

# Relationships and Sex Education Policy



## 1. Aims

The UK has the highest teenage birth rate in Western Europe and local figures reflect a concerning picture. At Normanton Common Primary Academy, we feel that effective relationship and sex education is essential if young people are to make responsible and well-informed decisions about their lives, wellbeing, health and relationships.

The aims of relationships and sex education (RSE) 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, relationships and inclusivity
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). From September 2020, all primary schools must deliver Relationships Education (this was extended to Summer Term 2021 due to the Coronavirus Pandemic).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum, including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Normanton Common Primary Academy we teach RSE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The documents that inform our Relationships Education Policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21<sup>st</sup> Century (2014)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (2016)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020)

## 4. Definition

We define RSE as learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up.

RSE is **not** about the promotion of sexual activity.

## 5. Curriculum

Our curriculum is set out as per **Appendix 1** but we may need to adapt it as and when necessary.

We have developed the curriculum in 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 don't seek answers online. This will be in consultation with the child's parents / carers, depending upon the nature of the question asked.

RSE complements several National Curriculum subjects, including Science and PSHE. Our RSE curriculum draws these elements together and makes links to ensure integrated teaching where appropriate. The science curriculum includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty. These elements of the curriculum are statutory.

Primary sex education will focus on:

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

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). **Specific elements of teaching that relate to sex education will be taught at year 4 and year 6 at specific times of the year within their class (Summer Term 2).** This will be separated into year groups, where there is a mixed class. Parents will be informed of this so that they can support and address at home as they feel necessary.

Pupils in year 6 may also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships 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

Sex education focuses on:

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

For more information about our RSE 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 RSE policy, and hold the headteacher to account for its implementation. The governing board has delegated the approval of this policy to the RSE working party.

### **7.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

### **7.3 Staff**

Staff are responsible for:

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

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

We acknowledge that sensitive and potentially difficult issues will arise in RSE, as pupils may naturally share information and ask questions. When spontaneous discussions arise, it is guided in a way that reflects the curriculum aims and content for Relationships, Sex and Health Education in a sensitive and age appropriate manner.

As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. This may take the form of a question box for anonymity.

If a staff member is uncertain about how or if they should answer a question, they will seek guidance from the PSHE lead/DSL. Questions may be referred to parents/carers if it is not appropriate to answer them in school.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated safeguarding lead in line with school policy and procedures.

### **7.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## 8. Parents' right to withdraw

The school recognises the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with parents/carers when planning and delivering Relationship, Sex and Health Education. We will keep parents/ carers informed about all aspects of RSE, including when it is going to be delivered and we will provide access to resources and information being used in class (on request) to ensure that parents/carers are comfortable with the education provided for their children in school.

Parents do not have the right to withdraw their children from relationships education or science education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE (*highlighted in red in appendix 1*).

Requests for withdrawal should be put in writing using the form found in **Appendix 3** of this policy and addressed to the headteacher who will then explore this with parents.

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

## 9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE coordinator through school systems.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually.

## Appendix 1: Curriculum Map

### Relationships and sex education curriculum map

This appendix shows you an outline of our PHSE curriculum Long Term Plan. These are the units that the children will be taught throughout their time at primary school. **All of these units are statutory. Children cannot be withdrawn from these aspects.**

The Sexual Education Unit is shown and expand more in depth below. These will be taught in Summer Term 2 to Year groups 1, 2, 4 and 6.

Year groups 3 and 5 will **not** receive any of the Sexual Education units of work.

PSHE Curriculum Long Term Plan 2019 - 21						
(A)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>KS1</b> <b>Year 1</b> <b>Year 2</b>	<b>Be Yourself</b> (Relationships Y1) <ul style="list-style-type: none"> <li>Likes/dislikes</li> <li>Identify feelings from faces</li> <li>Strategies for loss and change</li> <li>Managing anger &amp; sadness</li> <li>It's important to talk respectfully</li> </ul>	<b>TEAM</b> (Relationships Y1) <ul style="list-style-type: none"> <li>Teams/groups you belong to</li> <li>Good listening skills</li> <li>Teasing/bullying behaviour</li> <li>Sort your thoughts</li> <li>Good choices</li> </ul>	<b>One World</b> (Citizenship Y2) <ul style="list-style-type: none"> <li>Family life in other countries is different/same</li> <li>School life in other countries</li> <li>How environment affects lives</li> <li>Environmental problems</li> <li>Care for the earth</li> </ul>	<b>It's my Body</b> (Health & Wellbeing Y1) <ul style="list-style-type: none"> <li>Bedtime routines</li> <li>Importance of exercise</li> <li>Rights over your own body</li> <li>Healthy food choices</li> <li>Identify hazard signs</li> <li>Germ and cleanliness</li> </ul>	<b>Britain</b> (Citizenship Y1) <ul style="list-style-type: none"> <li>How to help groups and community</li> <li>Choices have consequences</li> <li>Describe aspects of living in Britain</li> <li>Reasons why it's important to have differences</li> <li>famous British people, places, events</li> </ul>	<b>Aiming High</b> (Health & Wellbeing 1) <ul style="list-style-type: none"> <li>Identify star qualities in others</li> <li>Positive learning attitudes</li> <li>Attributes for jobs</li> <li>Challenge stereotypes</li> <li>Ambitions</li> <li>Ways that next year/class will be different</li> </ul>
<b>LKS2</b> <b>Year 3</b> <b>Year 4</b>	<b>TEAM</b> (Relationships Y3) <ul style="list-style-type: none"> <li>identifying changes</li> <li>role play a team scenario</li> <li>identify a feeling and how it is expressed</li> <li>resolve a dispute through pictures</li> <li>create a <i>pass it on</i> list of ideas</li> </ul>	<b>Think Positive</b> (Health & Wellbeing Y4) <ul style="list-style-type: none"> <li>positive attitude is good for mental health</li> <li>understand what causes negative thoughts</li> <li>ways of coping with negative thoughts</li> <li>how change can impact on our emotions</li> <li>mindfulness techniques</li> <li>strategies for coping with uncomfortable emotions</li> </ul>	<b>VIPs</b> (Relationships Y4) <ul style="list-style-type: none"> <li>how our attitude impacts on our friendships</li> <li>Dare story – reflect on different characters</li> <li>Create a role play about positive resolution techniques</li> <li>Ideas to help someone who is being bullied</li> </ul>	<b>Britain</b> (Citizenship Y3) <ul style="list-style-type: none"> <li>Understand why democracy is important</li> <li>How rules and laws help us</li> <li>Rights of the British people</li> <li>Describe what being British means to others</li> </ul>	<b>My Body</b> (Health & Wellbeing Y3) <ul style="list-style-type: none"> <li>Effects of sleep deprivation</li> <li>Effects of exercise on the heart</li> <li>Know how to get help if there's a serious problem</li> <li>Importance of a balanced diet</li> <li>Check medicine instructions</li> <li>How to inhibit spread of germs</li> </ul>	<b>Great mistakes &amp; transition</b> (Health & Wellbeing Y3) <ul style="list-style-type: none"> <li>Explain what a growth mindset is</li> <li>Describe what it looks and sounds like</li> <li>Describe the thoughts and feelings that come up in difficult situations</li> <li>Learning from mistakes</li> <li>Stories of public figures who learned from mistakes</li> <li>Strategies to develop confidence</li> </ul>

