubes, Cervix, Uterus, Womb, Develops, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam’s Apple, Scrotum, Genitals, Hair, Broader, Wider, Urethra,, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Erection, Wet dream, Semen, Epididymis, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights</p>	<p><u>Vocab</u></p> <p>Those born female, Those born male, Negative body-talk, Mental health, Opportunities, Freedoms, Attraction, Relationship, Love, Sexting, Transition, Secondary, Journey, Worries, Anxiety, Excitement, Consent.</p>

# EYFS RSE - Term 6 - Taught by the EYFS staff, in class



Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.

- I know the names and functions of some parts of the body (see vocabulary list)
- I know that we grow from baby to adult
- I know who to talk to if I am feeling worried
- I recognise that changing class can elicit happy and/or sad emotions
- I can say how I feel about changing class/ growing up
- I can identify how I have changed from a baby



## Vocabulary

Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories

# Y1 RSE - Term 6 - Taught by the Class teacher, in class



Children are introduced to life cycles, e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.

- I know the names of born male and female private body parts
- I know that there are correct names for private body parts and nicknames, and when to use them
- I know which parts of the body are private and that they belong to that person and that nobody has the right to touch these (consent)
- I know who to ask for help if I am worried or frightened
  
- I understand and accept that change is a natural part of getting older
- I can suggest ways to manage change, e.g. moving to a new class
- I can identify some things that have changed and some things that have stayed the same since being a baby (including the body)

## Vocabulary

Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping



# Y2 RSE - Term 6 - Taught by the Class teacher, in class



In this Puzzle children look at different life cycles in nature including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old -age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.

- I know the physical differences between born male and born female bodies
- I know that private body parts are special and that no one has the right to touch these (consent)
- I know there are different types of touch and that some are acceptable and some are unacceptable
- I can say who I would go to for help if worried or scared
- I can say what types of touch I find comfortable/uncomfortable
- I am able to confidently ask someone to stop if I am being hurt or frightened

## Vocabulary

Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, penis, anus, testicle Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy

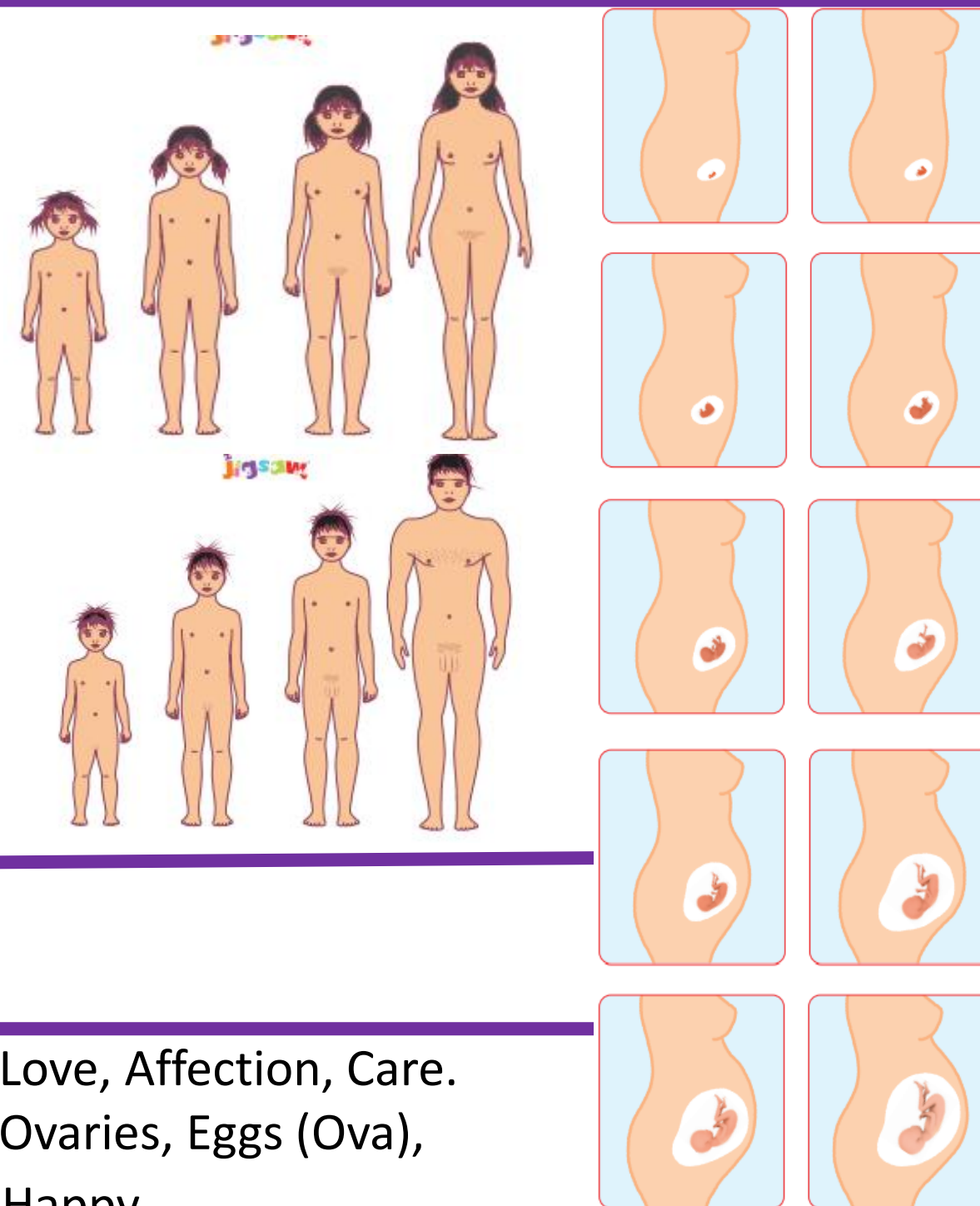


# Y3 RSE - Term 6 – Taught by the class teacher, in class



This Puzzle (Puzzle) begins with an exploration about babies and what they need to grow and develop including parenting. Children learn that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grownup. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's it passes out of the body as a period. Sexual intercourse and the birth of the baby is not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.

- I know that the bodies of those born female and male need to change at puberty so their bodies can make babies when they are adults
- I know some of the outside body changes that happen during puberty
- Know some of the inside changes that happen during puberty.
- In animals and humans lots of changes happen because of conception and growing up.
- In nature it is usually those born female that carry the baby.
- In humans a mother carries the baby in her uterus (womb) and this is where it develops.



