



Relationships and Sex Education Policy

Debden C of E Primary Academy

Reviewed by: Matt Hawley	May	2024
Shared with staff:	May	2024
Shared with Governors:	May	2024
Review date:	May	2025

POLICY STATEMENT

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

At Debden, RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. In addition, some aspects of the RSE programme will be covered through:

- Science
- Computing
- Assemblies
- Stories
- PE in the context of health and hygiene

RSE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

AIMS

The aims of relationships and sex education (RSE) at our school are to:

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

This is an important part of enabling us to promote and enact our wider school vision, which is to enable the children in our care to:

- Progress exceptionally well academically, across a broad and knowledge-rich curriculum;



- Develop into confident compassionate, well-rounded individuals, in a safe, caring, Christian environment;
- Become equipped with the learning skills needed to deal with future challenges;
- Create happy, positive memories of their childhood.

STATUTORY INFORMATION

As a primary academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We don't 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. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're 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.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

Please refer to our funding agreement and articles of association for more information, which can be found at <http://www.greatoakmat.co.uk/web/>

At [school name], we teach RSE as set out in this policy. At Debden Primary Academy we teach RSE as set out in this policy.

POLICY DEVELOPMENT

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

1. Review – The Head of School and PSHE lead (Mr Hawley), alongside a small working party of teachers, collated all relevant information including relevant national and local guidance;
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations;
3. Parent/stakeholder consultation – parents and any interested parties were invited to have input regarding the policy;
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

DEFINITION

- Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.



- Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices

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

RSE is not about the promotion of sexual activity.

CURRICULUM

Outline of Statutory Requirements

As part of statutory Health Education, children are taught in an age-appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Year 4. These lessons form part of the statutory requirements for Health Education.

More precise details of the exact statutory content taught is outlined in the sections below. We have developed the curriculum 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 age-appropriate manner so they are fully informed and do not seek answers online.

Statutory Relationships Education Curriculum Content

Relationships education is embedded within our PSHE curriculum and is set out as per Appendix 1. Our entire PSHE curriculum is adapted from CORAM Life Education, a highly-acclaimed and effective organisation for the planning of a comprehensive primary PSHE curriculum.

Key objectives of the statutory Relationships Education curriculum are outlined below:

Families and people who care for me

By the end of primary school, children should know:

- that families are important for children growing up because they can give love, security and stability.

- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Children should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to physically or verbally aggressive behaviour is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Children should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.



- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and granting in relationships with friends, peers and adults.

Online relationships (this aspect is also learnt through the 'Computer Systems and Networks' and the 'Online Safety' elements of our Computing curriculum, which utilises the NCEE 'Teach Computing' materials).

Children should know:

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

Being safe

Children should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult and others.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.



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).

Statutory Health and Mental Wellbeing Content

Health and mental wellbeing teaching also predominantly falls into our PSHE curriculum, although some areas are also reinforced in other subjects, e.g. PE, science DT (food). The statutory expectations relevant to this policy are outlined below.

Changing adolescent body

By the end of primary school, pupils should know:

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

Statutory Science Curriculum Content

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (years 3 – 6) children learn:

- To 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
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals



- To describe the changes, as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Non-Statutory Sex Education

Alongside the statutory content detailed above, the DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught progressively throughout KS2. Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother (y4-6)
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means (y6)
- how a baby develops in the womb (y3/4) and how babies are born (y6)
- key terminology relating to IVF, STDs and contraception (y6).

Teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. In advance of any non-statutory sex education elements of the curriculum being taught (ordinarily in summer term 2), parents will receive a letter from the school informing them of the content. As is legally prescribed, parents have a right to withdraw their children from these



additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.

For more information about the non-statutory elements of our curriculum, see our knowledge organisers in Appendix 2. If you would like to see some of the resources that we use, please contact the Head of School (Matt Hawley).

DELIVERY OF RSE

Our Relationships and Sex Education programme will be delivered in an age-appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content may be covered in single sex groups, at the discretion of the class teacher e.g. menstrual hygiene, single sex question sessions, etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

Delivery methods will be adjusted should the need for remote learning continue or extend. Pupil's questions will be dealt with honestly and sensitively and in an age-appropriate way. A questions box will be available for pupils to ask anonymous questions.

