



# **SOUTH CAMBERLEY PRIMARY AND NURSERY SCHOOL**

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## **RSHE Policy**

### **October 2022**

| <b>Date of Approval</b>        | <b>Date of Review</b>   |
|--------------------------------|-------------------------|
| October 2022                   | October 2023            |
| <b>Status and Review Cycle</b> | <b>Statutory Annual</b> |



## **RSHE Policy**

### **1. Aims**

The aims of relationships, sex and health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of
- health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

### **2. Statutory requirements**

As a primary school we must provide all elements of Relationships & Health Education to all pupils as per section 34 of the Children and Social work act 2017. However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At South Camberley Primary and Nursery School we teach RSHE as set out in this policy.

### **3. Policy development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent awareness session – parents and any interested parties were invited to attend a meeting about RSHE teaching and learning
4. Pupil consultation – we investigated what exactly pupils want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### **4. Definition**

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

### **5. Curriculum**

Our RSHE curriculum is set out as per Appendices 1 and 2 but we may need to adapt it as and when necessary.

We have developed the curriculum by using the PSHE Jigsaw Programme as a guide which offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. (Please see Learning for Life Policy) In addition to this, we have consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Primary relationships and sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

## **6. Delivery of RSHE**

RSHE is taught within Relationships & Health Education (Learning for Life). Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils also receive a stand-alone statutory lesson about menstruation in Year 5 that is delivered by a trained healthcare professional.

Relationships & Health Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSHE curriculum, see Appendix 1.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **7. Roles and responsibilities**

7.1 The governing board - The governing board will approve the RSHE policy, and hold the Headteacher to account for its implementation.

7.2 The Headteacher - The Headteacher is responsible for ensuring that RSHE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section 8).

7.3 Staff - Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher.

7.4 Pupils - Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity

## **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from Relationships & Health Education, which includes the section entitled 'changing adolescent body'.

This states pupils should know:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- The main changes which take place in males and females, and the implications for emotional and physical health.
- Parents are informed that the RSHE element of Relationships & Health Education is an essential vehicle in supporting a school's statutory duty to:
  - safeguard and promote the welfare of their children,
  - advance the 2010 Equality Act,
  - encourage the spiritual, moral, social and cultural development of pupils,
  - foster British values, and
  - prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science.

At South Camberley Primary and Nursery School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

The school will inform parents of this right by a letter sent home during Summer Term 1, prior to the Changing Me unit being taught. A Parents' meeting will also be held in Summer Term 1, where parents will be shown the Jigsaw RSHE presentation, explaining our statutory and non-statutory content of the PSHE lesson.

Requests for withdrawal from the Year 6 lessons should be put in writing using the form found in Appendix 4 of this policy and addressed to the Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

## **9. Training**

Staff are trained on the delivery of RSE during dedicated staff meetings and it is included in our continuing professional development calendar.

Visitors from outside the school, such as school nurses or sexual health professionals are invited into school to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSHE is monitored by Francis Millett, Learning for Life (PSHE & RSHE Subject Lead) through:

- Book looks, planning scrutinises, learning walks, lesson drop-ins, pupil voice and evidence on our online
- PSHE evidencing tool, Jigsaw grids.
- Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Francis Millett, Learning for Life (PSHE & RSHE Subject Lead), annually. At every review, the policy will be approved by the governing board and the headteacher.

## Appendix 1: Curriculum Map

| <b>Reception – Our lives</b>                                    |   |  |  |
|---|---|--|--|
| <b>Word Box</b>   | Word Box Dress, undress, clean, smelly, flannel, sponge, towel, hands, toothpaste, toothbrush, hairbrush, comb, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad   |  |  |
| <b>Early Learning Goals<br/>Prime Areas</b>                     | <b>Learning Intentions and Learning Outcomes</b>  | <b>Title</b>                               | <b>Resources</b>   |
| Physical Development<br>Health and self-care                    | <b>Learning Intention – Statutory</b><br><i>To consider the routines and patterns of a typical day</i><br><b>Learning Outcomes</b> Understand some areas in which the children can look after themselves e.g. dressing and undressing | Lesson 1<br><b>Our Day</b>                 | Glove puppet<br><b>Our Day pictures</b>  |
| Physical Development<br>Health and self-care                    | <b>Learning Intention – Statutory</b><br><i>To understand why hygiene is important</i><br><b>Learning Outcomes</b> Explain why it is important to keep clean Understand some basic hygiene routines                                   | Lesson 2<br><b>Keeping Ourselves Clean</b> | Glove puppet Items related to hygiene, e.g. flannel, sponge, towel, toothbrush, toothpaste, shampoo, soap, comb, brush<br><b>Keeping Clean pictures</b> The Smelly Book, Babette Cole<br>Additional Activities Anatomically correct dolls<br><b>Suggested reading: The Boy Who Hated Toothbrushes, Zehra Hicks</b> |
| Personal, Social and Emotional Development Making Relationships | <b>Learning Intention – Statutory</b><br><i>To recognise that all families are different</i><br><b>Learning Outcomes</b> Identify different members of the family Understand how members of a family can help each other              | Lesson 3<br><b>Families</b>                | The Family Book, Todd Parr<br><b>Families pictures</b> Paper for drawing pictures Additional Activities <b>Suggested reading: All Kinds of Families! Mary Ann Hoberman I'll take you to Mrs Cole, Nigel Gray</b>   |