## Vocabulary

Changes, Birth, Animals, Babies, Mother, Growing up. Uterus, Womb, Nutrients, Survive, Love, Affection, Care. Change, Puberty, Sperm, Control. Those born male, Those born female, Testicles, Penis, Ovaries, Eggs (Ova), Vagina. Stereotypes, Task, Roles, Challenge. Looking Forward, Excited, Nervous, Anxious, Happy.

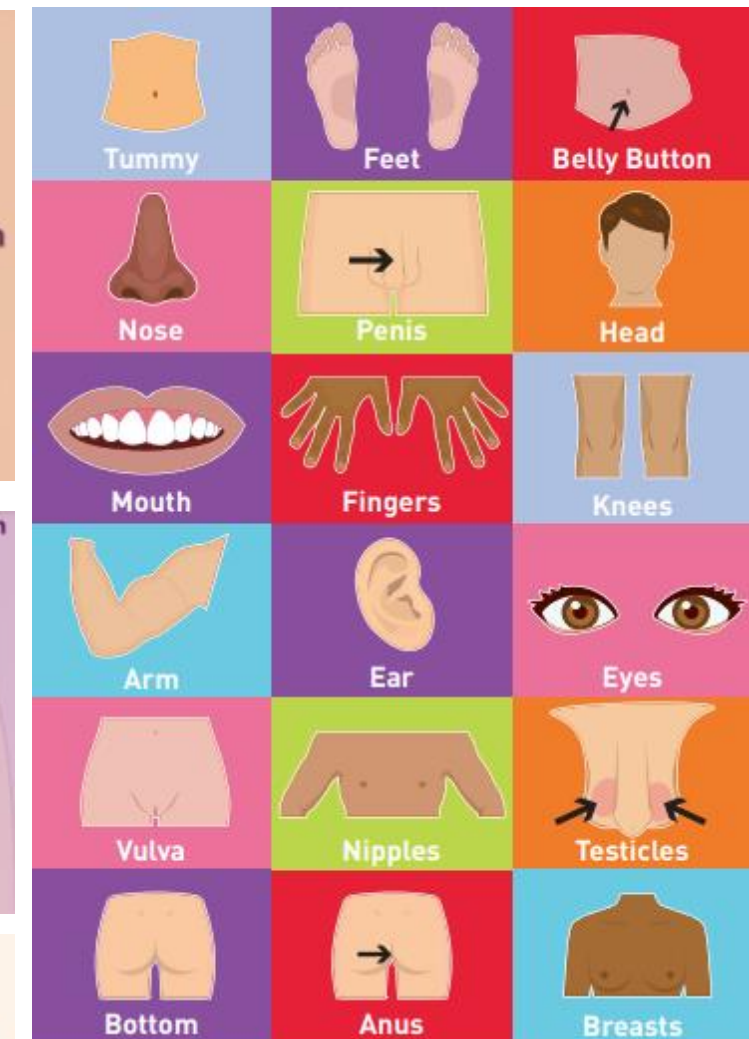
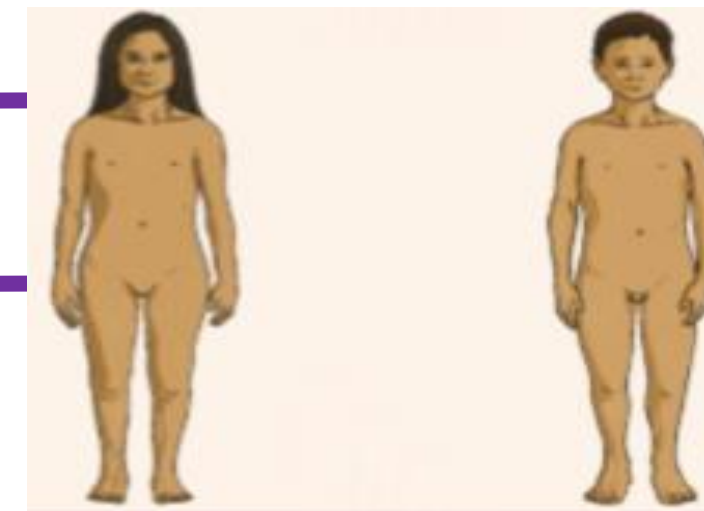
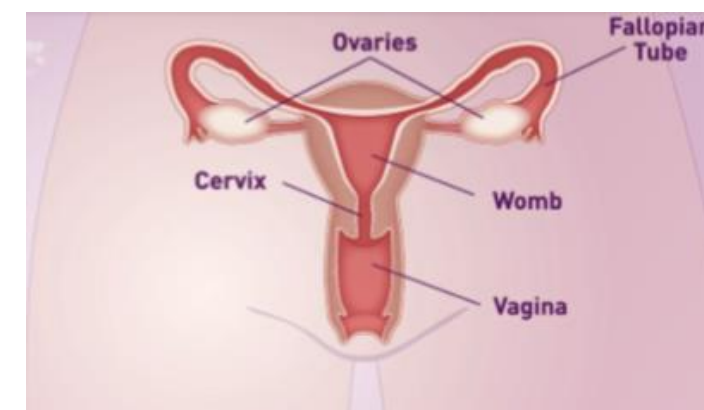
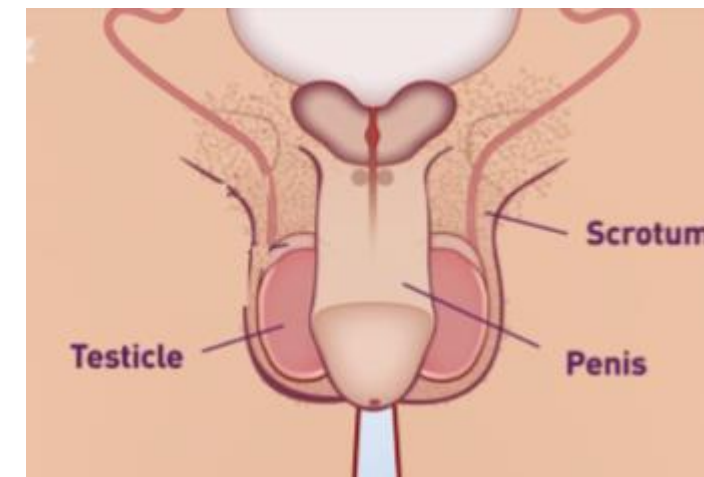


# Y4 RSE - Term 6 –Taught by the Class teacher, in class



Bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. The unit (Puzzle) ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.

