



Whiston Junior and Infant School

Part of White Woods Primary Academy Trust



Engaging Minds Developing Lives

Relationship and Sexual Health Education (RSHE) Policy

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WHISTON JUNIOR AND INFANT SCHOOL: Relationships and Sexual Health Education (RSHE) Policy and Scheme of Work

Whiston Junior and Infant School aims to provide quality education for children between four and eleven years of age.

Our aim is to provide high standards of teaching and learning through:

- A rich, broad, balanced and creative curriculum which sustains the engagement of all learners.
- Operating an environment which is safe, healthy, caring and supportive for everyone.
- Encouraging self reliance and pride in all achievements.
- Developing learning skills and a love of learning, including the ability to question, enquire and be independent in their approach to learning.
- Promoting the development of tolerance and respect for others, regardless of race, creed or gender and ensure that all learners have equality of opportunity.

Maintained primary schools in England and Wales have a legal responsibility to:

- Teach children about the human body and human reproduction as part of the National Curriculum
- Decide whether sex education beyond that contained in the National Curriculum should be included in the school's curriculum
- Have a written policy on sex and relationships education
- Ensure that any RSHE is embedded in Personal, Social, Health and Economic (PSHE) education to ensure that pupils consider the moral aspects of sex education and are encouraged to develop loving and caring relationships
- Have regard to RSHE Guidance issued by the DfEE in July 2000

The Governing Body of Whiston Junior and Infant School believes that SRE is a vital element of our children's healthy development. A parent has a legal right to withdraw their child(ren) from all or part of any SRE provided (but not from the biological aspects of human growth and reproduction necessary under the National Curriculum for science). We wish to work in partnership with all parents and strongly recommend that any parent considering this action discusses their concerns with the head teacher.

We teach RSHE at Whiston because:

- 'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'. The school has a key role, in partnership with parents/carers, in providing RSHE.
- Research has shown that young people who feel good about themselves are more knowledgeable and confident about safe and healthy relationships.
- 'Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity'.

'Sex and Relationship Education Guidance' [DfES 2000]

The overall aims of the RSHE programme at Whiston:

- To provide accurate information and dispel myths
- To help children reach their own informed views and choices for a healthier lifestyle
- To develop respect and care for others and themselves
- To increase children's self esteem
- To develop skills relevant to effective management of relationships and sexual situations (e.g. communication, empathy towards others, risk assessment, assertiveness, conflict management, decision-making, seeking help and helping others)

The teaching of RSHE at Whiston has three important elements:

Attitudes and values

- The importance of values, individual conscience and of moral considerations
- The value of family life and stable and loving relationships
- Respect for the many different types of families
- The value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self respect and empathy for others
- Learning to make choices based on an understanding and respect of difference
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, sexual health, emotions and relationships

How RSHE is taught at Whiston:

RSHE is taught in a way that is appropriate to the age and circumstances of the children. It is taught sensitively and within a supportive learning environment. We recognise that the maturity levels of children within a year group will vary considerably so we make sure that the information given to the whole class is appropriate for everyone. Some children may ask questions that go beyond what is appropriate for other children. It is important that these questions are dealt with properly, e.g. by the teacher speaking directly to an individual or small group. Our scheme of work clearly identifies what will be introduced and taught to each year group. It also shows how we will deal with content that may be introduced by individual children.

We set out clear ground rules before starting to teach RSHE. These ground rules are based on respect for the views and opinions of others. We recognise that RSHE can be embarrassing for some people and will be sensitive to this. Everyone has a right to ask questions and to have their questions answered in an appropriate way.

We recognise that RSHE is a difficult topic for teachers and other members of staff to teach. We ensure that they are supported by a comprehensive scheme of work, high quality resources and appropriate training and support from other professionals where appropriate.

Support for parents:

We want to work in close partnership with parents when teaching the RSHE curriculum. It is important that parents are well informed about exactly when the RSHE programme will be taught and that they are given full details of what will be taught. Parents are informed well in advance when RSHE is to be taught to their child(ren) and are invited to attend an information evening to find out what the lessons will involve and to view the resources to be used, including material on film. The head teacher and other staff are available to discuss the RSHE programme with any parent who needs additional information or support.

What is taught in each year group:

The following pages give full details of what is taught in each year group.