| Year 1 – Changing Me Puzzle |  |  |   |
|-----------------------------|--|--|---|
| Word Box                    | changes, life cycle, baby, adulthood, grown up, mature, male, female, penis, testicles, vagina, vulva, anus, change, feelings, anxious, worried, excited, coping |  |   |
| Piece                       | PSHE<br>Learning Intention   | Social, Emotional<br>skills learning<br>intention  | Resources   |
| Life Cycles                 | I am starting to understand the life cycles of animals and humans  | I understand that changes happen as we grow and that this is OK                              | Teacher's photos: series of photos from baby to adult<br>YouTube clip of frog's lifecycle (teacher to source)<br>Life cycle cards   |
| Changing Me                 | I can tell you some things about me that have changed and some things about me that have stayed the same   | I know that changes are OK and that sometimes they will happen whether I want them to or not | Life cycle cards  |
| My Changing Body            | I can tell you how my body has changed since I was a baby  | I understand that growing up is natural and that everybody grows at different rates          | Baby photo of the teacher<br>Baby photos brought in by the children in a box  |
| Boys and Girls Bodies       | I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus            | I respect my body and understand which parts are private                                     | Male/female animal PowerPoint<br>PE hoops or flipchart paper<br>Body parts cards<br>PowerPoint of body parts  |
| Learning and Growing        | I understand that every time I learn something new I change a little bit   | I enjoy learning new things  | Flower shape and petals for flipchart<br>Flower templates   |
| Coping with Changes         | I can tell you about changes that have happened in my life   | I know some ways to cope with changes  | Bag of items for Changes Game e.g. baby item, a piece of school uniform, holiday item, name of next teacher etc.<br><br>Suggested reading:<br>Happy Families, Allan Ahlberg<br>Who's in a Family? Robert Skutch |

## Year 2 – Changing Me Puzzle

|                           |  |  |  |
|---------------------------|--|--|--|
| Word Box                  | Change, Grow, Life cycle, control, baby, adult, fully grown, growing up, old, young, Change, respect, appearance, physical, toddler, child teenager, adult, independent, freedom, responsibilities, male, female, vagina, penis, testicles, vulva, anus, public, private, touch, texture, cuddle, hug, squeeze, like, dislike, acceptable, unacceptable, comfortable, uncomfortable, looking forward, excited, nervous, anxious, happy |  |  |
| Piece                     | PSHE Learning Intention  | Social, Emotional skills learning intention  | Resources  |
| Life Cycles in Nature     | recognise cycles of life in nature   | I understand there are some changes that are outside my control                                  | PowerPoint slides of seasonal changes PowerPoint of lifecycle images   |
| Growing from young to old | tell you about the natural process of growing from young to old and understand that this is not in my control  | identify people I respect who are older than me  | Photos from home   |
| The changing me           | recognise how my body has changed since I was a baby and where I am on the continuum from young to old   | feel proud about becoming more independent   | Timeline labels: Baby, Toddler, Child, Teenager, Adult<br>A box or bag of collected items to represent different stages of growing up  |
| Boys and Girls Bodies     | recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) and appreciate that some parts of my body are private.  | tell you what I like/don't like about being a boy/girl   | Body parts cards (2 sets so you have duplicates of some cards)<br>A bag or laundry-type basket containing a collection of girls' and boys' clothes including underwear and swim suits  |
| Assertiveness             | understand there are different types of touch and tell you which ones I like and don't like  | be confident to say  | Feely bag 1 (containing e.g. pebble, sandpaper, Playdoh, fur, velvet, pine cone, plastic dinosaur toy and any other suitable objects) Feely bag 2 (containing soft material like velvet, satin or silk, a soft toy)<br>Poem: 'What about you?' |
| Looking ahead             | identify what I am looking forward to when I move to my next class   | start thinking about changes I will make in my next year at school and know how to go about this | PowerPoint slide of leaf mobile instructions   |