- I know the names of the different internal and external body parts that are needed to make a baby
- I know some of the changes on the inside that happen during puberty
- I know how the female and male body change at puberty
- I know that change can bring about a range of different emotions
- I can appreciate my own uniqueness and that of others
- I can express any concerns I have about puberty
- I have strategies for managing the emotions relating to change



## Vocabulary

Personal, Unique, Characteristics, Parents. Menstruation/Periods, Monthly, Eggs (Ova), Womb/Uterus, Fallopian tubes, Vagina, Blood, Emotions, Physical feelings, Sanitary products. Penis, Testicles, Scrotum. Circle, Seasons, Change, Control, Acceptance. Looking forward.

# Y4 RSE – PSHE - Term 6



- Taught by the class teacher in class

Sex is taught here.

Personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm

Babies are made by a sperm joining with an ovum and in simple terms how this happens.

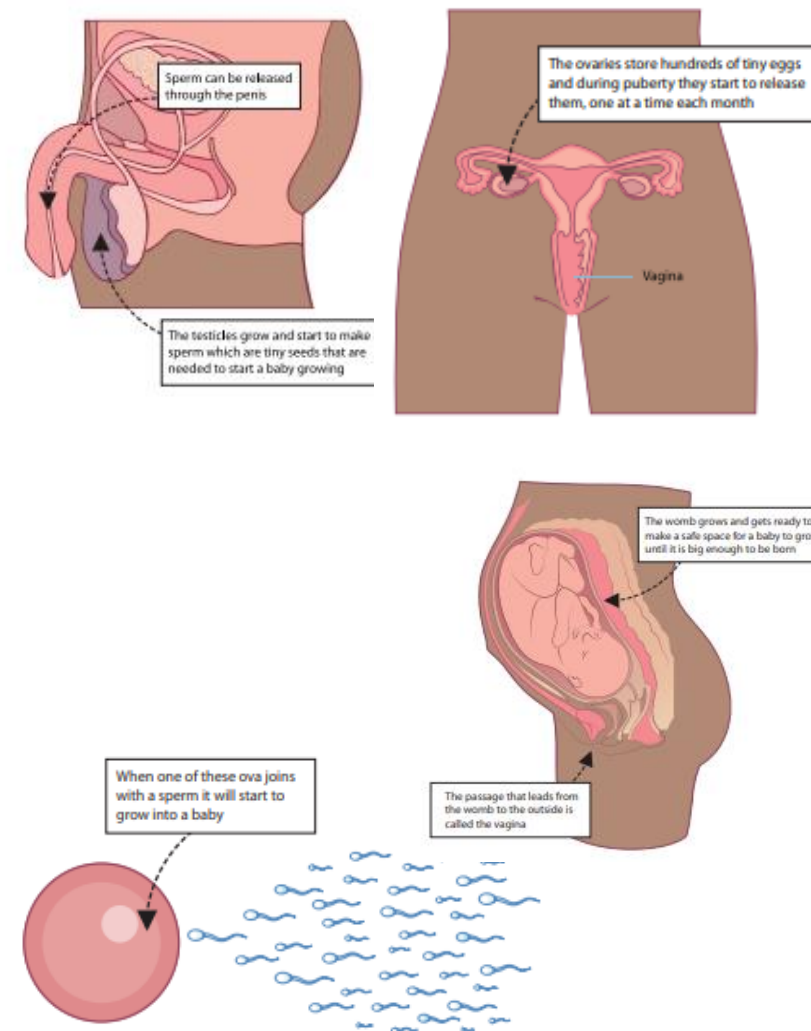
The names of different internal and external body parts that are needed to make a baby

How the male and female body change at puberty

Change can bring a range of different emotions

Personal hygiene is important during puberty and as an adult

Change is a normal part of life and that some changes can be controlled and others cannot



“It’s amazing how a baby starts to grow when a man’s sperm and a woman’s ovum meet and join together. This can happen when a grownup man and woman share an especially close and loving embrace which allows the sperm to be released through the penis into the vagina. People refer to this as ‘making love’ or ‘having sex’ or sexual intercourse.

It’s an intimate, loving and very private part of a grown-up relationship. From the vagina, the sperm can swim through the womb/ uterus into the tubes that lead from the ovaries. If they meet an egg/ ovum there, one of them may ‘fertilise’ it - join with it so that it starts growing into a baby. This is called conception. The fertilised egg settles into the soft lining of the mother’s womb, where it will grow until it is big enough to be born 40 weeks/(9 months). The baby will get half of its genes from the mother’s egg/ovum and half its genes from the father’s sperm.”

Animation used: The female reproductive system.

## Vocabulary

Personal, Unique, Those born female, Those born male, Characteristics, Parents. Menstruation/Periods, Monthly, Eggs (Ova), Womb/Uterus, Sperm, Fallopian tubes, Vagina, Blood, Emotions, Physical feelings, Sanitary products. Penis, Testicles, Scrotum. Circle, Seasons, Change, Control, Acceptance. Looking forward.

# Y4 RSE – PSHE - Term 6



- The following lesson is first taught to girls discretely by two female members of staff.
- The same lesson is then repeated for both girls and boys.

- I can understand how the body of someone born female changes during puberty and that menstruation (having periods) is a natural part of this.

When someone born female's body reaches puberty the eggs (**ova**) in their **ovaries** start to mature. This is because the body is preparing to be able to have a baby in later life.

Puberty often happens between the ages of 10 and 14. It is different for everyone so some people might start puberty earlier or later.

When those born female are starting puberty they might start to menstruate (have **periods**).

They will (usually) have **periods** once a month.

What are **periods**?