Foundation Stage 2 (Reception class):

There is a statutory curriculum for the Foundation Stage that must be taught in all maintained schools. The following parts of the statutory Foundation Stage Curriculum have links with RSHE.

Personal, Social and Emotional Development

- Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organize their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Communication and Language

- Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Physical Development

- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Knowledge and Understanding of the World

- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Knowledge, skills and values that will be covered <ul style="list-style-type: none"> • <i>The uniqueness of me, similarities between myself and others</i> • <i>Naming external parts of the body – hands, feet, arms, legs, eyes, chin etc include the term ‘private parts’</i> • <i>Caring for babies – what do they need? Visit from new baby if possible</i> 	Vocabulary included in the resources used in this topic	Vocabulary that may be covered if introduced by children*	Core Resources
<ul style="list-style-type: none"> ▪ Children grow and change as they get older ▪ Families are important for looking after babies and children ▪ Some parts of our bodies are ‘private parts’- you should not touch somebody else’s ‘private parts’ ▪ What to do if somebody else touches your ‘private parts’ or any other part of your body you do not want them to touch ▪ Our bodies are precious and need to be looked after carefully 	<p>Names of body parts e.g. arm, leg, neck, chest, etc</p> <p>‘private parts’</p> <p>male, female, mummy, daddy, baby, pregnant</p>	<p>Mammal, offspring, suckle,</p> <p>names of body parts e.g. arm, leg, neck, chest, etc</p> <p>‘private parts’</p>	

Key Stage 1 (Year 1 & Year 2)

The National Curriculum for Key Stage 1 is statutory and must be taught in all maintained schools. The Science Programme of Study includes the following:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

The Department for Education has also published non-statutory guidance for schools about what should be covered in Personal, Social, Health and Economic Education (PSHE). This includes the following:

- The names of the main parts of the body
- The process of growing from young to old and how people's needs change
- Rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe
- Recognise how their behaviour affects other people
- Listen to other people, and play and work cooperatively
- Identify and respect the differences and similarities between people
- That family and friends should care for each other
- That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying

WHISTON JUNIOR AND INFANT SCHOOL RSHE Scheme of Work				YEAR 1	
Knowledge, skills and values that will be covered	Link to Science Curriculum	Links to PSHE curriculum	Vocabulary included in the resources used in this topic	Vocabulary that may be covered if introduced by children*	Core Resources
<ul style="list-style-type: none"> <i>The beginning of life – animals, plants and me</i> <i>Growth in people, animals and plants</i> 					
<ul style="list-style-type: none"> Animals reproduce in different ways, e.g. laying eggs, giving birth to babies. (In a basic form linked to animals) Animals reproduction requires a male and female (mummy and daddy) Each human being is unique and has similarities and differences with others Some parts of our bodies are ‘private parts’- you should not touch somebody else’s ‘private parts’ What to do if somebody else touches your ‘private parts’ or any other part of your body you do not want them to touch Our bodies are precious and need to be looked after carefully There are different types of love; for family, friends, pets, places, possessions, experiences and these different types of love are expressed in a variety of ways 	<p>Link to Year 1 Animals including humans (see notes and guidance)</p>	<p>Year 1</p> <p>2.2 Growing and changing</p> <p>3.1 Keeping myself safe</p>	<p>Mammal, reproduce, male, female, mummy, daddy, womb, baby, offspring, suckle, pregnant</p> <p>names of body parts e.g. arm, leg, neck, chest, etc</p> <p>‘private parts’</p>	<p>If children introduce common names such as ‘willy’, they will be told the correct name</p>	

*This vocabulary will only be explained if it arises through children’s questions, comments, etc. Depending on the context, it may be explained to the whole class or just to a group or individual.