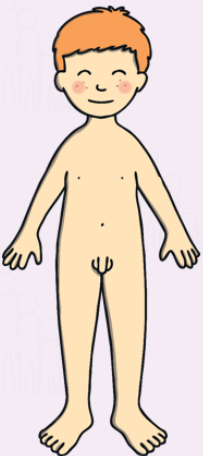
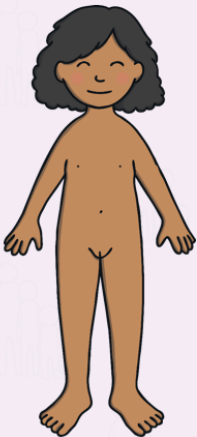
<p><b>UKS2</b></p> <p><b>Year 5</b></p> <p><b>Year 6</b></p>	<p><b>VIPs</b></p> <p>(Relationships Y6)</p> <ul style="list-style-type: none"> <li>• How can we care for our VIPs?</li> <li>• Calming techniques</li> <li>• Dealing with disagreement</li> <li>• Which secrets are ok and which need to be shared?</li> <li>• Healthy/unhealthy relationships</li> </ul>	<p><b>Britain</b></p> <p>(Citizenship Y5)</p> <ul style="list-style-type: none"> <li>• Ways to respect people of all faiths and ethnicities</li> <li>• Belonging to a community</li> <li>• How laws help us</li> <li>• Local government – democracy and h. rights</li> <li>• National government – democracy &amp; h. rights</li> <li>• How charities and voluntary groups help meet the needs of others</li> </ul>	<p><b>Safety First</b></p> <p>(Citizenship Y6)</p> <ul style="list-style-type: none"> <li>• Appreciate what being responsible means</li> <li>• Assess level of risk</li> <li>• Appreciate doing something risky may lead to danger</li> <li>• Who helps in an emergency</li> <li>• Using mobile devices and internet responsibly</li> <li>• Explain right to privacy</li> <li>• CEOP and how to report abuse and concerns</li> <li>• Cyberbullying behaviour</li> </ul>	<p><b>Money matters</b></p> <p>(Citizenship Y5)</p> <ul style="list-style-type: none"> <li>• Discuss reasons people take financial risks</li> <li>• Why advertisers try to influence us</li> <li>• How to be a “critical consumer”</li> <li>• How to compare value for money of products</li> <li>• How to make a budget</li> <li>• Why people borrow money and get into debt</li> <li>• Explain what tax is and why we pay it</li> </ul>	<p><b>Think Positive</b></p> <p>(Health &amp; Wellbeing Y6)</p> <ul style="list-style-type: none"> <li>• How thoughts, feelings and behaviours influence each other</li> <li>• Explain the range and intensity of feelings</li> <li>• Strategies to deal with unhelpful thoughts</li> <li>• How to make informed choices</li> <li>• Good choices make us happy</li> <li>• Understanding mindfulness techniques</li> <li>• Growth/fixed mindset</li> <li>• Strategies for challenges</li> </ul>	<p><b>Role Models &amp; Transition</b></p> <ul style="list-style-type: none"> <li>• Work collaboratively to share information about real-life role models</li> <li>• How my actions affect me and others</li> <li>• Recognise and respond to wide range of feelings</li> <li>• Respectfully challenge others' view points</li> <li>• Review our strengths, achievements and points for improvement</li> <li>• Constructive feedback</li> <li>• Become our own role model</li> <li>• Gratitude and kindness</li> </ul>
--	---	---	---	---	--	---

(B)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>KS1</b> <b>Year 1</b> <b>Year 2</b>	<b>VIPs</b> (Relationships Y2) <ul style="list-style-type: none"> <li>Identify special people in our lives</li> <li>Know what qualities make a good friend</li> <li>Co-operate with others</li> <li>Show others you care</li> </ul>	<b>TEAM</b> (Relationships Y1) <ul style="list-style-type: none"> <li>Teams/groups you belong to</li> <li>Good listening skills</li> <li>Teasing/bullying behaviour</li> <li>Sort your thoughts</li> <li>Good choices</li> </ul>	<b>Respecting Rights</b> (Citizenship Y2) <ul style="list-style-type: none"> <li>People and living things have rights</li> <li>When to say no</li> <li>Respect others</li> <li>Everyone is different</li> <li>Is it fair?</li> </ul>	<b>Think Positive</b> (Health & Wellbeing Y2) <ul style="list-style-type: none"> <li>Positive/negative thoughts</li> <li>actions have consequences</li> <li>set our own goals</li> <li>emotional triggers</li> <li>be grateful</li> <li>be mindful</li> </ul>	<b>Money Matters</b> (Citizenship Y1) <ul style="list-style-type: none"> <li>ways we can save money</li> <li>keep it safe</li> <li>keep our belongings safe</li> <li>keeping track of money we spend</li> </ul>	<b>Safety First</b> (Health and Wellbeing Y2) <ul style="list-style-type: none"> <li>ways to stay safe at home</li> <li>identify dangers outside</li> <li>basics of green cross code</li> <li>only take <i>your</i> medicine</li> <li>safety online</li> <li>good and bad secrets</li> <li>trusted adults</li> </ul>
<b>LKS2</b> <b>Year 3</b> <b>Year 4</b>	<b>Respecting rights</b> (Citizenship Y4) <ul style="list-style-type: none"> <li>universal human rights</li> <li>democracy</li> <li>understand how to respect the rights of others</li> <li>how can stereotypes inhibit human rights?</li> </ul>	<b>Be Yourself</b> (Relationships Y3) <ul style="list-style-type: none"> <li>identify your own strengths</li> <li>our feelings affect our expressions/body lang.</li> <li>assertive behaviour</li> <li>analyse media messages</li> <li>grow from our mistakes</li> </ul>	<b>Money Matters</b> (Citizenship Y3) <ul style="list-style-type: none"> <li>consequences of debt</li> <li>prioritise spending</li> <li>how do advertisements try to influence what we buy?</li> <li>Importance of keeping track of our spending</li> </ul>	<b>Safety First</b> (Health and Wellbeing Y4) <ul style="list-style-type: none"> <li>What are our responsibilities?</li> <li>Risky or dangerous situations</li> <li>Being pressured to do things</li> <li>Road safety</li> <li>Drugs, cigarettes &amp; alcohol affect the body</li> <li>Use mobile devices responsibly</li> <li>Don't share some info</li> <li>Identify cyberbullying</li> </ul>	<b>Aiming High</b> (Health & Wellbeing Y3) <ul style="list-style-type: none"> <li>Skills and attributes</li> <li>Growth mindset</li> <li>Challenge stereotypes</li> <li>Goals and ambitions</li> <li>Overcoming challenges</li> </ul>	<b>One World</b> (Citizenship Y4) <p><i>Case Study – in Malawi</i></p> <ul style="list-style-type: none"> <li>Reasons for similarities and differences in people's lives</li> <li>Fair/not</li> <li>Reasons for our opinions</li> <li>Our actions impact on other countries</li> <li>Climate change and effects</li> <li>How organisations help those in need</li> </ul>
<b>UKS2</b> <b>Year 5</b> <b>Year 6</b>	<b>Be Yourself</b> (Relationships Y5) <ul style="list-style-type: none"> <li>Complete scenarios by advising on how to communicate feelings in different situations</li> <li>Role play ways to manage uncomfortable feelings</li> <li>Fight or flight situations</li> <li>Impact of making amends when a mistake has been made</li> </ul>	<b>One World</b> (Citizenship Y6) <ul style="list-style-type: none"> <li>Explain how to be a responsible global citizen</li> <li>Describe how to prevent worsening global warming</li> <li>How energy use can be changed to help environment</li> <li>Responsible use of water</li> <li>Importance of biodiversity</li> <li>Impact of our choices on others around the world</li> </ul>	<b>Respecting rights</b> (Citizenship Y6) <ul style="list-style-type: none"> <li>Universal Declaration of Human Rights</li> <li>Why children have rights</li> <li>Reasons why people's rights are not always met</li> <li>How we can be rights-respecting citizens</li> <li>How human rights have changed</li> <li>How activists have changed the world</li> </ul>	<b>My Body</b> (Health and Wellbeing Y5) <ul style="list-style-type: none"> <li>Define consent and autonomy – my body belongs to me</li> <li>Implications of not enough sleep</li> <li>Pressures to take harmful substances</li> <li>Understand that media images may be enhanced</li> <li>Factors that influence their choices about their body</li> <li>These choices have consequences</li> </ul>	<b>Aiming High</b> (Health & Wellbeing Y5) <ul style="list-style-type: none"> <li>Skills and attributes useful in many roles</li> <li>Preferred learning style</li> <li>Potential barriers to success</li> <li>Future opportunities?</li> <li>Challenge stereotypes</li> <li>Understand innovation and enterprise</li> <li>Understand roles in a team</li> <li>How to overcome challenges</li> </ul>	<b>TEAM and Transition</b> (Relationships Y5) <ul style="list-style-type: none"> <li>Teamwork skills</li> <li>Disagree respectfully</li> <li>Reflect on own collaborative working skills</li> <li>Make compromises</li> <li>Ways to care for others within the team</li> <li>Importance and consequences of carrying out shared responsibilities with the class team</li> </ul>