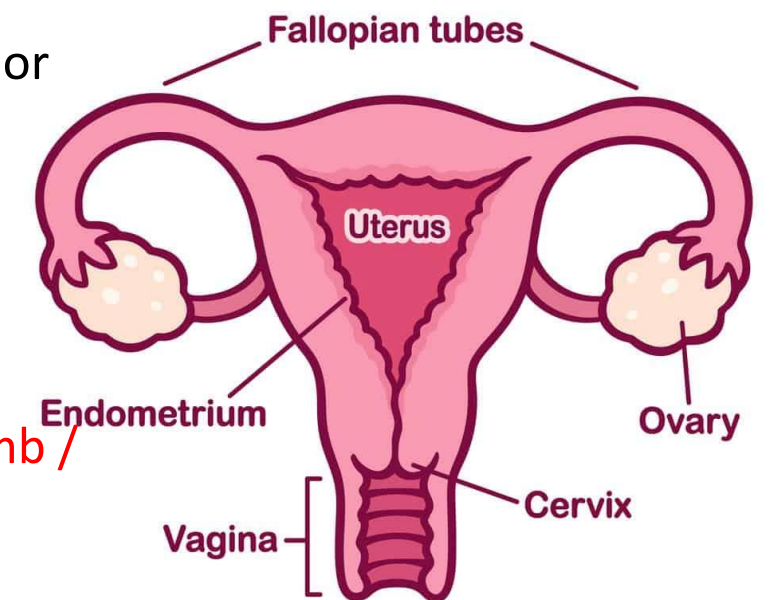
Every month the **womb / uterus** makes a soft lining.

Once a month one of the tiny eggs (**ova**) stored in the ovaries is released. It passes into a fallopian tube and then into the **womb / uterus**.

If the egg is unfertilized, the lining of the **womb / uterus** (blood) passes through the **vagina**.

The flow of blood is natural and shows that the body is working as it should.

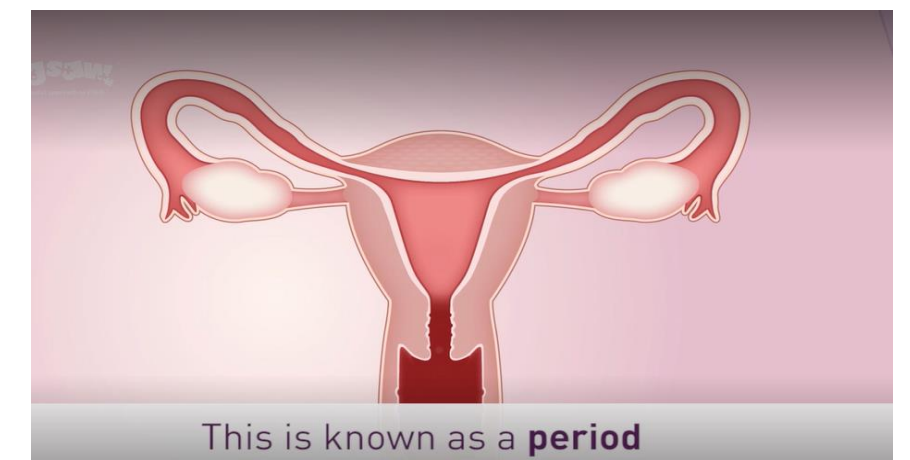
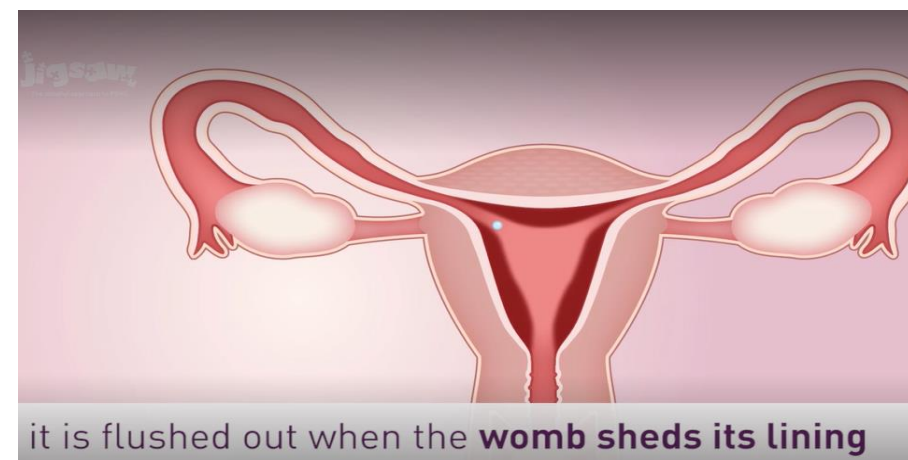
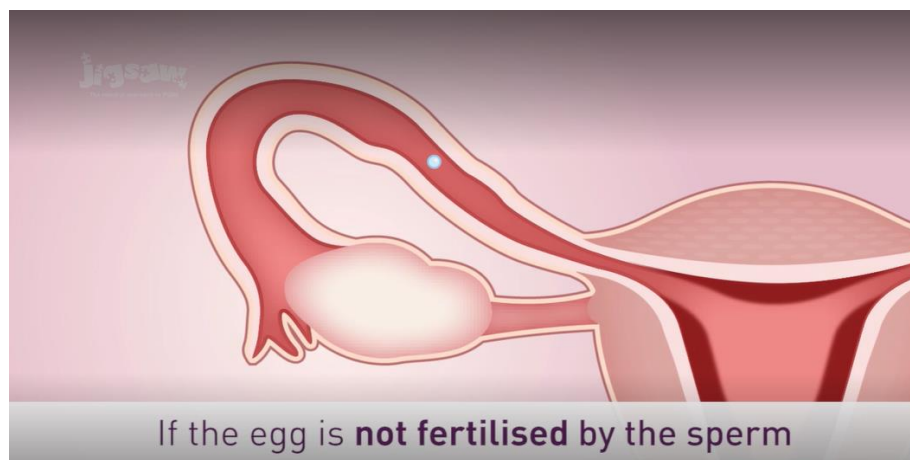
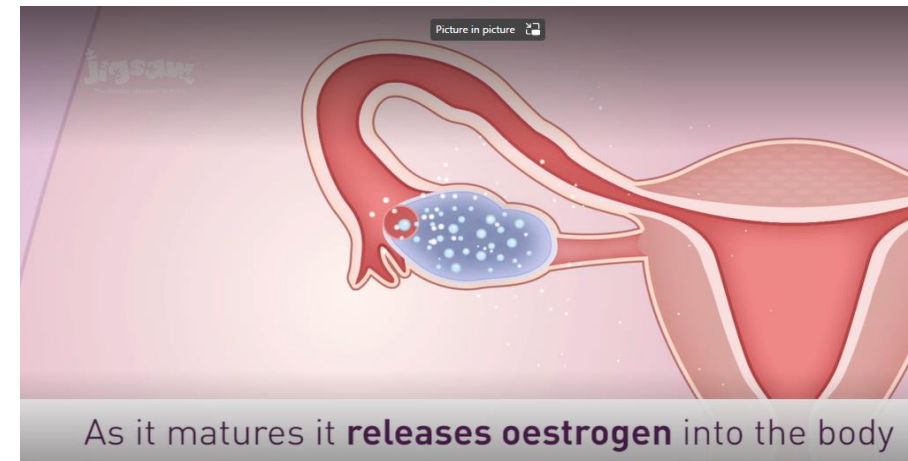
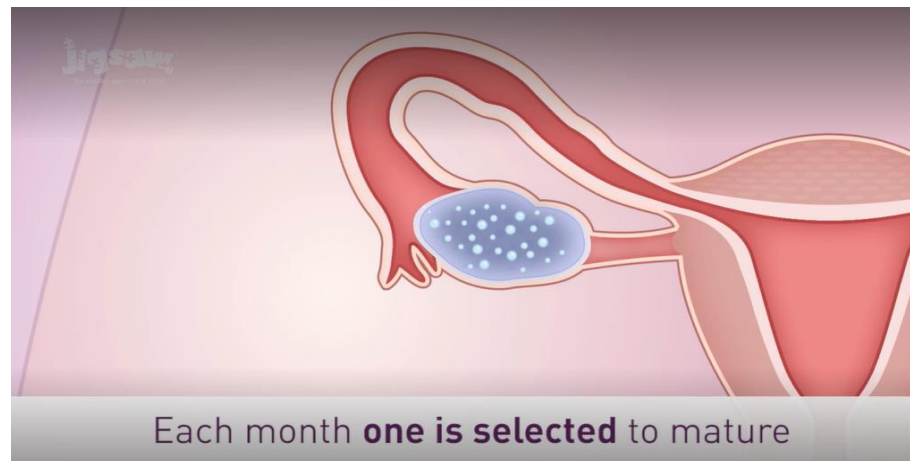
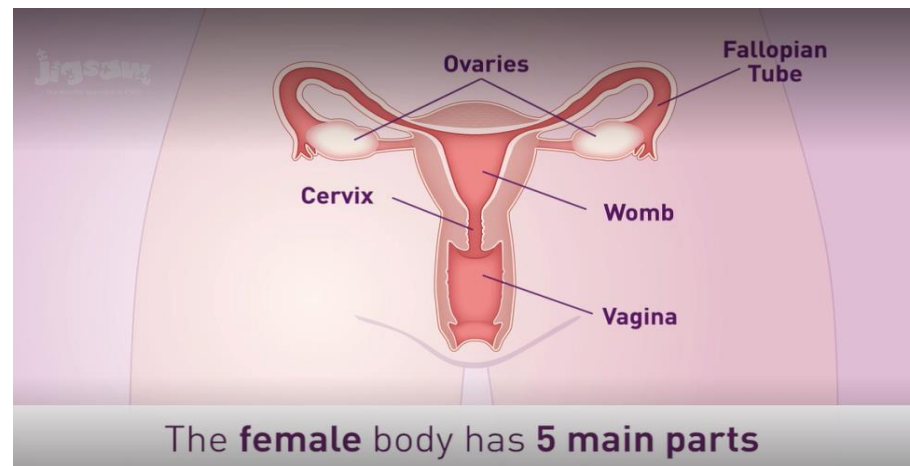
Products are available for periods. There are products such as sanitary pads, tampons and more sustainable products like mooncups and period pants.