WHISTON JUNIOR AND INFANT SCHOOL RSHE Scheme of Work				YEAR 2	
Knowledge, skills and values that will be covered	Link to Science Curriculum	Links to PSHE curriculum	Vocabulary included in the resources used in this topic	Vocabulary that may be covered if introduced by children*	Core Resources
<ul style="list-style-type: none"> <i>Naming body parts, including sex organs of penis, vagina, breast</i> <i>Changes as we grow. How have I changed from a baby to now? Physical changes and changing responsibility for self and others</i> <i>Ageing - how do we know things are alive, dead, you, old?</i> 					
<ul style="list-style-type: none"> Animals reproduce in different ways, e.g. laying eggs, giving birth to babies All living things have a life-cycle, which includes reproduction Animals reproduction requires a male and female (mummy and daddy) The baby/young develops in the mother's womb The baby/young is born when it gets too big for the mother's womb Babies/young animals need special care Families are important for looking after babies and children Children grow and change as they get older There are many different types of loving family, inc. single parents, same sex relationships Each human being is unique and has similarities and differences with others Some characteristics are often considered as more masculine or feminine, which can lead to inaccurate gender stereotyping The names of the main external parts of the human body Some parts of our bodies are 'private parts' - you should not touch somebody else's 'private parts' What to do if somebody else touches your 'private parts' or any other part of your body you do not want them to touch Our bodies are precious and need to be looked after carefully There are different types of love; for family, friends, pets, places, possessions, experiences and these different types of love are expressed in a variety of ways 	<p>Link to Year 2 Animals including humans (see notes and guidance)</p>	<p>Year 2</p> <p>1.2 Growing and changing</p> <p>2.1 Healthy lifestyles</p>	<p>Mammal, reproduce, male, female, mummy, daddy, baby, offspring, suckle, pregnant names of body parts e.g. arm, leg, neck, chest, etc 'private parts' family, parent, partner, relationship, life cycle, vagina, penis, breasts,</p> <p>feelings, love care, comfortable feeling uncomfortable feeling</p>	<p>vulva, womb, testicles</p> <p>same sex relationship, gay masculine, feminine</p>	

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Key Stage 2 (Year 3, Year 4, Year 5 & Year 6)

The National Curriculum for Key Stage 2 is statutory and must be taught in all maintained schools. The Science Programme of Study includes the following:

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

The Department for Education has also published non-statutory guidance for schools about what should be covered in Personal, Social, Health and Economic Education (PSHE). This includes the following:

- Recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
- How the body changes as they approach puberty
- Recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- Pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know; how to ask for help and use basic techniques for resisting pressure to do wrong
- Their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- Be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- Recognise and challenge stereotypes
- Differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

WHISTON JUNIOR AND INFANT SCHOOL RSHE Scheme of Work		YEAR 3			
Knowledge, skills and values that will be covered	Link to Science Curriculum	Links to PSHE curriculum	Vocabulary included in the resources used in this topic	Vocabulary that may be covered if introduced by children*	Core Resources
<ul style="list-style-type: none"> How babies begin and are born. How they group (doesn't include sexual intercourse) How babies of different animals grow inside or outside their mothers' bodies How have I grown? Baby, toddler and recent photos – compare How will I grow in the future? 					
<p>(Linked to both animals and humans)</p> <ul style="list-style-type: none"> Humans are mammals and reproduce in the same way as other mammals; A male and a female (mummy and daddy) are needed to produce a baby The baby develops in the mother's womb The baby is born when it gets too big for the mother's womb Babies need special care Families are important for looking after babies and children Some parts of our bodies are 'private parts' - you should not touch somebody else's 'private parts' What to do if somebody else touches your 'private parts' or any other part of your body you do not want them to touch Our bodies are precious and need to be looked after carefully There are different types of love; for family, friends, pets, places, possessions, experiences and these different types of love are expressed in a variety of ways 	Plants	Year 3 2.2 Rights and responsibilities 3.1 Keeping myself safe	Mammal, reproduce, male, female, mummy, daddy, womb, baby, offspring, suckle, pregnant reproductive organs, vagina, penis, breasts, change, grow, mature, emotions, excited, up and down, worried	vulva, womb, testicles	

*This vocabulary will only be explained if it arises through children's questions, comments, etc. Depending on the context, it may be explained to the whole class or just to a group or individual.