This appendix highlights the Sexual Education unit of work embedded within our Relationships and Sex Education and Health Education curriculum. The content highlighted in **red** are the non-statutory elements to our curriculum and therefore parents have a right to withdraw from these specific aspects taught in school. All of the text in **black** is statutory guidance and therefore children must be taught those aspects in line with their peers.

This document provides you with the lesson objectives and lesson content also indicating which year group it will be taught in and at what point in the academic year.

Year Group	Term	Lesson Information
Year 1, 2	Summer Term 2	<p><b><u>Our bodies</u></b></p> <p>The children will be told that different body parts have special jobs to do. Children will look at the differences between boys and girls from what they can see e.g. arms, legs, lips, toes etc. We will introduce that the differences between boys' and girls' bodies are hidden under our underwear. We will explain that they can sometimes be called private parts but today we will use scientific names that a doctor would use to name these. <b>Children will name the external genitalia of a boy and girl, understanding that they are different. The words that the children will use are penis, testicles, vulva and vagina.</b> The children will find out that as we get older we want to cover these parts so will be designing a swimming costume or shorts to link with the learning.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <h3>Boys' Bodies</h3>  <ul style="list-style-type: none"> <li>Boys have a body part called a <b>penis</b>.</li> <li>People have other names they use for this part of the body, but the scientific word is penis.</li> <li>Behind the penis are the <b>testicles</b>.</li> <li>These body parts are only on males – that's boys and men.</li> </ul> </div> <div style="text-align: center;"> <h3>Girls' Bodies</h3>  <ul style="list-style-type: none"> <li>Females – that's girls and women – don't have a penis or testicles.</li> <li>Girls have a <b>vulva</b> on the outside and a <b>vagina</b>, which is inside.</li> <li>People have other names for these too, but vulva and vagina are the scientific words.</li> </ul> </div> </div>









Year 1, 2	Summer Term 2	<p><b><u>Is it ok?</u></b></p> <p>The children will be learning about physical contact and understanding that consent means we can say yes and no. They will do this by acting out different scenarios with other children where they will ask if it is ok first. For example, 'Is it ok to play with your toy?' The children will discuss a variety of questions and provide a teddy some advice. This will reinforce the words private and privacy from the previous learning.</p> <p>One example-</p> <p>A child's mum gives massages to people as her job. The child suggests massaging their friends at a sleepover, but one child doesn't want to be massaged or touched like that.</p> <div data-bbox="689 646 1010 873" data-label="Image"> <p>A simple line drawing of a child's bedroom. On the left, there are white wooden bunk beds with blue bedding. To the right of the bunk beds is a small white bedside table with a red lamp on it. The wall behind the beds is orange, and the wall to the right is purple. The floor is yellow.</p> </div> <p style="text-align: right;">Teddy, is it OK if I squeeze you hard?</p>
-----------	---------------	---


Year 1, 2

Summer  
Term 2

**Pink and Blue**

The children will start by discussing things that people like e.g. toys, football etc moving towards whether we can tell what people like depending on if they are a boy or a girl. Children will be introduced to what a stereotype is and understanding that everyone can like different things and that is ok. The children will play 'find somebody who' game which will reinforce that everyone is unique and has their own set of likes and dislike

Find someone who likes riding their bike. 	Find someone who likes pizza. 	Find someone who likes dancing. 	Find someone who has a dog. 
Find someone who has a favourite teddy. 	Find someone who wears shorts. 	Find someone who has a sister. 	Find someone who is scared of spiders. 

Year 1, 2	Summer Term 2	<p><b><u>Look at me now</u></b></p> <p>Children will understand how things change as we grow up e.g. learn new things, become more independent and have more responsibilities. The children will discuss what they can do now that they couldn't do when they were a baby. We will discuss how we need lots of help to do certain things and think about how that might change as we get older.</p> <div data-bbox="871 585 1590 1098"> <h3>When We Were One</h3> <p>It's sometimes hard to believe, but we were all babies once.</p> <p>See if you and your partner can think of answers to these questions. You might think about babies you know or have seen.</p> <p>What can babies do when they are first born?</p> <p>What do they learn to do in their first year?</p> <p>What sorts of things do babies need a lot of help with?</p>  </div>
-----------	---------------	---

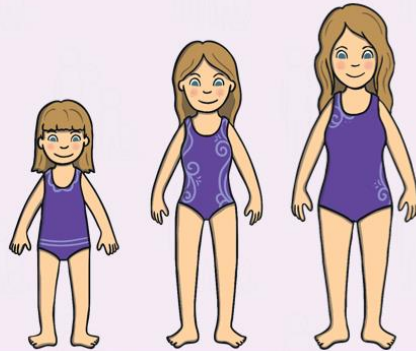
Year 1, 2

Summer  
Term 2

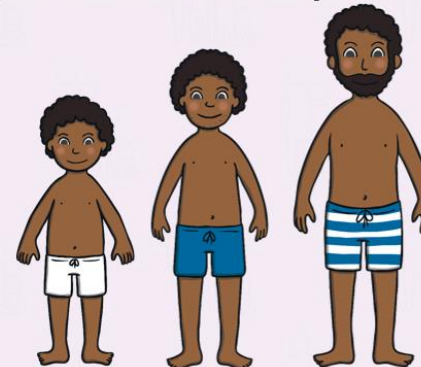
### Getting older

Children will be recapping the previous learning about things that they couldn't do when they were younger that they can now. They will move onto thinking about what changes might happen in the future. The children will find out that our bodies change and develop. This will be shown with some simple clothed illustrations. The children will then think about what they want to be when they are older and thinking about what responsibilities they might have e.g. feeding a pet, tidying their bedroom.