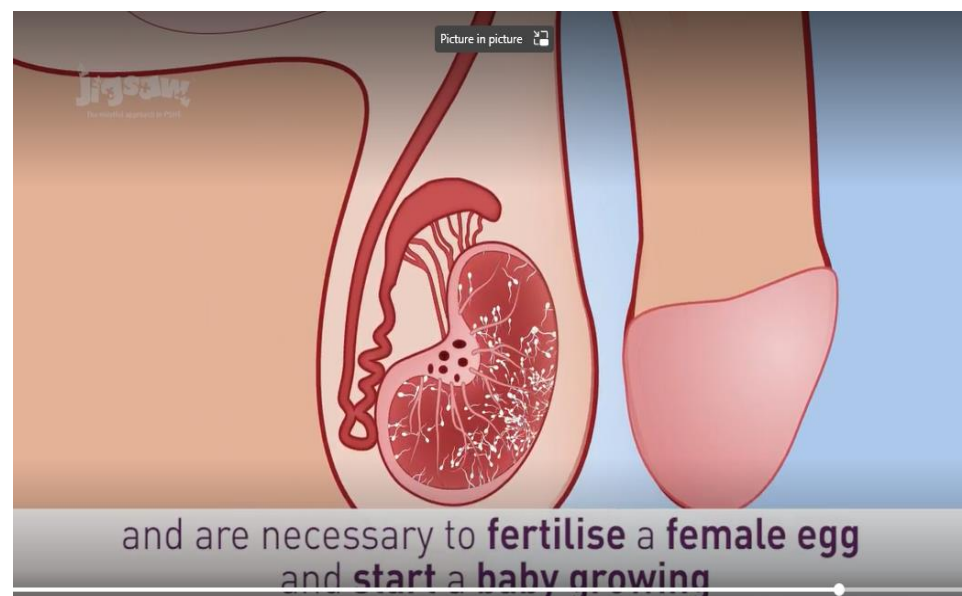
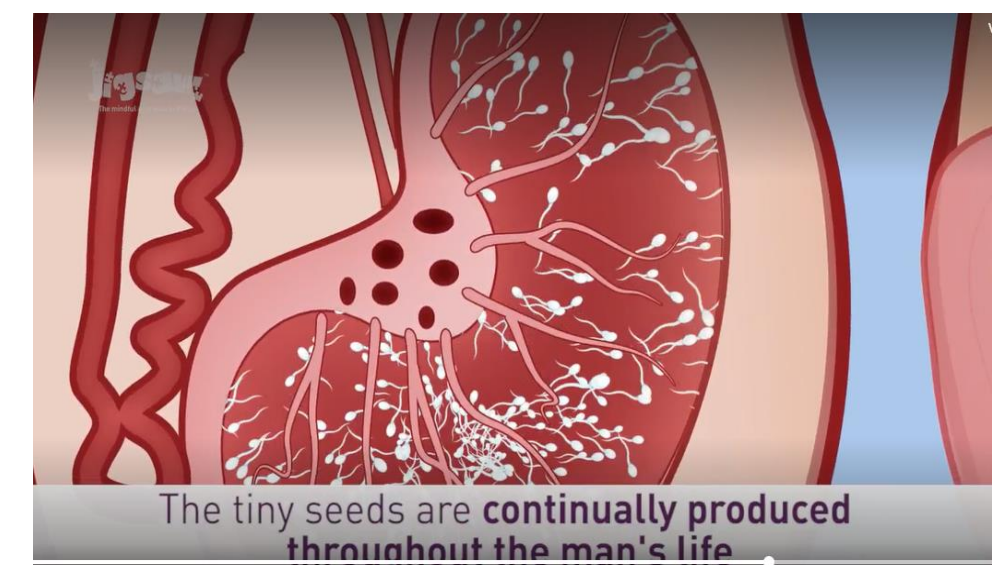
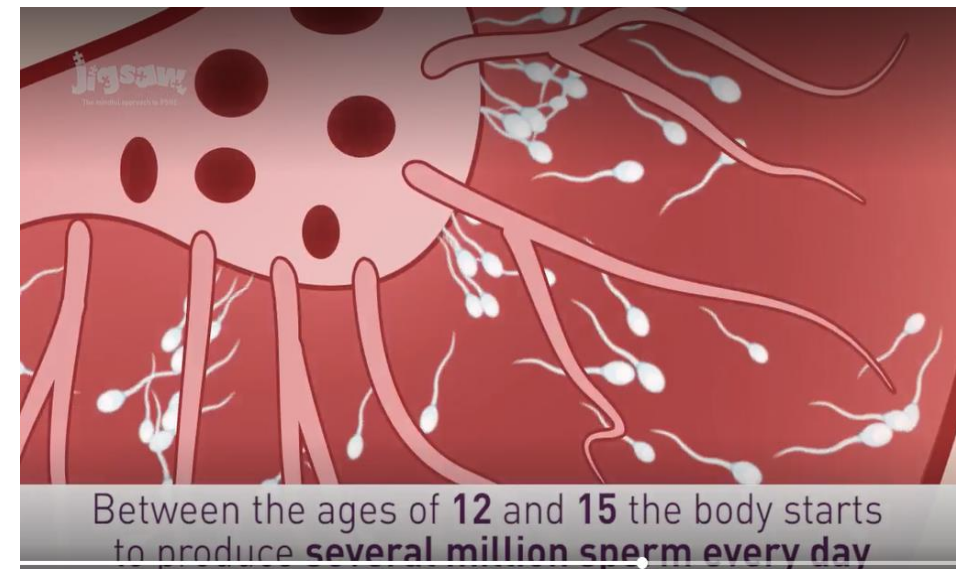