If staff are faced with a question that it would not be most appropriate to answer within the whole-class setting, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually/ in a small group will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a



responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

ROLES AND RESPONSIBILITIES

The Governing Board: The governing board will approve the RSE policy, and hold the Head of School to account for its implementation.

The governing board has delegated the approval of this policy to the Teaching and Learning committee group.

The Head of School: The Head of School 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.

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/non-science] 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 Head of School.

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

PARENTS' RIGHT TO WITHDRAW

The RSE curriculum consists of both statutory and non-statutory elements:

- Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum.

Parents wanting to withdraw their children should, in the first instance, request to speak with the class teacher. The class teacher will explore the concern of the parents and the possibility of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. He/she will talk with the parents about the possible negative experiences or feelings that may result from withdrawal of the child and the ways in which these may be minimised.

If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the Head of School (See Appendix 3 for request form). Once a child has been



withdrawn, they cannot take part in sex education until the request for withdrawal has been removed.

Alternative work will be given to pupils who are withdrawn from sex education. They will work supervised away from the remainder of the class.

INCLUSIVITY

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

As, with all subjects will also consider the level of adaptation needed to enable all children to be able to access the curriculum.

EQUALITIES AND DIVERSITY

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information



based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

If parents have questions/would like to discuss any topics not explicitly covered in this policy, then please contact Head of School directly.

MONITORING AND REVIEW

The delivery of RSE is monitored by Mr Matt Hawley (Head of School) and a link governor (presently Mrs Lin Stephenson) through:


- Collaborative planning and moderation;
- Learning walks;
- Pupil discussions and assessment reviews.

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

This policy will be reviewed annually by the Head of School and PSHE Coordinator. At every review, the policy will be approved by the Teaching and Learning Committee of the Local Governing Body and ratified at full governing body meetings.

APPENDIX 1


PSHE, Science and Computing Curriculum Maps



PSHE Curriculum Map

Class/Year	Autumn Term A	Autumn Term B	Spring Term A	Spring Term B	Summer Term A	Summer Term B
Minnows Years 1-2 1-year curriculum	ME AND MY RELATIONSHIPS	VALUING DIFFERENCE	KEEPING MYSELF SAFE	RIGHTS AND RESPONSIBILITIES	BEING MY BEST	GROWING AND CHANGING
Dragonflies Years 2-3 1-year curriculum	ME AND MY RELATIONSHIPS	VALUING DIFFERENCE	KEEPING MYSELF SAFE	RIGHTS AND RESPONSIBILITIES	BEING MY BEST	GROWING AND CHANGING
Frogs Years 3-4 2-year curriculum - Year A	ME AND MY RELATIONSHIPS	VALUING DIFFERENCE	KEEPING MYSELF SAFE	RIGHTS AND RESPONSIBILITIES	BEING MY BEST	GROWING AND CHANGING
Frogs Years 3-4 2-year curriculum - Year B	ME AND MY RELATIONSHIPS	VALUING DIFFERENCE	KEEPING MYSELF SAFE	RIGHTS AND RESPONSIBILITIES	BEING MY BEST	GROWING AND CHANGING
Kingfishers Years 5-6 2-year curriculum - Year A	ME AND MY RELATIONSHIPS	VALUING DIFFERENCE	KEEPING MYSELF SAFE	RIGHTS AND RESPONSIBILITIES	BEING MY BEST	GROWING AND CHANGING
Kingfishers Years 5-6 2-year curriculum - Year B	ME AND MY RELATIONSHIPS	VALUING DIFFERENCE	KEEPING MYSELF SAFE	RIGHTS AND RESPONSIBILITIES	BEING MY BEST	GROWING AND CHANGING