WHISTON JUNIOR AND INFANT SCHOOL RSHE Scheme of Work			YEAR 4		
Knowledge, skills and values that will be covered	Link to Science Curriculum	Links to PSHE curriculum	Vocabulary included in the resources used in this topic	Vocabulary that may be covered if introduced by children*	Core Resources
<ul style="list-style-type: none"> Locate and name the parts of the body including sex organs – boy and girl The main stages of the human life cycle Emotional and physical changes in puberty Growing up – menstruation, coping with first period, sanitary protection 	NA	Year 4 1.1 Respecting the differences between people	penis, vagina, womb, breasts, sperm, eggs puberty hormones period menstruation change, grow, mature private parts		

*This vocabulary will only be explained if it arises through children's questions, comments, etc. Depending on the context, it may be explained to the whole class or just to a group or individual.

WHISTON JUNIOR AND INFANT SCHOOL RSHE Scheme of Work		YEAR 5			
Knowledge, skills and values that will be covered	Link to Science Curriculum	Links to PSHE curriculum	Vocabulary included in the resources used in this topic	Vocabulary that may be covered if introduced by children*	Core Resources
<ul style="list-style-type: none"> • <i>Recap on emotional and physical changes in puberty</i> • <i>Recap on menstruation</i> • <i>How a baby is conceived – stressing the importance of an established, loving relationship</i> • <i>The birth of a baby</i> 					
<ul style="list-style-type: none"> ▪ All living things have a life-cycle, which includes reproduction ▪ Humans are mammals and reproduce in the same way as other mammals; ▪ A male and a female (mummy and daddy) are needed to produce a baby ▪ Babies are conceived in an established and loving relationship ▪ The baby develops in the mother’s womb ▪ The baby is born when it gets too big for the mother’s womb ▪ Babies need special care ▪ Families are important for looking after babies and children ▪ The names of the main external parts of the human body (review) ▪ During puberty hormones cause girls’ and boys’ bodies to change as they become mature; girls’ breasts grow, their hips get rounder and they start their monthly periods; a boy’s penis gets bigger, his voice gets deeper, shoulders become broader and hair starts growing in new places. ▪ The onset of puberty varies between different individuals and this is natural ▪ Menstruation is a natural part of the human reproductive process ▪ Girls usually start their periods between the ages of 9 and 17; the average age is 13 and they last between 2 and 7 days ▪ Some parts of our bodies are ‘private parts’- you should not touch somebody else’s ‘private parts’ ▪ What to do if somebody else touches your ‘private parts’ or any other part of your body you do not want them to touch ▪ Our bodies are precious and need to be looked after carefully ▪ There are different types of love; for family, friends, pets, places, possessions, experiences and these different types of love are expressed in a variety of ways 	<p>Link to Year 5 Animals including humans (see notes and guidance)</p> <p>Living things and their habitats</p>	<p>Year 5</p> <p>1.2 Me and my relationships</p> <p>3.1. Growing up-relationships and responsibilities of puberty</p>	<p>life cycle</p> <p>puberty, change, grow, mature, hormones, breasts, private parts, genitals, vagina, vulva, penis, testicles, reproductive organs, sperm, semen, feelings, excited, up and down, attractions, worried, internal, inside, period menstruation, blood, discharge, sweat, tampon, discharge, body odour, sanitary towel</p> <p>Adam’s apple</p>	<p>scrotum, testes,</p>	

*This vocabulary will only be explained if it arises through children’s questions, comments, etc. Depending on the context, it may be explained to the whole class or just to a group or individual.