### Year 3 – Changing Me Puzzle

|                      |  |   |  |
|----------------------|--|---|--|
| <b>Word Box</b>      | Changes, birth, animals, babies, mother, growing up, baby, grow, uterus, womb, nutrients, survive, love, affection, care, change, puberty, control, puberty, male, female, testicles, sperm, penis, ovaries, egg, ovum/ova, womb/uterus, vaginas, stereotypes, task, roles, challenge, change, looking forward, excited, nervous, anxious, happy |   |  |
| <b>Piece</b>         | <b>PSHE Learning Intention</b>   | <b>Social, Emotional skills learning intention</b>  | <b>Resources</b>   |
| How do babies grow   | understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby   | express how I feel when I see babies or baby animals  | PowerPoint of baby animal pictures   |
| Babies               | understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow  | express how I might feel if I had a new baby in my family   | Baby PowerPoint slide Baby growing PowerPoint  |
| Outside body changes | understand that boys' and girls' bodies need to change so that when they grow u their bodies can make babies<br><br>identify how boys' and girls' bodies change on the outside during this growing up process  | recognise how I feel about these changes happening to me and know how to cope with those feelings | Outline figure of a body on large flipchart paper<br>Set of Body Change cards<br><br>PowerPoint slides: Body Changes<br><br>'My Life, My Changes' sheet  |
| Inside body changes  | identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up   | recognise how I feel about these changes happening to me and how to cope with these feelings      | Parent/Child pairs cards (from lesson/ Piece 1)<br>Body Changes from Piece (lesson)<br>3 PowerPoint slides: Changes on the inside Animations (moving diagrams):<br><br>Male and Female Reproductive Systems 'The Great Growing Up Adventure' sheet |

|                    |  |   |                                      |
|--------------------|--|---|--------------------------------------|
| Family stereotypes | start to recognise stereotypical ideas I might have about parenting and family roles | express how I feel when my ideas are challenged and be willing to change my ideas sometimes |                                      |
| Looking ahead      | identify what I am looking forward to when I move to my next class                   | start to think about changes I will make next year and know how to go about this            | PowerPoint slide for 'Ribbon mobiles |

| <b>Year 4 – Changing Me Puzzle</b> |   |  |  |
|------------------------------------|---|--|--|
| <b>Word Box</b>                    | Personal, unique, characteristics, parents, sperm egg/ ovum, penis, testicles, vagina/ vulva, womb/ uterus. ovaries, making love, having sex, sexual intercourse, fertilise, conception, puberty, menstruation, periods, circle, seasons, control |  |  |
| <b>Piece</b>                       | <b>PSHE Learning Intention</b>  | <b>Social, Emotional skills learning intention</b>   | <b>Resources</b>   |
| Unique me                          | understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm   | appreciate that I am a truly unique human being  | Kitten and cat cards Photo of teacher with parents 'Parents and children' templates  |
| Having a baby                      | correctly label the internal and external parts of male and female bodies that are necessary for making a baby  | understand that having a baby is a personal choice and express how I feel about having children when I am an adult   | Flashcard pictures of sperm and egg PowerPoint slides - Changes on the inside Animation: The Female Reproductive System  |
| Girls and Puberty                  | describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this  | know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty | A 'bag of tricks' - a mystery bag containing a collection of items relating to puberty and growing up- Animation: The Female Reproductive System PowerPoint slide of internal female organs Sets of Menstruation Cards |
| Circles of Change                  | know how the circle of change works and can apply it to changes I want to make in my life   | am confident enough to try to make changes when I think they will benefit me   | Season tree pictures Sofia and Levi PowerPoint Circle of Change diagram/template   |