Debden Primary Academy
Curriculum Map Science 2023-24



Class/Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Minnows Years 1/2	EVERYDAY MATERIALS -distinguish between an object and the material from which it is made -identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock -describe the simple physical properties of a variety of everyday materials -compare and group together a variety of everyday materials on the basis of their simple physical properties	SEASONAL CHANGE -observe changes across the 4 seasons -observe and describe weather associated with the seasons and how day length varies		PLANTS -identify and name a variety of common wild and garden plants, including deciduous and evergreen trees -identify and describe the basic structure of a variety of common flowering plants, including trees		ANIMALS INCLUDING HUMANS -identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals -identify and name a variety of common animals that are carnivores, herbivores and omnivores -describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) -identify, name, draw, label the basic parts of the human body and say which part of the body is associated with each sense.
Dragonflies Years 2/3	USES OF EVERYDAY MATERIALS -identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses -find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	LIVING THINGS AND THEIR HABITATS -explore and compare the differences between things that are living, dead, and things that never been alive -identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other -identify and name a variety of plants and animals in their habitats, including microhabitats -describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food		PLANTS -observe and describe how seeds and bulbs grow into mature plants -find out and describe how plants need water, light and a suitable temperature to grow and stay healthy		ANIMALS INCLUDING HUMANS -notice that animals, including humans, have offspring which grow into adults -find out about and describe the basic needs of animals, including humans, for survival (water, food and air) -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
Frogs Year A Year 3/4	STATES OF MATTER 4 -compare and group materials together, according to whether they are solids, liquids or gases -observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) -identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	FORCES AND MAGNETS 3 -compare how things move on different surfaces -notice that some forces need contact between 2 objects, but magnetic forces can act at a distance -observe how magnets attract or repel each other and attract some materials and not others -compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials -describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other depending on which poles are facing	LIVING THINGS AND THEIR HABITATS 4 -recognise that living things can be grouped in a variety of ways -explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment -recognise that environments can change and that this can sometimes pose dangers to living things	LIGHT 3 -recognise that they need light in order to see things and that dark is the absence of light -notice that light is reflected from surfaces -recognise that light from the sun can be dangerous and that there are ways to protect their eyes -recognise that shadows are formed when the light from a light source is blocked by an opaque object -find patterns in the way that the size of shadows change	ANIMALS INCLUDING HUMANS 3 -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 -identify that humans and some other animals have skeletons and muscles for support, protection and movement	REVIEW AND REVISIT

Frogs Year B Years 3/4	ROCKS 3 -compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -describe in simple terms how fossils are formed when things that have lived are trapped within rock -recognise that soils are made from rocks and organic matter	SOUND 4 -identify how sounds are made, associating some of them with something vibrating -recognise that vibrations from sounds travel through a medium to the ear -find patterns between the pitch of a sound and features of the object that produced it -find patterns between the volume of a sound and the strength of the vibrations that produced it -recognise that sounds get fainter as the distance from the sound source increases	ELECTRICITY 4 -identify common appliances that run on electricity -construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers -identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery -recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit -recognise some common conductors and insulators, and associate metals with being good conductors	PLANTS -identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant -investigate the way in which water is transported within plants -explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	ANIMALS INCLUDING HUMANS 4 -describe the simple functions of the basic parts of the digestive system in humans -identify the different types of teeth in humans and their simple functions -construct and interpret a variety of food chains, identifying producers, predators and prey	REVIEW AND REVISIT
	PROPERTIES AND CHANGES OF MATERIALS -compare and group together everyday materials on the basis of their properties -use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating -give reasons, based on evidence, for the particular uses of everyday materials -demonstrate that dissolving, mixing and changes of state are reversible changes -explain that some changes result in the formation of new materials.	FORCES -explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object -identify the effects of air resistance, water resistance and friction, that act between moving surfaces -recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	LIGHT -recognise that light appears to travel in straight lines -use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye -explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes -use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	LIVING THINGS AND THEIR HABITATS -describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals -give reasons for classifying plants and animals based on specific characteristics	ANIMALS INCLUDING HUMANS -describe the changes as humans develop to old age	REVIEW AND REVISIT
	EVOLUTION AND INHERITANCE -recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago -recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents -identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	EARTH AND SPACE -describe the movement of the Earth and other planets relative to the sun in the solar system -describe the movement of the moon relative to the Earth -describe the sun, Earth and moon as approximately spherical bodies -use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	ELECTRICITY -associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit -compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches -use recognised symbols when representing a simple circuit in a diagram	LIVING THINGS AND THEIR HABITATS -describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird -describe the life process of reproduction in some plants and animals	ANIMALS INCLUDING HUMANS -identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood -recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function -describe the ways in which nutrients and water are transported within animals, including humans	REVIEW AND REVISIT