WHISTON JUNIOR AND INFANT SCHOOL RSHE Scheme of Work

YEAR 6

Knowledge, skills and values that will be covered <ul style="list-style-type: none"> • <i>Knowledge that pregnancy can be prevented through use of contraception (no detailed teaching about contraception)</i> • <i>Revision of SRE as necessary and dealing with pupil questions</i> 	Link to Science Curriculum	Links to PSHE curriculum	Vocabulary included in the resources used in this topic	Vocabulary that may be covered if introduced by children*	Core Resources
<ul style="list-style-type: none"> ▪ During puberty hormones cause girls’ and boys’ bodies to change as they become mature; girls’ breasts grow, their hips get rounder and they start their monthly periods; a boy’s penis gets bigger, his voice gets deeper and he starts to have erections, shoulders become broader and hair starts growing in new places. ▪ The onset of puberty varies between different individuals and this is natural (review) ▪ Menstruation is a natural part of the human reproductive process (review) ▪ Girls usually start their periods between the ages of 9 and 17; the average age is 13 and they last between 2 and 7 days (review) ▪ The female reproductive system consists of two ovaries, containing thousands of eggs; c. once a month an egg is released into the fallopian tube; if the egg is fertilised it implants on the wall of the uterus ▪ The male reproductive system consists of two testes suspended in the scrotum; these produce sperm ▪ Sexual intercourse is a normal part of a healthy and happy relationship for an <u>adult</u> couple who have a loving, stable and long-term commitment to each other ▪ Having sex can start a baby developing if it is the right time in the woman’s menstrual cycle ▪ During sexual intercourse a man’s penis is put inside his partner’s vagina; the man’s sperm passes into the woman’s vagina ▪ A new human being is formed when an egg is fertilised by a sperm ▪ A baby develops gradually within its mother’s womb; the babies is fed from its mother’s blood ▪ A couple should think very carefully before deciding they want to have a baby, and should plan how they are going to care for it once it is born as a new baby has a huge impact on a family ▪ A baby needs a lot of love and a caring family ▪ The health of a mother and that of her unborn child are closely linked and babies inherit features from their parents ▪ Marriage is one way that a man and woman can show their love for and commitment to each other and their future family ▪ Some parts of our bodies are ‘private parts’- you should not touch somebody else’s ‘private parts’ ▪ What to do if somebody else touches your ‘private parts’ or any other part of your body you do not want them to touch ▪ Our bodies are precious and need to be looked after carefully ▪ There are different types of love; for family, friends, pets, places, possessions, experiences and these different types of love are expressed in a variety of ways 	<p>Link to Y6 Animals including humans (see notes and guidance)</p>	<p>Year 6</p> <p>1.1 Growing up-relationships</p> <p>3.1 Rollercoaster-The ups and downs of puberty</p>	<p>Private parts, penis, scrotum, testes, vagina, vulva womb, breasts, genitals</p> <p>puberty, change, grow, mature, hormones breasts Fertilised pregnant period menstruation erection adolescence inherit,</p> <p>strong feelings,</p> <p>reproductive organs, ovaries, egg, sperm, semen, erection, ejaculation, fertilisation, uterus, fallopian tube, sexual intercourse</p> <p>conception, embryo, pregnant, birth</p>	<p>heterosexual, homosexual, lesbian</p> <p>contraception, condom, consent, wet dream</p>	

*This vocabulary will only be explained if it arises through children’s questions, comments, etc. Depending on the context, it may be explained to the whole class or just to a group or individual.

May 26th 2017

Dear Parents and Carers,

RELATIONSHIPS AND SEXUAL HEALTH EDUCATION (RSHE) & NSPCC PANTS

This letter is to inform you about the RSHE and safeguarding curriculum that will be taught to your child's class next term (Summer 2). This is a valuable part of children's education and all children will benefit from a clear and coherent programme of RSHE and learning how to keep themselves safe. Our policy and scheme has been drawn up by staff and governors in consultation with parents.

Overleaf or attached you will find outlined our scheme of work which is fully consistent with Rotherham's Healthy Schools recommended programme and the DfE guidelines on teaching RSHE. Our framework for teaching RSHE is set within the context of developing loving relationships, family and emotional well-being. It is taught through a whole range of means including circle time, DVDs, discussions, class activities.

Although you have the right to withdraw your child from parts of the RSHE curriculum which are not included in the science national curriculum (from Y4 upwards), we would strongly urge that you support the programme and encourage your child to participate fully in lessons. It is vitally important that your child receives clear and relevant information rather than picking up playground gossip. Teachers are fully aware of the need for religious, family and cultural sensitivity and respect the backgrounds of all our children.

Additionally next term, during the week commencing **19th June 2017**, Year 1 – Year 6 classes will be learning about the **NSPCC's Underwear Rule** in their PSHE lessons. During these lessons we will aim to teach children the following important safety skills, without giving explicit information or telling scary stories. We will be teaching children the NSPCC's Underwear Rule, using the 'PANTS' acrostic, which is like a green cross code for staying safe from sexual abuse.