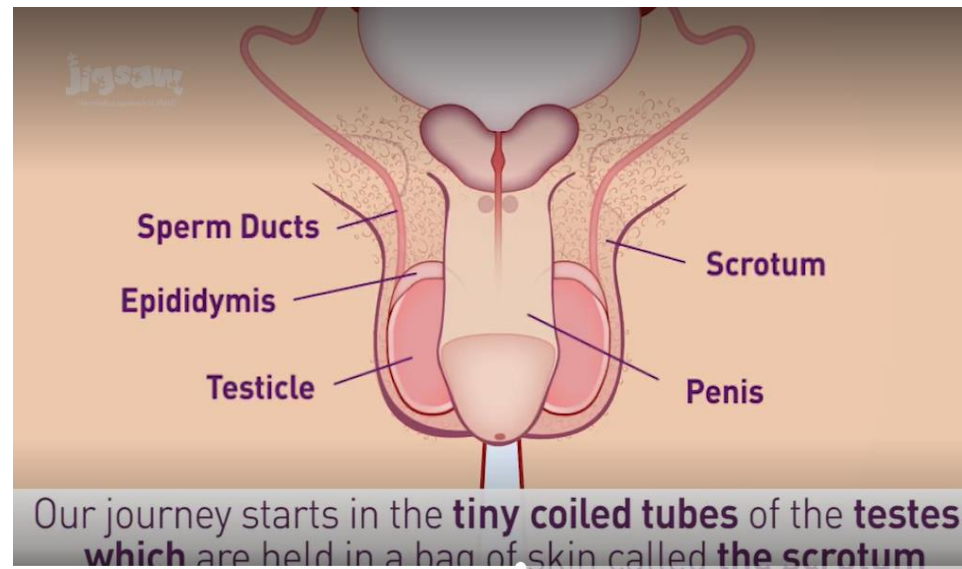
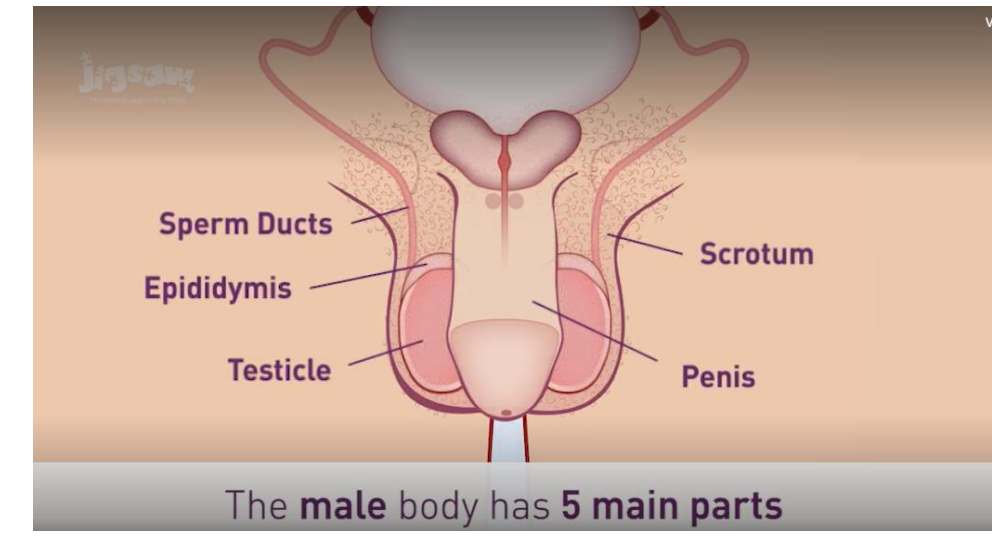
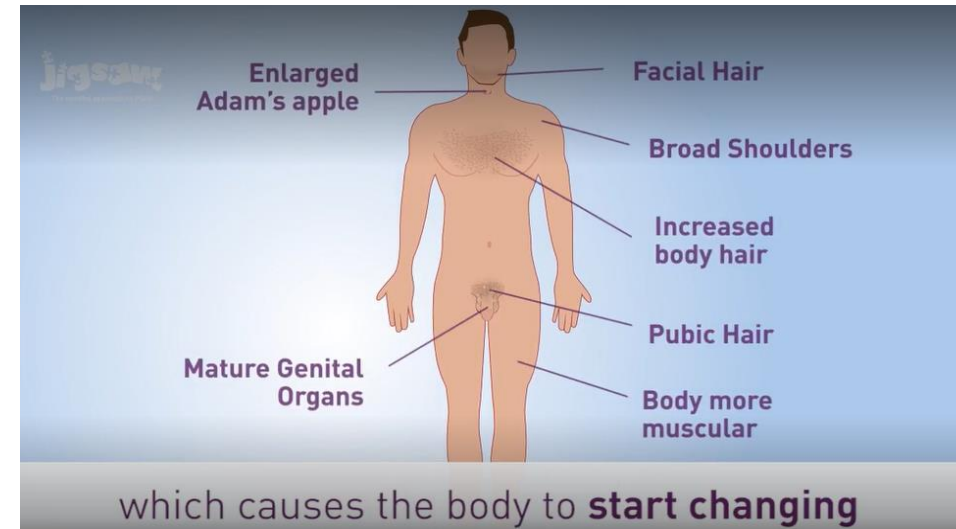
## Vocabulary