Curriculum Map Computing



Class/Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Minnows Years 1-2	Creating Media -Digital Painting <i>Microsoft Paint</i>	Computing Systems and Networks -Technology All Around Us	Data and Information -Grouping Data	Programming -Animations in <i>Scratch Jr.</i>	Creating Media -Making Music <i>Chrome Music Lab</i>	Review/revise and E-Safety
Dragonflies Years 2-3	Creating Media -Writing <i>Microsoft Word</i>	Computing Systems and Networks -Information Technology	Data and Information -Pictograms <i>J2data</i>	Programming -Quizzes in <i>Scratch Jr.</i>	Creating Media -Digital Photography <i>Pixlr, MS PowerPoint</i>	Review/revise and E-Safety
Frogs – Year A Years 3-4	Creating Media -Photo Editing <i>Paint.net, Microsoft PowerPoint</i>	Computing Systems and Networks -Connecting Computers	Data and Information -Branching Databases <i>J2data</i>	Programming -Events and Actions in <i>Scratch</i>	Creating Media -Desktop Publishing <i>Microsoft Publisher</i>	Review/revise and E-Safety
Frogs – Year B Years 3-4	Creating Media -Making Music <i>Audacity</i>	Computing Systems and Networks -The Internet	Data and Information -Data Logging <i>Data logging software</i>	Programming -Repetition in <i>Scratch</i>	Creating Media -Stop-Frame Animation <i>iMotion App, MS PowerPoint</i>	Review/revise and E-Safety
Newts Years 4-5	Creating Media -Vector Drawing <i>Google Drawings</i>	Computing Systems and Networks -Sharing Information	Data and Information -Flat-file Databases <i>J2data, Microsoft Excel</i>	Programming -Quizzes in <i>Scratch</i>	Creating Media -Video Animation <i>Windows Movie Maker</i>	Review/revise and E-Safety
Kingfishers Year 6	Creating Media -Web Page Creation <i>Google Sites, Microsoft Word</i>	Computing Systems and Networks -Communication	Data and Information -Spreadsheets <i>Microsoft Excel</i>	Programming -Variables in Games <i>Scratch</i>	Creating Media -3D Modelling <i>CAD for Kids, Sketch-up 3D</i>	Review/revise and E-Safety

APPENDIX 2

Non-Statutory RSE - PSHE Content - Knowledge Organisers

Year 1 PSHE - Growing and Changing

GROWING AND CHANGING

V1 PSHE

Overview and Recap

Growing and Changing

We are learning about our bodies and our relationships with ourselves and others. We are focusing on how these things grow and change over time.

You should already know that: Our body is important and we need to look after it! There are special people in our lives who help and support us.

We should always try to be kind to other people. It is nice to build strong relationships with other people, as we can help one another.

-We have many different **body parts**, which **change** and **grow** with us. Each body part has a different job to do.

-We should try to keep our **private parts** (the parts inside our pants) private.

Knowing Our Bodies

Inside Our Bodies

- There are lots of bodies parts that we can see on the outside (our **external body parts**).
- We also have lots of body parts inside our bodies (our **internal body parts**).
- Each of these body parts has a different **job** in our bodies.
- Our **brain** is in our head and controls everything. It sends signals through our nerves to the other body parts.
- Our **heart** is in our chest and pumps blood containing oxygen all around our body.
- Our **lungs** are also in our chest, and they help us to breathe. They are protected by our ribs.
- Our **stomach** and our **intestines** are lower down towards our tummy, and help us to digest food.

How Have We Changed?

-Even though you are still young, you have already changed in many ways since you were a baby!

Baby: Very small. Cannot walk or talk. Needs parents to feed them. Only drinks milk.