|                  |  |   |  |
|------------------|--|---|--|
| Accepting change | identify changes that have been and may continue to be outside of my control that I learnt to accept | express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively | PowerPoint slides of environmental change<br>Change Scenario cards   |
| Looking ahead    | identify what I am looking forward to when I move to a new class                                     | reflect on the changes I would like to make next year and can describe how to go about this                                 | The same objects used for the 'Bag of Tricks' activity in lesson 3<br><br>Suggest reading:<br>Tell Me Again About The Night I Was Born, Jamie Lee Curtis<br>Who's in a Family? Robert Skutch<br>Happy Families, Allan Ahlberg<br>Spark Learns to Fly, Judith Foxon<br>Stranger Danger, Anne Fine |

| Year 5– Changing Me Puzzle |   |  |   |
|----------------------------|---|--|---|
| Word Box                   | Self, self-image, body image, self-esteem, perception, characteristics, aspects, affirmation, puberty, sperm, semen, testicles/testes, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones, relationships, conception, making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo, umbilical cord, contraception, fertility treatment (IVF), teenager, milestone, perceptions, puberty, responsibilities, change, hope, manage, cope, opportunities, emotions, fear, excitement, anxious |  |   |
| Piece                      | PSHE Learning Intention   | Social, Emotional skills learning intention  | Resources   |
| Self and body image        | be aware of my own self-image and how my body image fits into that  | know how to develop my own self esteem   | Self-image cards<br>Emoji face classroom labels<br>Airbrushed images (teacher sourced) PowerPoint slide<br>'Selfimage prompts' Frame card template  |
| Puberty for Girls          | explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally   | understand that puberty is a natural process that happens to everybody and that it will be OK for me | PowerPoint slides of male and female bodies<br>Animation: The Female Reproductive System<br>Menstruation Card Match<br>A range of sanitary products<br>The Great Growing Up<br>Adventure resource sheet<br>A set of Menstruation Worries cards<br>If available: some examples of published information leaflets about puberty |

|                  |   |  |  |
|------------------|---|--|--|
| Puberty for boys | describe how boys' and girls' bodies change during puberty  | express how I feel about the changes that will happen to me during puberty | Puberty: Points of View<br>statements Agree and Disagree labels Animation: The Male Reproductive System<br>PowerPoint slide: Male organs<br>Boys 'n' Puberty Quiz - either single sheets or cut up into sets of cards PowerPoint presentation<br>If available: some examples of published information leaflets about puberty |
| Conception       | understand that sexual intercourse can lead to conception and that is how babies are usually made<br><br>understand that sometimes people need IVF to help them have a baby | appreciate how amazing it is that human bodies can reproduce in these ways | Animations: The Female Reproductive System and The Male Reproductive System<br>Having A Baby Diamond 9 cards PowerPoint slides: A Baby in the Womb The Truth About Conception and Pregnancy card sort – statements, true/ false cards, explanation cards   |
| Looking Ahead    | identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)  | be confident that I can cope with the changes that growing up will bring   | Selection of pages from teen magazines   |
| Looking Ahead    | identify what I am looking forward to when I move to my next class  | to think about changes I will make next year and know how to go about this |  |

### Year 6 – Changing Me Puzzle

|                 |  |
|-----------------|--|
| <b>Word Box</b> | self-image, self-esteem, real self, celebrity, opportunities, freedoms, responsibilities, pubic hair, erection, wet dream, voice breaks, tampon, ovulation, menstruation, breasts, masturbation, semen hormones, sanitary towel, clitoris, testicles, sperm penis vagina, womb, fallopian tube, vulva, pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, midwife, attraction, relationship, pressure, love, sexting, self-esteem, negative body-talk, choice, feelings/emotions, challenge, mental health, transition, secondary, looking forward, journey, worries, anxiety, hopes, excitement |
|-----------------|--|

| Piece                       | PSHE Learning Intention  | Social, Emotional skills learning intention  | Resources   |
|-----------------------------|--|--|---|
| My Self Image               | aware of my own self-image and how my body image fits into that  | know how to develop my own self-esteem   | 'Time and Money' PowerPoint slides<br>Facts About Fashion PowerPoint slide  |
| Puberty                     | explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally               | express how I feel about the changes that will happen to me during puberty   | PowerPoint slides of male and female organs<br>PowerPoint slides: female and male body changes<br><br>Animation: Female and Male Reproductive Systems Puberty Truth or Myth cards<br>Boy worries / Girl worries cards<br>Advice on personal hygiene for teens |
| Babies: Conception to Birth | describe how a baby develops from conception through the nine months of pregnancy, and how it is born  | recognise how I feel when I reflect on the development and birth of a baby   | PowerPoint slides of a baby developing in the womb A set of 'Baby Can...' cards, cut up and shuffled<br>Animations: Female and Male Reproductive Systems From Conception to Birth resource sheet<br>Conception to Birth card sort template                    |
| Boyfriends and Girlfriends  | understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend | understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to | Should I/ Shouldn't I? resource<br>Diamond 9 Cards  |