Puberty, Menstruation / periods, Monthly, Eggs (ova), Womb / Uterus, Fallopian tubes, Vagina, Blood, Emotions, Physical feelings, Sanitary products

Year 4  
The female  
reproductive  
system  
animation  
with subtitles



Year 4  
The male  
reproductive  
system  
animation  
with subtitles



# Y5 RSE - Term 6 – Taught by the Class teacher, in class



I am aware of my own self-image and how my body image fits into that

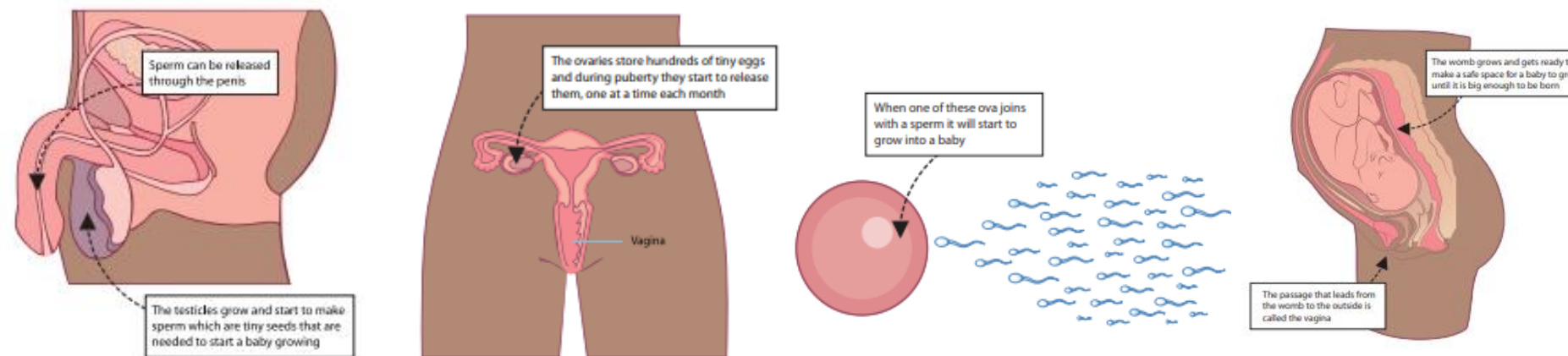
I can describe how the bodies of those born female and those born male change during puberty and the importance of looking after oneself physically and emotionally

Sexual intercourse leads to conception

Some people may need help to conceive and might use IVF

I can identify what I'm looking forward to about becoming a teenager and understand that this brings growing responsibilities

I can identify what I'm looking forward to when I move to my next class



**Sex is taught here.**

“If sexual intercourse happens between a man and a woman, the man’s sperm is released into the woman’s vagina and they travel up through the cervix.” At this point the teacher explains that having a baby is a choice, and that some people choose to have protected sex and to stop the sperm and egg from meeting. The teacher doesn’t go into details about contraception, but simply says there are different ways that protected sex can happen and they will learn about this when they are older.

“When having sexual intercourse (sex) the sperm are mixed with a special fluid called semen that give the sperm energy and keep them healthy. The semen containing the sperm then passes out of the penis which is called an ejaculation. It is quite normal for boys and men to get ‘wet dreams’ at night where a tiny amount of the sperm and semen stored in the epididymis leaks out. This can also be another sign that puberty has started and is nothing to worry about. During sexual intercourse, the sperm enter the woman’s vagina and swim to meet the egg to create a baby. As discussed last time, people can choose to have sex so that the sperm and egg don’t meet, this is called protected sex and there are different ways this can happen, which you will learn about when you are ready to know about this”

**Animations used: the female and male reproductive system.**

## Vocabulary

Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Those born female, Those born male, Oestrogen, Fallopian Tubes, Cervix, Uterus, Womb, Develops, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam’s Apple, Scrotum, Genitals, Hair, Broader, Wider, Urethra,, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Erection, Wet dream, Semen, Epididymis, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights

# Y6 RSE –Taught by the class teacher in PSHE, Term 6



## Self image

- I am aware of my own self-image and how my body image fits into that.
- I know how to develop my self esteem.

## Boyfriends and Girlfriends

- I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend
- I understand that respect for one another is essential in a boyfriend/girlfriend and that I should not feel pressured into doing something I don't want to

## Real self and ideal self

- I am aware of the importance of a positive self-esteem and what I can do to develop it.
- I can express how I feel about my self-image and know how to challenge negative body talk

## The year ahead

- I can identify what I am looking forward to and what worries me about the transition to secondary school
- I know how to prepare myself emotionally for the challenges ahead.