Toddler: Has grown bigger and taller. Learning to walk and talk. Starting to feed themselves. Trying more food – mainly soft foods.

Year 1/2 Child: Grown even bigger and taller! Can now walk and talk easily (and read and write!) Can feed themselves. Can eat lots of different foods.

Healthy Relationships

Relationships are our **connections** with other people (or animals).

Special People

-Special people are the **people** who are important in our lives.

-Special people may **help** us or **take care** of us. We don't always get along with the special people in our lives, but this does not mean that we don't care about each other!

Surprises and Secrets

-A **surprise** is when something happens that someone wasn't expecting.

-A **secret** is when someone tells us not to tell about something. Unlike happy surprises, secrets can **sometimes be bad**. Our **bodies** can tell us when something isn't right (e.g. feeling sick, going red).

Unkindness, Teasing and Bullying

-**Unkind:** When someone says something that is not nice, but they do this only once.

-**Tease:** When someone makes fun of or jokes about someone but only once.

-**Bully:** When someone is repeatedly unkind or hurtful to another person.

Listening and Touching

-**Listening:** To build good friendships, listen carefully to others.

Touching: Follow **DANTS** - D = Privates are private, A = Always remember, your body is yours, N = No means no, T = Talk about secrets, S = Speak up, someone can help

RSE Content

Keeping Privates Private

-There are some parts of your body that are private – this means that they are only for you.

-This includes the body parts in our pants, called our **genitals** (which is why we cover them up).

-The name for the boys' genitals is penis and the name for the girls' genitals is vulva.

-When we go to the toilet, we should shut the door, so that no one else can see our private parts.

Toilet Changes

-You have changed in lots of ways since you were a baby!

-One way is that when you were a baby, you used nappies. Then, as a toddler, you used a potty, with help from your parents/ carers.

-Now, you can use a toilet, and you can do this on your own.

Key Vocabulary

Trust Adult Change Grow Toddler Private Penis Vulva Testicles Nipples

Year 2 Growing and Changing

GROWING AND CHANGING

V2 PSHE

Overview and Recap

Growing and Changing

We are learning about our bodies and our relationships with ourselves and others. We are focusing on how these things grow and change over time.

You should already know that: Our body is important and we need to look after it! There are special people in our lives who help and support us.

We should always try to be kind to other people. We should use our words to try and **encourage** and **support** other people, and think of ways to **help** others.

-We are all **unique**, and this is a good thing! This includes our **bodies**. Some parts of our bodies are private and other people do not have a right to see/ touch them.

-We also have a right to keep **private belongings** and information private from others.

Knowing Our Bodies

Our Unique Bodies

-Every person is **unique** (different from everyone else) and **special**. This is the case for our bodies, too.

-Even though we mostly have the same body parts, **nobody looks exactly the same** (even identical twins have some differences!)

-We should be able to name some **body parts** that we can see when someone is wearing clothes e.g. head, eyes, arms, nose, fingers, mouth.

-There are also some **body parts** that we can see when someone is wearing their **swimming costume** or shorts e.g. knees, belly button, nipples (for boys)

-There are also some **body parts** that remain covered in front of everyone else:

-**Boys** – penis, testicles, bottom

-**Girls** – vulva, bottom, nipples

These are your **private parts**. No one else has a right to touch/look at them. **They belong to you.**

First Aid

This is the help and care that we can give to someone who is sick or injured, before full medical help arrives.

-We should learn to spot dangers, so that there is less chance of accidents happening.

-When we see that someone is badly hurt or sick, we should call 999 for the emergency services.

-You can find out more about the expectations for Year 1 and Year 2 children in the 'Stay Safe' section of the Red Cross 'Live, Live It' website.

<https://lifeliveit.redcross.org.uk/>

Healthy Relationships

Relationships are our **connections** with other people (or animals).

A Helping Hand

-We should always try to be kind to other people. It can make them and us feel good and be happy.

-It is important to think about what other people need in order to be **happy** and **do their best**. Some ideas to help them include: Sharing, returning things, taking turns, listening, helping others, being kind and compassionate.

-Your words are very powerful – use them to **support** and **encourage** people. (e.g. 'you can do it' or 'that was a great try').