|                          |   |   |   |
|--------------------------|---|---|---|
| Real self and Ideal self | be aware of the importance of a positive self-esteem and what I can do to   | express how I feel about my self-image and know how to challenge negative 'body-talk' | Cosmetic items: a tube of toothpaste, a hair product for men, an item of make-up<br>PowerPoint slides 'Ideal bodies' 'Real' self/'ideal' self templates |
| The Year Ahead           | identify what I am looking forward to and what worries me about the transition to secondary school / or moving to my next class | know how to prepare myself emotionally for the changes next year                      | PowerPoint slide – Bungee run   |

## Appendix 2 – Whole School Half Term Overview

### Jigsaw PSHE 3 -11/12 Content Overview



| Age Group               | Being Me In My World  | Celebrating Difference  | Dreams and Goals  | Healthy Me  | Relationships   | Changing Me   |
|-------------------------|---|---|---|---|---|---|
| <b>Ages 3-5 (F1-F2)</b> | Self-identity<br>Understanding feelings<br>Being in a classroom<br>Being gentle<br>Rights and responsibilities  | Identifying talents<br>Being special<br>Families<br>Where we live<br>Making friends<br>Standing up for yourself   | Challenges<br>Perseverance<br>Goal-setting<br>Overcoming obstacles<br>Seeking help<br>Jobs<br>Achieving goals   | Exercising bodies<br>Physical activity<br>Healthy food<br>Sleep<br>Keeping clean<br>Safety  | Family life<br>Friendships<br>Breaking friendships<br>Falling out<br>Dealing with bullying<br>Being a good friend   | Bodies<br>Respecting my body<br>Growing up<br>Growth and change<br>Fun and fears<br>Celebrations  |
| <b>Ages 5-6</b>         | Feeling special and safe<br>Being part of a class<br>Rights and responsibilities<br>Rewards and feeling proud<br>Consequences<br>Owning the Learning Charter  | Similarities and differences<br>Understanding bullying and knowing how to deal with it<br>Making new friends<br>Celebrating the differences in everyone   | Setting goals<br>Identifying successes and achievements<br>Learning styles<br>Working well and celebrating achievement with a partner<br>Tackling new challenges<br>Identifying and overcoming obstacles<br>Feelings of success             | Keeping myself healthy<br>Healthier lifestyle choices<br>Keeping clean<br>Being safe<br>Medicine safety/safety with household items<br>Road safety<br>Linking health and happiness  | Belonging to a family<br>Making friends/being a good friend<br>Physical contact preferences<br>People who help us<br>Qualities as a friend and person<br>Self-acknowledgement<br>Being a good friend to myself<br>Celebrating special relationships   | Life cycles – animal and human<br>Changes in me<br>Changes since being a baby<br>Differences between female and male bodies (correct terminology)<br>Linking growing and learning<br>Coping with change<br>Transition |
| <b>Ages 6-7</b>         | Hopes and fears for the year<br>Rights and responsibilities<br>Rewards and consequences<br>Safe and fair learning environment<br>Valuing contributions<br>Choices<br>Recognising feelings                         | Assumptions and stereotypes about gender<br>Understanding bullying<br>Standing up for self and others<br>Making new friends<br>Gender diversity<br>Celebrating difference and remaining friends               | Achieving realistic goals<br>Perseverance<br>Learning strengths<br>Learning with others<br>Group co-operation<br>Contributing to and sharing success  | Motivation<br>Healthier choices<br>Relaxation<br>Healthy eating and nutrition<br>Healthier snacks and sharing food  | Different types of family<br>Physical contact boundaries<br>Friendship and conflict<br>Secrets<br>Trust and appreciation<br>Expressing appreciation for special relationships   | Life cycles in nature<br>Growing from young to old<br>Increasing independence<br>Differences in female and male bodies (correct terminology)<br>Assertiveness<br>Preparing for transition                             |
| <b>Ages 7-8</b>         | Setting personal goals<br>Self-identity and worth<br>Positivity in challenges<br>Rules, rights and responsibilities<br>Rewards and consequences<br>Responsible choices<br>Seeing things from others' perspectives | Families and their differences<br>Family conflict and how to manage it (child-centred)<br>Witnessing bullying and how to solve it<br>Recognising how words can be hurtful<br>Giving and receiving compliments | Difficult challenges and achieving success<br>Dreams and ambitions<br>New challenges<br>Motivation and enthusiasm<br>Recognising and trying to overcome obstacles<br>Evaluating learning processes<br>Managing feelings<br>Simple budgeting | Exercise<br>Fitness challenges<br>Food labelling and healthy swaps<br>Attitudes towards drugs<br>Keeping safe and why it's important online and off line scenarios<br>Respect for myself and others<br>Healthy and safe choices | Family roles and responsibilities<br>Friendship and negotiation<br>Keeping safe online and who to go to for help<br>Being a global citizen<br>Being aware of how my choices affect others<br>Awareness of how other children have different lives<br>Expressing appreciation for family and friends | How babies grow<br>Understanding a baby's needs<br>Outside body changes<br>Inside body changes<br>Family stereotypes<br>Challenging my ideas<br>Preparing for transition  |