As we grow, our bodies change and develop. We get taller and some parts of our bodies change shape or get larger.



Our appearance changes as we grow older. For example, men grow facial hair and might choose to have a beard when they are older.



Year 1, 2

Summer  
Term 2

### Changes

The children will be introduced to changes focusing in things that might change in their life. E.g. moving home, losing toys, friends etc. The children will share some scenarios and think about how people might feel? Who they can talk to? And understand that all of these feelings are ok.

#### Changes in People's Lives

Lots of things can change in a person's life.  
Little things can change and big things can change.

Some changes take a while to get used to.

Some changes make things better, but other changes can make things worse.

Some people like change, or cope with change really well. Other people find some changes really difficult.

Let's find out about some children who have been through some changes.

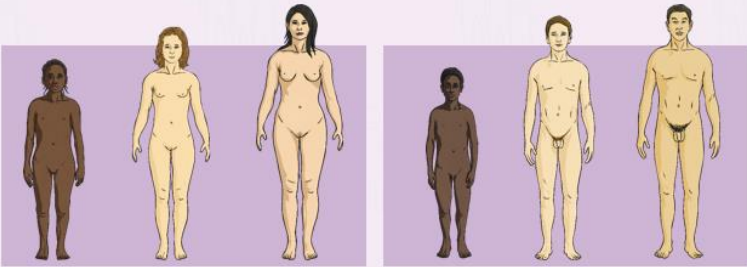
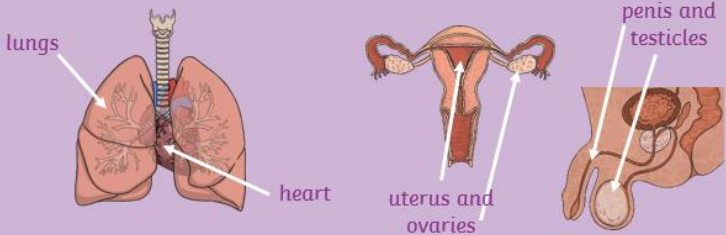


#### New School

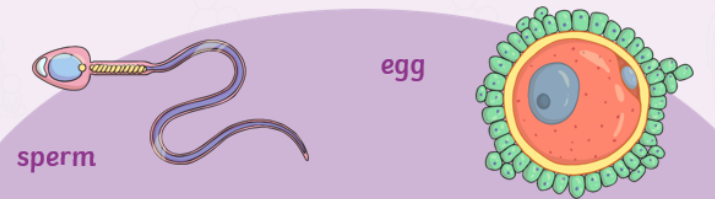
Kyla has started a new school. It's a big change for her.  
Her new school is very big, whereas her old school was really small.

She doesn't know anyone at the new school.  
She used to take a packed lunch to school, but now she is having school dinners.



Year Group	Term	Lesson Information
Year 4	Summer Term 2	<p><b><u>Human Reproduction</u></b></p> <p>The children will discuss the difference between male and female bodies (linking back to naming the parts of the body from KS1). The children will then discuss what reproduction means linking to plants reproducing to make new plants and animals reproducing to make baby animals. The children will then look at diagrams of both male and female bodies and understand that as we grow older the bodies change but are still different to each other. We will find out that there are other similarities and differences that you can't see as these are on the inside. E.g. lungs = similarities, uterus and ovaries = different. The children will understand that male and female produce a special ingredient needed for human reproduction. The male body makes sperm which is stored in the testicles and the female body makes and stores eggs in the ovaries. They will be told when the sperm and egg meet together, they join to form the start of a baby (foetus). The children will find out that male and female bodies have different jobs so that humans can reproduce.</p> <div data-bbox="524 708 1294 1181"> <p><b>Boys and Girls Growing and Changing</b></p> <p>You discussed the differences between female and male bodies at the start of the lesson. You have probably been aware of these differences since you were very young. As children grow into adults, their bodies change. Adult female and male bodies are still different.</p>  </div> <div data-bbox="1299 708 2076 1150"> <p>There are other similarities and differences between the male and female body that you can't see, because they are inside.</p> <div data-bbox="1310 802 2065 1145"> <p>Some things inside are the same in males and females.</p> <p>But some things inside are quite different.</p>  </div> </div>

Both the male and the female are needed to make a baby. They each produce and store a special ingredient needed for human reproduction.



The male body makes and stores sperm in the testicles.

The female body makes and stores eggs in ovaries, joined to the uterus by the fallopian tubes.

When the sperm and the egg meet, they join together and form the start of a baby.

When the baby is growing inside the female's body, it is called a **foetus**.



Year 4

Summer  
Term 2

### Changes in Boys

Children to think about the changes to happen to boys' bodies as they grow up and why they might happen. Children will try to list the differences between boys and men (thinking about men they know dads, uncles etc). Children will find

### Why Do These Changes Happen?

What causes these changes in male bodies?

At the time of puberty, our bodies start to produce a **sex hormone**.

The sex hormone that the male body produces is called **testosterone**.

#### Testosterone

body hair grows  
voice breaks  
muscle growth increases

Consolidating

Reflecting



Your body will start to sweat more – and that means you get more smelly!

Washing more often is a good idea and you might want to start using a deodorant to keep you smelling fresh.



You may find your hair is more greasy.

You start to grow hair on your face.

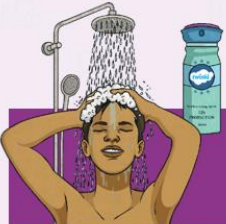





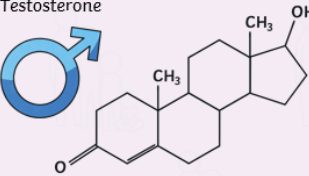
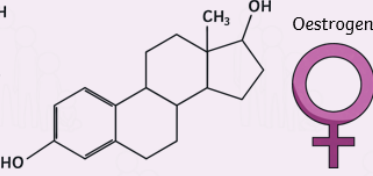
You may get spots on your face or other parts of your body, such as your chest, back or shoulders.

It's best to leave spots alone. Keep clean and maybe try treating acne with special spot cream.