Loss

-It can be very **upsetting** to **lose things**. When we lose something, we may feel scared, anxious, nervous or worried. **It is natural to feel this way**. Sometimes people who are close to us move away and we feel a **sense of loss**. We can keep in touch with them by phone, video call, letter, message, visiting etc.

Listening and Touching

-**Listening:** To build good friendships, listen carefully to others.

Touching: Follow **DANTS** - D = Privates are private, A = Always remember, your body is yours, N = No means no, T = Talk about secrets, S = Speak up, someone can help

RSE Content

Respecting Privacy

-Remember that you have **private parts** on your body. This includes body parts in our pants, e.g. our **genitals** (for boys: penis; for girls: vulva).

-There are also other things that people have a right to keep private.

One is their **private belongings** (e.g. the things in their bag). Another is their private information (information that they only want special people to know). You should **respect people's privacy**.

Places for Privacy

-There are some places that are more private than others. In these places, we may be undressed and no one can see us (except perhaps our special people who help us). These normally include our bathroom & bedroom. You should know some places that are private for you.

Key Vocabulary

Trust Adult Grief Support Baby Toddler Child Elderly Penis Vulva Testicles Nipples

Year 3 Growing and Changing

GROWING AND CHANGING

V3 PSHE

Overview and Recap

Growing and Changing

We are learning about our bodies and our relationships with ourselves and others. We are focusing on how these things grow and change over time.

You should already know that: Our bodies are unique and special. Different parts of our bodies have different jobs. It is important to respect people's privacy and only touch appropriately.

- Our relationships are different with different people. It would not be appropriate for us to behave in the same way around all of these different people.
- Humans are mammals. Babies grow inside their mothers until they are ready to be born. The female reproductive system allows this to happen, after a female has been through puberty.
- We each have our own body space, and this should be respected.

Knowing Our Bodies

Female Reproductive System

- Humans are mammals. Babies grow inside their mother until they are ready to be born. On average, this is for around 9 months.
- Babies are made from two seeds – an egg from a female and a sperm from a male.
- Female humans normally release one egg. However, they sometimes release more (this is how we get non-identical twins, for example).
- Inside every female are ovaries, that contain tiny eggs. When a female reaches puberty, about once a month an egg is released from the ovary. It travels along the fallopian tube to the uterus (womb).
- In preparation for this, the lining of the womb thickens. But, if the egg is not fertilized, the womb lining is not needed. It is passed, with the tiny egg, in the form of blood, through the vagina. This happens monthly, for about 3-7 days, and is called a 'period.'

Puberty

- Puberty is the series of changes that our bodies make as we turn from boys and girls into men and women.
- These changes are perfectly normal and are nothing to be ashamed of! Puberty starts between ages 8 and 13 in girls and ages 9 and 15 in boys

First Aid

This is the help and care that we can give to someone who is sick or injured, before full medical help arrives.

- We should learn to spot dangers, so that there is less chance of accidents happening. When we see that someone is badly hurt or sick, we should call 999 for the emergency services. More about the expectations for Year 3 and 4 children in the 'Help Save Lives' section of the Red Cross 'Life Live It' website.
- <https://lifeliveit.redcross.org.uk/>

Healthy Relationships

Relationships are our connections with other people (or animals).

Relationship Trees

- We can plot our relationships with the people around us using relationship trees.
- The green leaves show the things that make healthy, positive relationships with others, e.g. trust, compassion, honesty.
- The brown branches show how these good things could happen, e.g. (for trust) 'being able to talk to someone about anything.'
- The roots show the people that you have strong relationships with, e.g. mum, dad.
- The brown leaves show things that can make relationships unhealthy, e.g. broken promises.

Types of Relationship

- We have lots of different types of relationships in our lives. E.g. our parents, siblings, grandparents, pets, friends, teachers, gym coaches, etc.
- Our relationship with each group is different, so we would treat them all differently.
- For example, it may be ok to give your mum a hug and kiss, but this may not be appropriate for your sports coach.