## Overview

How girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally

How a baby develops from conception through the nine months of pregnancy and how it is born

How being physically attracted to someone changes the nature of the relationship

The importance of self-esteem and what they can do to develop it

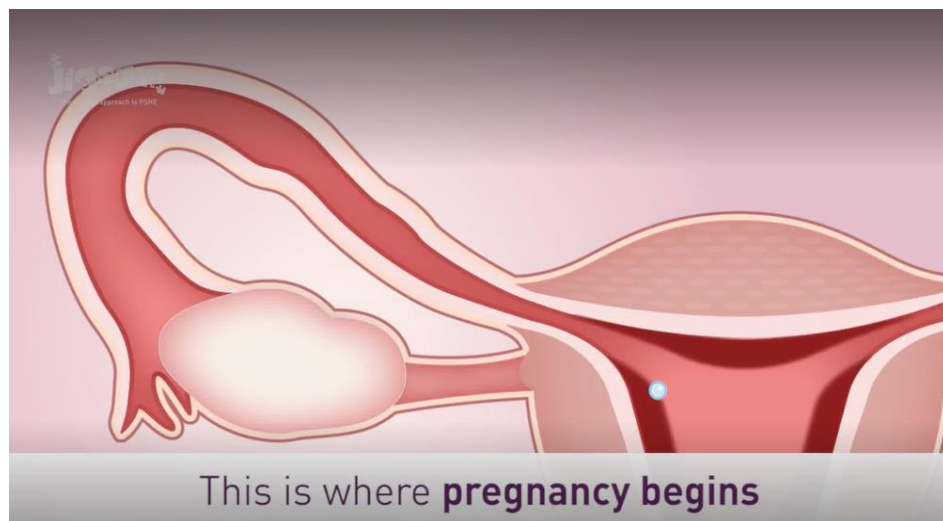
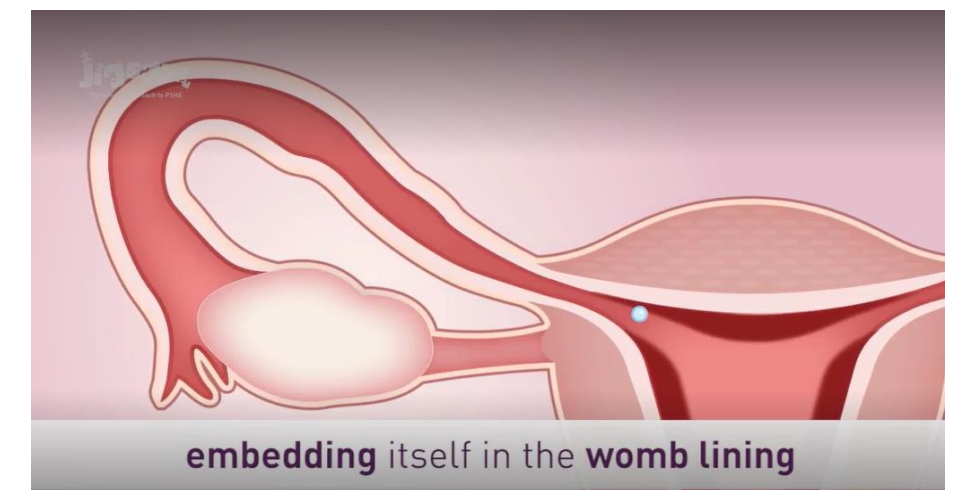
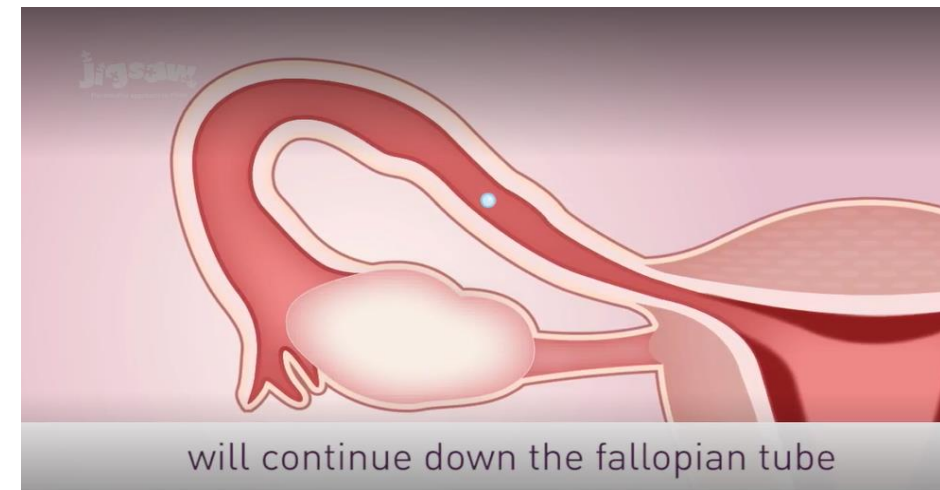
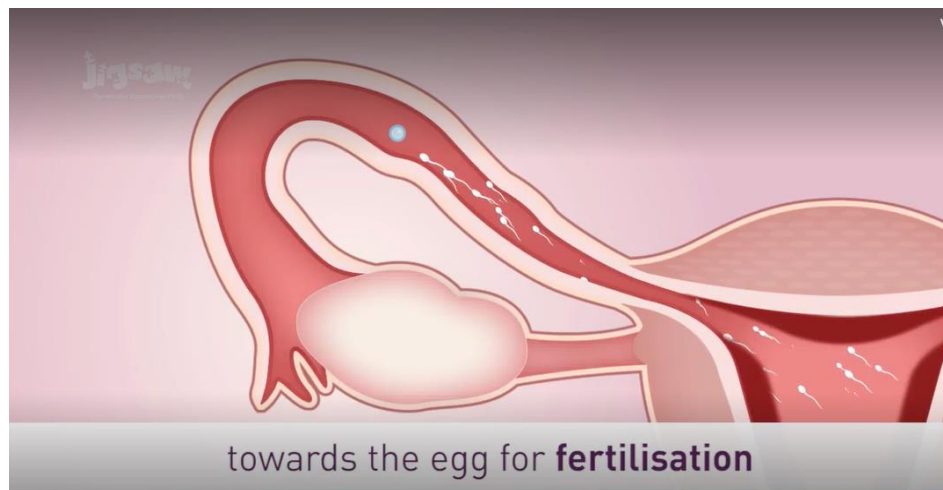
What they are looking forward to and what they are worried about when thinking about transition to secondary school

**Animations used: the female and male reproductive system.**

## Vocabulary

Those born female, Those born male, Negative body-talk, Mental health, Opportunities, Freedoms, Attraction, Relationship, Love, Sexting, Transition, Secondary, Journey, Worries, Anxiety, Excitement, Consent.

Year 5/6  
The female  
reproductive  
system  
animation  
with subtitles





# Year 5/6 The male reproductive system

animation  
with subtitles