		<p>out that boys' bodies start changing from around the age of 12 but it can be earlier or later and not all the changes happen at once. This change is called puberty and the changes are – deeper voice, Hair will grow (arms, chest, face etc.), sweat more, spots and mixed feelings and mood changes caused by hormones. <b>Our body changes so that one day, if we want to, we can be parents. Children will understand that testosterone (sex hormone) causes the changes in the male bodies.</b> The children will then think about what they are looking forward to as they grow up (jobs, skills, experiences etc).</p>
Year 4	Summer Term 2	<p><b><u>Changes in girls</u></b></p> <p>Children to think about the changes to happen to girls' bodies as they grow up and why they might happen. Children will try to list the differences between girls and women (thinking about females they know, mums, aunties etc). Children will be shown an image (shown below) of the inside of a female body. They will discuss how they think this links to periods. Children will find out that girls' bodies start changing from around the age of 9 but it can be earlier or later and not all the changes happen at once. This change is called puberty and the changes are – release eggs from the ovaries, start your periods, breasts will grow bigger and hips wider, sweat more, spots and mixed feelings and mood changes caused by hormones. <b>Our body changes so that one day, if we want to, we can be parents. Children will understand that testosterone (sex hormone) causes the changes in the female bodies. The female sex hormone is called oestrogen.</b> The children will then think about what they are looking forward to as they grow up (jobs, skills, experiences etc).</p> <div data-bbox="575 888 1120 1356" data-label="Image"> </div> <div data-bbox="1184 888 1812 1372" data-label="Complex-Block"> <p>Your body starts to release eggs from the ovaries, which have been inside you since you were born.</p> <p>You start your periods. This is your body getting rid of the egg and the protective lining it made for the egg.</p> <p>This is called menstruation. All females menstruate – it's part of becoming a woman.</p> <p>Your breasts will grow bigger and your hips will get wider, giving your body a curvier shape.</p> <p>You grow more hair on your body, such as under your arms and around your genital area.</p> </div>

		<div data-bbox="524 236 1308 730">  <p>Your body starts to sweat more and your hair may become more greasy.</p> <p>Washing more often is a good idea and you might want to start using a deodorant to keep you smelling fresh.</p> <p>You may get spots on your face or other parts of your body, such as your chest, back or shoulders.</p> <p>This is called acne. Never pick spots. Keep the area clean and maybe try some special treatment for acne.</p>  </div> <div data-bbox="1330 245 2047 778"> <h3>Why do These Changes Happen?</h3> <p>What causes these changes in our bodies?</p> <p>Well, our body starts to produce <b>sex hormones</b>.</p> <p>The female sex hormone is called <b>oestrogen</b> and is responsible for the changes that happen in girls, such as breasts growing and starting periods.</p>  <div> <div>Consolidating</div> <div>Reflecting</div> </div> </div>
Year 4	Summer Term 2	<p><b><u>Changing Emotions</u></b></p> <p>The children will recap the changes to both boys and girls from the previous two lessons. They will work together to sort statements into both boy changes, girl changes and changes for both. We will discuss the different changes of emotions due to puberty. We will understand that emotions can change suddenly and be completely different. We will look at a variety of facial expressions and explain what emotion they are showing. We will then reinforce that the changes in emotions are due to hormones which are responsible for all the changes as our body goes through puberty. Testosterone in boys and Oestrogen in girls are the chemical messengers in our body (recap on prior learning). We will then link these changes to having different feelings towards other people: liking them as a friend, having a crush on them (discussion on what a crush is). The children will then understand how to manage their emotions and explain what we can do to cope or overcome these.</p>

		<div data-bbox="535 245 1256 775" data-label="Complex-Block"> <h3>It's Just a Crush!</h3> <p>As you get older, you might start to have different feelings towards other people around you. Instead of just liking a person as a friend, you might start feeling stronger feelings for that person. You might love being with them and want to spend more time with them. You might feel a bit nervous and shy, but excited at the same time when you see them. You might want to get to know them more, or do the things they do, or dress more like them. You might feel attracted to them, or some might say that you fancy them.</p> <p>This is what a <b>crush</b> feels like. A crush sometimes only lasts a short while, but sometimes it lasts longer.</p>  </div> <div data-bbox="1283 245 2013 775" data-label="Complex-Block"> <h3>Changing Emotions</h3> <p>Remember those things called <b>hormones</b>, which are responsible for all the changes your body goes through during puberty?</p> <p>Well, your changing emotions are because of those hormones, too!</p> <p><b>Testosterone</b> in boys and <b>oestrogen</b> in girls are the chemical messengers that travel through your body at the time of puberty, telling it to grow and change and to start turning into an adult.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Testosterone</p>  </div> <div style="text-align: center;">  <p>Oestrogen</p> </div> </div> </div>
Year 4	Summer Term 2	<p><b><u>Relationship and Families</u></b></p> <p>The children will think about what a loving relationship is. They will think about their own family and work out who is in it and whether all your family live together. The children will investigate different relationships within families and understand some different terms: parents, children, grandparents, brothers, sisters, aunts, uncles, cousins, half-brothers, half-sisters, step-dads, step-mums, Two mums (lesbian couple), Two dads (a gay couple), single-parent families. The children will then understand that in some families two parents can be married. In others the couple might be in a relationship called a civil partnership. These are both about people committing to each other. We will learn that all families can be different (race, size, gender, live together or apart) and there is no right or wrong answer. We will understand that all families have things in common (love, care etc).</p>

## Relationships Within Families

Families can contain parents, children, grandparents, brothers, sisters, aunts, uncles and cousins.

Some families contain **half**-brothers or half-sisters.

Some families contain **step**-dads, step-mums, step-brothers or step-sisters.

Some families have no parents, while others have two mums or two dads. Two mums (a **lesbian** couple), or two dads (a **gay** couple) are called **same-sex** parents.

When there is just one parent in a family, they are called **single-parent** families.



## Relationships Within Families

In some families with two parents, the parents are married.

In others, the couple might be in a relationship called a civil partnership.

When two people want to be together and stay together, they make a commitment to each other. They promise to love and care for one another and often they celebrate this promise with their family and friends.

Two people who love and care for one another can be in a committed relationship, without being married or in a civil partnership.



## Different Families

All families are different.

Families can be very small or very large.

There can be people of different ages and people from different races.

Families can live together or apart.


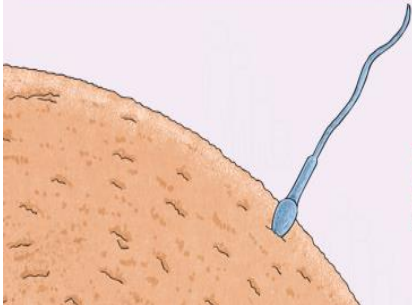
There is no right or wrong when it comes to families.



Consolidating

But what do all families  
have in common?

Reflecting

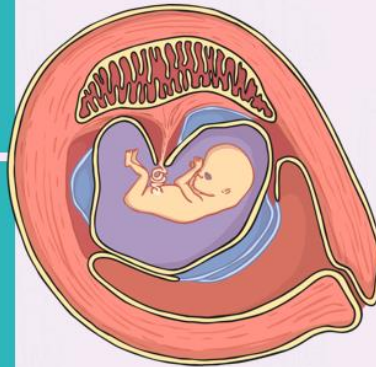
Year 4	Summer Term 2	<p><b><u>Where do I come from?</u></b></p> <p>The children will recap on the different male and female reproductive body parts (Sperm, Egg, Testicles, Ovaries). The children will learn it takes two special ingredients to make a baby. The egg from a female joins the sperm from the male body. We understand that when a woman carries a baby inside her is called being pregnant. We will discuss how a baby grows and develops inside a female's body. At first it is an embryo and then at eight weeks it becomes a foetus. We will look at some different stages shown below (see pictures). We will understand that the foetus continues to grow and you have scans at a hospital to see this. At around 9 months the baby gets ready to be born and it will be pushed by the mother's body down through the vagina and will come out between the mother's legs.</p> <div data-bbox="521 550 1310 981"> <p>You might remember learning about human reproduction recently and what the different male and female body parts do.</p>  <p>Can you remember what these pictures show?</p> </div> <div data-bbox="1355 542 2072 973"> <p>It takes two special ingredients to make a baby. The egg from the female body and the sperm from the male body.</p>  <p>When the sperm and the egg meet, they join together and form the start of a baby.</p> </div>
--------	---------------	---



## Where Do I Come From?

While the foetus is growing inside the woman's uterus, it is protected by a special bag of fluid. This is called the **amniotic sac**.