PANTS stands for:

- **Privates are private**
- **Always remember your body belongs to you**
- **No means no**
- **Talk about secrets that upset you**
- **Speak up, someone can help**

The lessons will introduce a range of ideas, all delivered in a way that's fully age-appropriate. These include:

- **“appropriate” and “inappropriate” touching**
- **your child’s right to say no to things that make them feel upset or uncomfortable**
- **naming parts of the body**
- **who your child can turn to if they ever feel upset or worried.**

If you would like to know more about the NSPCC’s campaign and see how you can help keep your children safe in partnership with your child’s school, more information can be found at nspcc.org.uk/underwearrule.

If you have any questions or concerns, we (myself and Mrs Denwood - PSHE lead) will be holding a **parent and carers meeting** (*no children to attend please due to the sensitivity of the meeting*) on **Tuesday 6th June 2017 at 5pm**, where you will also be able to look at the resources used in KS2.

However, if you would **prefer us not to discuss these matters with your child, please let your child’s teacher know by completing the slip below and returning it to school by Friday 9th June 2017**. I have also attached PANTS resources, to help you understand what we would be covering and to support you if you would prefer to discuss the rule with your child yourself or if you choose to use it at a later time. Our full RSE Policy is included on the school’s website, it has been sent out as an email or if you prefer, a paper copy can be requested by asking staff in school office.

PLEASE NOTE: We will include all children in our RSHE lessons and introduce the PANTS next term, unless you inform us differently.

Thank you for your support.

Yours faithfully

Mrs Tina Angell
Head Teacher

SCHEME OF WORK FOR RELATIONSHIPS AND SEXUAL HEALTH EDUCATION (RSHE) AT WHISTON JUNIOR AND INFANT SCHOOL (SUMMARY)

Children learn about RSE as part of their personal, social and health education. RSHE is not isolated but is taught within the framework of caring relationships, families, friends, values and responsibility. A whole range of teaching approaches are used which will allow children to learn in a caring and sensitive way. Teachers are sensitive to religious, cultural and family values and ensure that all children's backgrounds and experiences are recognised and valued. The scheme of work is progressive and the learning in each year group builds on previous learning.

FS2/RECEPTION

- The uniqueness of me, similarities between myself and others
- Naming external parts of the body – hands, feet, arms, legs, eyes, chin etc
- Caring for babies – what do they need? Visit from new baby if possible

YEAR 1

- The beginning of life – animals, plants and me
- Growth in people, animals and plants

YEAR 2

- Naming body parts, including sex organs of penis, vagina, breast
- Changes as we grow. How have I changed from a baby to now? Physical changes and changing responsibility for self and others
- Ageing - how do we know things are alive, dead, you, old?

YEAR 3

- How babies begin and are born. How they grow (doesn't include sexual intercourse)
- How babies of different animals grow inside or outside their mothers' bodies
- How have I grown? Baby, toddler and recent photos – compare
- How will I grow in the future?

YEAR 4

- Locate and name the parts of the body including sex organs – boy and girl
- The main stages of the human life cycle
- Emotional and physical changes in puberty
- Growing up – menstruation, coping with first period, sanitary protection

YEAR 5

- Recap on emotional and physical changes in puberty
- Recap on menstruation
- How a baby is conceived – stressing the importance of an established, loving relationship
- The birth of a baby

YEAR 6

- Knowledge that pregnancy can be prevented through use of contraception (no detailed teaching about contraception)
- Revision of SRE as necessary and dealing with pupil questions

Please note:

- Correct vocabulary will be taught for body parts. Whilst it may be appropriate to use nicknames for body parts at home, in school it is essential to learn and use the correct terminology. This ensures universal understanding, clarity, respect and manners
- In KS2 some classes may be delivered in single sex groups
- Classes will establish a set of agreed ground rules to be followed during RSHE sessions

PLEASE NOTE: Only complete the slip below if you **do not want** your child to take part in the RSHE lessons and the PANTS lessons and return to school **no later** than **Friday 9th June 2017**.

Please complete and detach either of the slips below and return to school

.....

I, would like to attend the **RSHE parent and carers meeting on Tuesday 6th June at 5pm** to find out more about the RSHE curriculum.

.....

.....

Please tick appropriate box

I **do not** want my child to take part in **RSHE lessons**

I **do not** want my child to take part in **NSPCC PANTS lessons**

Signed Relationship to child

Child's name Year **(Return no later than Friday 9th June 2017).**