  

| Age Group         | Being Me In My World   | Celebrating Difference  | Dreams and Goals  | Healthy Me   | Relationships   | Changing Me  |
|-------------------|--|---|---|--|---|--|
| <b>Ages 8-9</b>   | Being part of a class team<br>Being a school citizen<br>Rights, responsibilities and democracy (school council)<br>Rewards and consequences<br>Group decision-making<br>Having a voice<br>What motivates behaviour                               | Challenging assumptions<br>Judging by appearance<br>Accepting self and others<br>Understanding influences<br>Understanding bullying<br>Problem-solving<br>Identifying how special and unique everyone is<br>First Impressions | Hopes and dreams<br>Overcoming disappointment<br>Creating new, realistic dreams<br>Achieving goals<br>Working in a group<br>Celebrating contributions<br>Resilience<br>Positive attitudes | Healthier friendships<br>Group dynamics<br>Smoking<br>Alcohol<br>Assertiveness<br>Peer pressure<br>Celebrating inner strength  | Jealousy<br>Love and loss<br>Memories of loved ones<br>Getting on and Falling Out<br>Girlfriends and boyfriends<br>Showing appreciation to people and animals   | Being unique<br>Having a baby<br>Girls and puberty<br>Confidence in change<br>Accepting change<br>Preparing for transition<br>Environmental change   |
| <b>Ages 9-10</b>  | Planning the forthcoming year<br>Being a citizen<br>Rights and responsibilities<br>Rewards and consequences<br>How behaviour affects groups<br>Democracy, having a voice, participating  | Cultural differences and how they can cause conflict<br>Racism<br>Rumours and name-calling<br>Types of bullying<br>Material wealth and happiness<br>Enjoying and respecting other cultures                                    | Future dreams<br>The importance of money<br>Jobs and careers<br>Dream job and how to get there<br>Goals in different cultures<br>Supporting others (charity)<br>Motivation                | Smoking, including vaping<br>Alcohol<br>Alcohol and anti-social behaviour<br>Emergency aid<br>Body image<br>Relationships with food<br>Healthy choices<br>Motivation and behaviour | Self-recognition and self-worth<br>Building self-esteem<br>Safer online communities<br>Rights and responsibilities online<br>Online gaming and gambling<br>Reducing screen time<br>Dangers of online grooming<br>SMARRT internet safety rules | Self- and body image<br>Influence of online and media on body image<br>Puberty for girls<br>Puberty for boys<br>Conception (including IVF)<br>Growing responsibility<br>Coping with change<br>Preparing for transition |
| <b>Ages 10-11</b> | Identifying goals for the year<br>Global citizenship<br>Children's universal rights<br>Feeling welcome and valued<br>Choices, consequences and rewards<br>Group dynamics<br>Democracy, having a voice<br>Anti-social behaviour<br>Role-modelling | Perceptions of normality<br>Understanding disability<br>Power struggles<br>Understanding bullying<br>Inclusion/exclusion<br>Differences as conflict, difference as celebration<br>Empathy                                     | Personal learning goals, in and out of school<br>Success criteria<br>Emotions in success<br>Making a difference in the world<br>Motivation<br>Recognising achievements<br>Compliments     | Taking personal responsibility<br>How substances affect the body<br>Exploitation, including 'county lines' and gang culture<br>Emotional and mental health<br>Managing stress      | Mental health<br>Identifying mental health worries and sources of support<br>Love and loss<br>Managing feelings<br>Power and control<br>Assertiveness<br>Technology safety<br>Take responsibility with technology use                         | Self-image<br>Body image<br>Puberty and feelings<br>Conception to birth<br>Reflections about change<br>Physical attraction<br>Respect and consent<br>Boyfriends/girlfriends<br>Sexting<br>Transition                   |