The foetus is getting all the oxygen and food it needs from its mother's blood, through a special tube called the **umbilical cord**. This is attached to the babies tummy. It is what becomes your belly button!



## Where Do I Come From?



The baby grows and develops inside the mother's uterus (womb) over nine months. It develops a heart, a spine, lungs and a brain. At about seven weeks the foetus develops the internal sex organs that determine whether it is male or female. At around nine weeks the external male and female body parts start to form.

## Where Do I Come From?

When the baby is growing inside the female's body, it is called an **embryo** at first, then at eight weeks, it becomes a **foetus**.



Four weeks after the sperm fertilises the egg, the embryo is the size of a poppy seed.



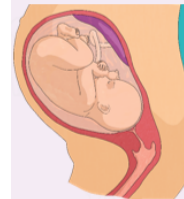
By seven weeks, it is the size of a blueberry and by 14 weeks, the foetus is the size of a lemon.



We were all this small once! It's how we all started.

## Where Do I Come From?

The foetus continues to grow during the nine months of pregnancy. Many women go for a scan at the hospital, to see how their baby is growing and developing.



At around nine months, the baby turns head down as it gets ready to be born. It will be pushed by the mother's body down through the vagina and will come out between the mother's legs.

Consolidating

Reflecting

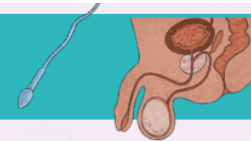
Year Group	Term	Lesson Information
Year 6	Summer Term 2	<p data-bbox="521 292 768 323"><b><u>Changing Bodies</u></b></p> <p data-bbox="521 339 2069 715">The children will recap on the changes that occur in boys' and girls' bodies during puberty. The children will understand that puberty is a word which is used to describe when a child's body starts to change and they become an adult. The children will learn how a boy becomes a man and how a girl becomes a woman, finding out that these changes happen to everyone. Boys between 9-15): start making testosterone in their testicles (sperm), body grows taller and muscular, facial hair, voices break, notice their penis becomes hard (erection). These are all completely normal. Girls between 8 and 13: Body gets curvier, hips get wider, breasts start to develop, female starts producing eggs (released through the menstruation cycle – periods), a white or clear fluid released (discharge). Both: Sweat produced, night emissions or wet dreams, spots or pimples can develop, pubic hair and under-arm hair. The children will learn that is important to be comfortable with your own body and look and touch it. The children will learn that people will start puberty at different times and it is all normal. We will also find out that is really important to look after our bodies and that other people should respect you and you have a right to protect yourself from unwanted contact.</p> <div data-bbox="548 786 1198 1169"> <p data-bbox="577 810 1167 1129">Boys might notice that their penis sometimes becomes hard. This is called an erection. It can be embarrassing but don't worry - it is completely normal and it will happen less and less as you get older.</p> </div> <div data-bbox="1225 786 1852 1169"> <p data-bbox="1238 798 1839 1161">Girls might notice that they have white or clear fluid coming from their vagina. It might be thin and wet or thick and sticky. This is nothing to worry about. It is called discharge and it's just another sign that hormones are changing your body.</p> </div>

Another change that young people might experience when they go through puberty is called **nocturnal emissions**, or **wet dreams**.

Males and females can experience wet dreams and, as you might have guessed from the word 'dreams', they happen when we are asleep.



'If you have a penis, you might ejaculate semen (the fluid containing sperm) from your penis in the night.



If you have a vulva, you might notice it becomes wet in the night from some discharge. You might be dreaming about something of a sexual nature or you might not remember what you were dreaming about at all.



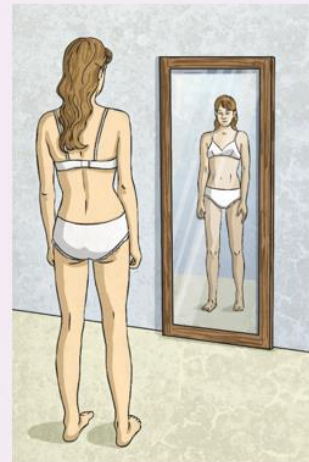
Either way, wet dreams are nothing at all to worry about. They are completely normal, but not everyone experiences them.

#### Getting to Know Your Own Body

It's important that you find out about your own body and feel comfortable with it. It's **your body**, so it's ok to look at it and touch it.

As young people develop, they sometimes like to touch themselves. This is called masturbation. Masturbation can be a way of exploring your body and any new feelings you may have.

Masturbation is a private thing, but it is completely normal and safe.



Your body – before it changes, during puberty and after it has changed – is **YOUR** body.


You have the right to protect yourself against any inappropriate or unwanted contact. Others should respect you and your body.



If you ever have any concerns about someone wanting to do something to your body, you should report it to an adult you trust. They could advise you and get the help and support you need.

**Take care of your body and stay safe.**





Year 6	Summer Term 2	<p><b><u>Emotional Changes</u></b></p> <p>The children will think about how their thoughts and feelings might change during puberty. The children will recap about puberty describing the phase when a child's body develops into an adults. We will understand that puberty can be confusing and even a worrying times and it is important to understand what is happening to your body. We will unpick scenarios about different feelings (having a crush, feeling angry, feeling sad and lonely, feeling like a failure) and offer advice back to each situation. The children will find out that changing moods and strong emotions during puberty happen to everyone and that hormones are responsible for the mixed emotions. We will find out about who you can go to for help (friends, family, adult in school, health professional etc). The children will be shown an information page about child line.</p> <div data-bbox="535 619 1272 1050"> <p>Hello,</p> <p>I am a bit embarrassed about this, but I hope someone can help. I really, really like this boy in my class. I get strange feelings whenever I see him, like I am excited and a bit sick at the same time. I think about him loads and sometimes dream about him.</p> <p>It's so weird because I have known him for ages and he has always been my friend. I never used to feel like this around him and it's really awkward. I get nervous every time he talks to me!</p> <p>I can't talk to my friends, because I think they'll make fun of me, or (even worse) they might tell him and that would be awful!</p> <p>Please help! What should I do?</p> </div> <div data-bbox="1305 603 2022 1050"> <p><b>Why do these emotional changes happen?</b></p> <p>Changing moods and strong emotions during puberty happen to everyone. They are caused partly by the many changes and challenges that happen when you are growing up; at home, at school, in your bodies and in the way you think and act. Times when there are lots of changes in your life can make you feel unsettled and unsure about yourself.</p> <p>Hormones are also partly responsible for the emotional changes you might feel. Hormones are chemical messengers inside our bodies. Different hormones have different jobs to do and control different things in our bodies, ranging from hunger and sleep, to growth and stress levels. Certain hormones start to be produced during puberty to help our bodies to grow. These new hormones can make us feel different or strange. They can affect our mood as our body gets used to them.</p>  </div>
--------	---------------	---

		<p><b>Is it normal to feel this way?</b></p> <p>Everyone goes through these changes. Some people will be affected by their hormones more than others and people may be affected in different ways. There is no right or wrong way to feel, but it is important to remember that you are not the only person feeling the way you do. Changing emotions are a normal part of growing up.</p> <p>But just because it is normal to feel changes in your moods when you are growing up, doesn't mean that your feelings are not important. If you are feeling like you can't cope with your strong emotions, or if you feel angry or unhappy a lot of the time, it is important that you talk to someone you trust.</p> 	<p><b>Who can you go to for help?</b></p> <p>Talking to friends you trust can be a great idea. It will probably turn out that they have had similar feelings.</p> <p>Try talking to people you live with, this could be your parents, or maybe an older brother or sister. They were your age once and probably remember going through the same emotions.</p> <p>Is there an adult at school you can trust? They could listen to you and give advice.</p> <p>Talk to health professionals, such as your doctor or nurse, or use health websites, such as the NHS, to get advice and support.</p> 
Year 6	Summer Term 2	<p><b>Just the way you are</b></p> <p>The children will look around at people in the world and understand the different types of bodies they have, that everyone is unique and that is what is wonderful. We will find out that it is important that we look after the body we have. The children will then learn where stereotypical 'ideal' or 'perfect' bodies are shown (adverts, toys, magazines, images online, music videos). We will discuss why we think that the above tend to feature people with these bodies and what sort of message it brings. The children will then be told about how the media alter photographs and it is not a true reflection of what the person actually looks like. This can be known as retouching. We will then learn that it isn't just the media that photoshop images. Modern technology on phones always facilitates to edit or add filters to images. We will play a game of spot the difference between original and edited photographs. We will finish by discussing how that your identity is more than just what you look like. It is about your personality along with lots of other things. We will finish with a something I like about you...game.</p>	

Every day we see images of 'ideal' bodies.

With your partner, list some places you see images of 'ideal' or 'perfect' bodies.

adverts on the television

toys, such as dolls representing women

adverts in magazines

images we see online

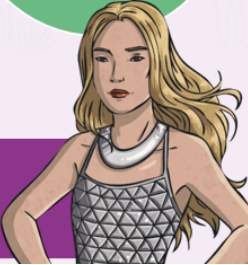
music videos

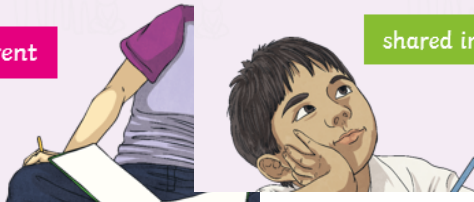


We need to remember that a lot of images we see are not real. A photo like this might have had lots of things done to it to make the model look like this. This is called **retouching**.

Look around and you will see real people in the real world. We are all different shapes and sizes, with different hair and faces. There is no 'ideal' way to look.



		<p>Did you know that people in the media, film and photography industry are able to alter images?</p> <p>Technology is amazing and so advanced that images we see of people in magazines or on the screen have often been changed to make them look more how the company want them to look.</p> <p>It isn't a true reflection of the person, but sadly companies are allowed to do it.</p> <p>So a make-up model who has spots on the day of the photo shoot can magically have their spots erased with computer technology before the image is turned into an advert.</p> <p>Sometimes, people are made to look taller, thinner, or more muscly than they are in real life.</p> 
Year 6	Summer Term 2	<p><b><u>Relationships</u></b></p> <p>The children will think about what a relationship is? What types of relationships you can think of? What is a loving relationship? The children will be exposed to the useful vocabulary (shown below). The children will understand that a loving relationship can be many different things (friends, elderly couple, family) and that we have different loving relationships with different people at different times in our lives. We will discuss that all loving relationships have different elements (shown below). The children will understand that a living relationship between two people in mutual and consensual (both people want to be in the relationship) and that forcing someone to marry is a crime.</p>

		<div> <div>Useful vocabulary for today's lesson...</div> <div> <div>lesbian</div> <div>gay</div> <div>same-sex</div> <div>advice</div> <div>commitment</div> <div>honesty</div> <div>care</div> <div>affection</div> <div>adopted</div> <div>race</div> <div>age</div> <div>religion</div> <div>loyalty</div> <div>trust</div> <div>communication</div> <div>kindness</div> <div>fairness</div> <div>homosexual</div> <div>heterosexual</div> <div>parent</div> <div>shared interests</div> <div>consideration</div> <div>help</div> <div>time</div> <div>siblings</div> <div>disabled</div> <div>love</div> <div>respect</div> <div>common goals</div> <div>support</div> </div> <div>  </div> </div>
Year 6	Summer Term 2	<p><b><u>Let's Talk about Sex</u></b></p> <p>Children will be introduced to the term sexual intercourse through a dictionary definition and understand that sex is short for sexual intercourse. Children will understand that sexual intercourse is one way that two adults in a loving relationship (link back to previous learning) may show love for one another and that it is also the start of the reproduction process (link back to human reproduction). The children will then be provided facts about Sex and the Law (shown below). We will find out that the media (songs and TV) would make use believe that everyone is having sex and being sexy is important when we know that it is not the case (linking back to just because you have a crush on somebody it doesn't mean you love them or want to have sex with them). The children will then find out that sexual intercourse is necessary for reproduction (in animals including humans). It is how the sperm meets the egg (link back again to human reproduction). The children will then be told that sexual intercourse doesn't always mean that a baby will be conceived. That contraception (condoms or the pill) can be used. We will then learn that just like we sneeze and cough into our arms to stop passing germs etc (masks – COVID), we can also pass infection through sexual intercourse. These are known as sexually transmitted infections and some can be serious and make people very ill. We will inform the children that using contraception (condom) prevents infections passing. We will then discuss that looking after your body is essential and people make sensible choices through safe sex (wearing a condom), that you are in charge of your own body and nobody should touch you in a place which makes you feel uncomfortable.</p>

### What is 'Sex'?

We may hear the word 'sex', 'sexy' and 'sexual', especially in modern pop songs or in films, but what does it actually mean?

- The term 'sex' is short for 'sexual intercourse'. It can also mean gender.
- The dictionary definition of 'sexual intercourse' is:

Sexual contact between individuals involving penetration, especially the insertion of a man's erect penis into a woman's vagina.



### Why Do People Have Sex?

Sexual intercourse, or 'sex' for short, is one way that two adults in a loving relationship may show their love for one another.

It is also the start of the reproduction process, when a couple want to make a baby.



### Sex and the Law

The legal age that people can have sex in the UK is 16 years old.

Both people in the sexual relationship must be 16 years old or over.

Both people must consent (**want** to have sexual intercourse). If one person forces another person to have sex, it is called rape. Rape is against the law.

In most modern societies, it is illegal for two people closely related to each other to have a sexual relationship, such as having sex with a parent, child, brother, sister, or grandparent. This crime is called incest.



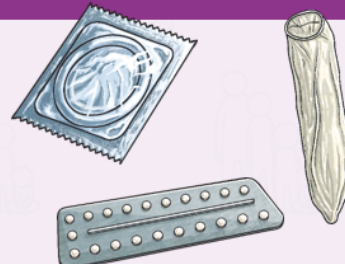
Why do you think these laws exist?