Dear Parents/Carers

As part of the Year 6 Science curriculum, your children will be completing the final phase of their formal Primary Relationship, Sex and Health Education (RSHE), which was began in Year 2 and continued in Year 5. In Year 2, the children looked at how babies grow and develop into toddlers, school children, young people and finally adults, as well as addressing the question of where babies come from at a child-friendly level. In Year 5, due to lockdown, RSHE was sent home for parent to complete at their own discretion. The Year 6 coverage looks specifically at how babies are made, as well as at the wonder of new life.

The lessons will include the following:

| <b>Year 6 – Changing Me Puzzle</b> |  |  |   |
|------------------------------------|--|--|---|
| <b>Word Box</b>                    | self-image, self-esteem, real self, celebrity, opportunities, freedoms, responsibilities, pubic hair, erection, wet dream, voice breaks, tampon, ovulation, menstruation, breasts, masturbation, semen hormones, sanitary towel, clitoris, testicles, sperm penis vagina, womb, fallopian tube, vulva, pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, midwife, attraction, relationship, pressure, love, sexting, self-esteem, negative body-talk, choice, feelings/emotions, challenge, mental health, transition, secondary, looking forward, journey, worries, anxiety, hopes, excitement |  |   |
| <b>Piece</b>                       | <b>PSHE Learning Intention</b>   | <b>Social, Emotional skills learning intention</b>   | <b>Resources</b>  |
| 1. Puberty                         | explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally   | express how I feel about the changes that will happen to me during puberty   | PowerPoint slides of male and female organs<br>PowerPoint slides: female and male body changes<br>Animation: Female and Male Reproductive Systems Puberty Truth or Myth cards<br>Boy worries / Girl worries cards<br>Advice on personal hygiene for teens |
| 2. Babies: Conception to Birth     | describe how a baby develops from conception through the nine months of pregnancy, and how it is born  | recognise how I feel when I reflect on the development and birth of a baby   | PowerPoint slides of a baby developing in the womb A set of 'Baby Can...' cards, cut up and shuffled Animations: Female and Male Reproductive Systems From Conception to Birth resource sheet Conception to Birth card sort template                      |
| 3. Boyfriends and Girlfriends      | understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend   | understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing | Should I/ Shouldn't I? resource<br>Diamond 9 Cards  |



We would like to invite parents to attend a Zoom Meeting on the 16<sup>th</sup> of June at 5:00pm where the contents of the lessons will be discussed and the resources shared and raise any queries regarding our coverage of this important topic. We feel that it is vital that all pupils have an opportunity to learn the correct facts from a reliable and accurate source. Once parents have had an opportunity to view the materials, we will be presenting the lessons to pupil's week starting the 21<sup>st</sup> June. There are a total of 2 lessons in all which deal with the 'sex' element of RSHE.

Due to the nature of this material, it would not be appropriate for younger siblings to view this meeting. Please note that Mrs Millett (Learning for Life co-ordinator) is also able to answer any questions you may have about the school's policy or any issues for your family during this meeting.

You have the right to withdraw your child from all or some parts of the sex and relationships lessons, which are mainly Science based. Your child will be given some learning activities to be completed in a different classroom. To withdraw your child from these lessons you will need to complete a withdrawal form, which is attached to this letter, and return it to the school office.

Zoom:

Password:

Link:

Many thanks for your support in this matter.

Mrs Millett  
(Learning for Life lead)

**Parent form: Withdrawal from sex education in Year 6**

| TO BE COMPLETED BY PARENTS  |  |       |  |
|---|--|-------|--|
| Childs Name   |  | Class |  |
| Name of Parent  |  | Date  |  |
| Reason for withdrawing from sex education within relationship and sex education |  |       |  |
|   |  |       |  |
| Any other information you would like the school to consider                     |  |       |  |
|   |  |       |  |
| Parents signature   |  | Date  |  |
| Office:   |  |       |  |