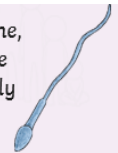
Sexual intercourse is also necessary for reproduction (in other animals as well as humans). It is how the sperm meets the egg, as you might remember from other lessons.

Although sexual intercourse doesn't always mean that a baby will be conceived (made), it might. If a couple want to have sex, but do not want to make a baby, they can use contraception to stop the woman becoming pregnant.

Contraception methods include condoms, which the man wears on his penis to catch the sperm, or a pill that a woman takes to prevent her ovaries from releasing an egg. If there is no egg to be fertilised, the woman can't get pregnant.



Just as we can share germs by sharing a drink with someone, or by sneezing near them, infections can be passed from one person to another through sexual intercourse, through bodily fluids such as sperm.



There are several sexually transmitted infections (commonly called STIs for short). Some can be very serious and make people very ill.

Using contraception such as a condom prevents an infection being passed from one person to another when they have sex. Not all forms of contraception protect against these diseases though. For example, the contraceptive pill would not protect someone from sharing an infection with their partner.



Looking after your body and protecting yourself against sexually transmitted infections (STIs) is an important part of staying safe and healthy when you are older.



You wouldn't know by looking at someone if they had an STI. They may not even know themselves! Knowing the other person very well and trusting them is as important as using protection, such as a condom.



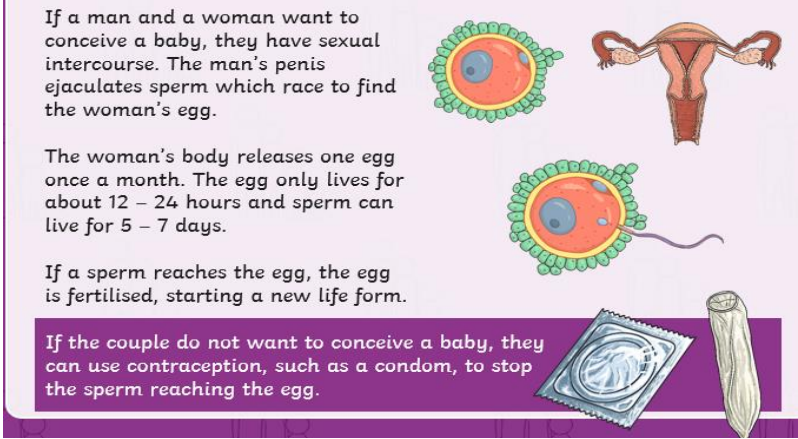


Taking care and making sensible choices in a sexual relationship is called having 'safe sex'. This includes being able to say 'no' to something you don't want to do, even if you love the other person.

Some parts of our bodies are private, such as the genitals and the mouth. If someone ever tries to touch you in a place on your body that you are not comfortable with, or in a way that does not feel right, you must tell them to stop, say it is not appropriate and push them away. You should then tell a trusted adult straight away so that it doesn't happen again.

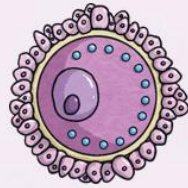


It's never your fault if somebody touches you in a way that makes you feel uncomfortable, and it's very important that you tell someone so that they can help to keep you safe.

Year 6	Summer Term 2	<p><b><u>Human Reproduction</u></b></p> <p>The children recap on Human Reproduction from their prior learning in Lower Key Stage 2. The children will know that human contraception is a sperm cell fertilising an egg (known as conception) to the birth of a baby. They will then find factual information about sperm fertilising the egg. The specific information is shown in the pictures below. The children will then watch a short video from conception to birth – link provided  <a href="https://www.youtube.com/watch?app=desktop&amp;v=SK72lu8TbF4">https://www.youtube.com/watch?app=desktop&amp;v=SK72lu8TbF4</a> .</p> <p>The video just shows scientific, under the microscope, pictures of the conception with images of a baby growing inside the womb. The children will then understand what a Foetus needs: minerals, oxygen, fats, vitamins, protection, protein. The children will find out that after 9 months of growing inside its mother, the baby is ready to be born. This is called labour (building on prior learning). There will be brief explanation explaining the difference when a baby is born by caesarean section.</p> <div data-bbox="521 746 1249 1206"> <p>Using what you already know about human reproduction, see if you can complete the following statements with your partner.</p> <ul style="list-style-type: none"> <li>• A man produces <u>sperm</u> in his testicles.</li> <li>• Once a month, the woman's body releases an <u>egg</u>.</li> <li>• A man and a woman in a loving relationship might decide to have <u>sexual intercourse</u> to try to make a baby.</li> <li>• Only <u>one</u> sperm can fertilise the egg.</li> <li>• A fertilised egg takes <u>nine</u> months to grow into a baby.</li> <li>• The woman carries the baby inside her <u>womb (uterus)</u>.</li> <li>• Two people who want to have sexual intercourse, but do not want to make a baby, might use a method of <u>contraception</u>, such as a condom or a pill.</li> </ul>  </div> <div data-bbox="1265 651 2060 1158"> <h3>From Conception to Birth</h3>  <p>If a man and a woman want to conceive a baby, they have sexual intercourse. The man's penis ejaculates sperm which race to find the woman's egg.</p> <p>The woman's body releases one egg once a month. The egg only lives for about 12 – 24 hours and sperm can live for 5 – 7 days.</p> <p>If a sperm reaches the egg, the egg is fertilised, starting a new life form.</p> <p>If the couple do not want to conceive a baby, they can use contraception, such as a condom, to stop the sperm reaching the egg.</p>  </div>
--------	---------------	--



Wow! From just two cells (a sperm and an egg) to 37.2 trillion cells in a human being!



zygote



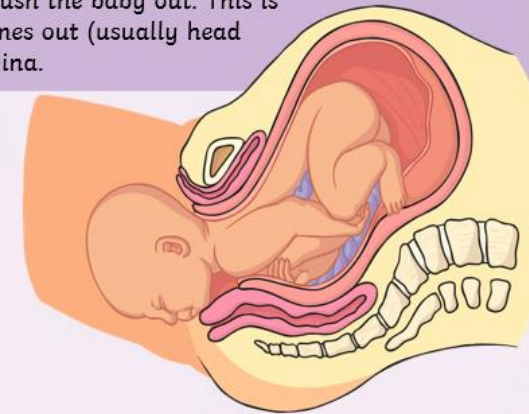
embryo



foetus

After nine months of growing inside its mother, the baby is ready to be born.

The muscles in the uterus push the baby out. This is called **labour**. The baby comes out (usually head first) from the mother's vagina.



Some babies are born through a **caesarean section** or **C-section** for short. This is when the baby cannot be delivered through the vagina, for example the baby may be breech (meaning it is feet first in the womb, rather than head first ready to be born).



In a C-section an incision is made through the woman's tummy and into her womb. It is a common operation and is safe for the baby and mother.

## Appendix 2: By the END of primary school pupils should know

This appendix provides you with the government guidance of what is expected that children know by the end of primary school.

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li><li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li><li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>
Caring friendships	<ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li><li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li></ul>
Respectful relationships	<ul style="list-style-type: none"><li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li><li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li><li>• The conventions of courtesy and manners</li><li>• The importance of self-respect and how this links to their own happiness</li><li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li><li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li><li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li><li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li></ul>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access sexual and reproductive health advice and treatment</li> </ul>



### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	