Listening and Touching

- Listening: To build good friendships, listen carefully to others.
- Touching: Follow DANTS - D = Privates are private, A = Always remember, your body is yours, N = No means no, T = Talk about secrets, S = Speak up, someone can help

Key Vocabulary

Positive Negative Relationship Personal Baby Space Egg Sperm Period Womb Fertilisation Menstruation Puberty Self-Esteem

Year 4 Growing and Changing

GROWING AND CHANGING

V4 PSHE

Overview and Recap

Growing and Changing

We are learning about our bodies and our relationships with ourselves and others. We are focusing on how these things grow and change over time.

You should already know that: Our bodies are unique and special. Different parts of our bodies have different jobs. It is important to respect people's privacy and only touch appropriately.

- Different people approach long-term relationships in different ways – these include marriage, living together and civil partnerships. There can be same-sex or different-sex relationships.
- As we get older, we have to deal with lots of change. This includes changes to ourselves (puberty) and often we also must learn to embrace changes in the world around us.
- Puberty causes both physical and emotional changes in young people.

Knowing Our Bodies

Menstruation

- Babies grow inside their mother until they are ready to be born. On average, this is for around 9 months.
- Babies are made from two seeds – an egg from a female and a sperm from a male.
- Female humans normally release one egg. However, they sometimes release more (this is how we get non-identical twins, for example).
- Inside every female are ovaries, that contain tiny eggs. When a female reaches puberty, about once a month an egg is released from the ovary. It travels along the fallopian tube to the uterus (womb).
- In preparation for this, the lining of the womb thickens. But, if the egg is not fertilized, the womb lining is not needed. It is passed, with the tiny egg, in the form of blood, through the vagina. It happens monthly, for about 3-7 days, and is commonly called a 'period.' The whole monthly process is called a menstruation cycle.
- Throughout their period, women may feel some stomach discomfort. Women use tampons, sanitary pads, or menstruation cups to protect their clothes.

Puberty and Feelings

- Puberty is the series of changes that our bodies make as we turn from boys and girls into men and women.
- Puberty starts between ages 8 and 13 in girls and ages 9 and 15 in boys. Puberty starts when hormones are triggered by the brain. Hormones also affect our mood and our feelings. This can make a young person think and feel different. They may want to be more independent and think about adulthood.
- Remember, however you are thinking/feeling, it is important to be kind to others. This may take compromise (reach agreements by giving up some things that you want).

Healthy Relationships

Relationships are our connections with other living things.

Relationships

- Often, when people love each other, they want to spend the rest of their lives together. Some people choose to get married. Marriages are often religious in nature, but they do not have to be – many people get married in non-religious ceremonies.
- Some long-term partners do not choose to get married at all, and may instead live together or have a civil partnership.
- Marriages do not have to be between a man and a woman. A man can get married to a woman or a man. A woman can get married to a woman or a man.
- In England, someone must be 16 to get married (with parents' consent – it is 18 without parental consent).

Dealing with Change

- In our lives, we have to deal with lots of different changes.
- Often, changes are not difficult at all, for example, changing our toothbrush, or changing our clothes.
- However, some changes can be more challenging. Sometimes, we do not choose changes but they happen anyway.

Examples may include:

- Moving to a different area – a family member dies – a new brother or sister is born – a friend leaves school – our parents split up
- When dealing with changes, remember that it is important to try and take on new challenges and persevere. (Growth Mindset) Also, the people who are close to us are there to support us through changes.

Key Vocabulary

Marriage Secret Relationship Personal Safe/Unsafe Egg Sperm Period Womb Fertilisation Menstruation Puberty Self-Esteem

Page 15 of 17

Year 5 Growing and Changing

GROWING AND CHANGING

V5 PSHE

Overview and Recap

Growing and Changing

We are learning about our bodies and our relationships with ourselves and others. We are focusing on how these things grow and change over time.

You should already know that: Our bodies have many different parts that have different jobs. Throughout puberty, our bodies go through several different changes. We also go through emotional changes.

- It is important that we do not stereotype people based on assumptions and beliefs. Stereotyping people can be dangerous.
- Throughout puberty, our bodies change in lots of different ways. We should have an increasing understanding of the names and functions of different body parts.
- We may also have mood swings and become embarrassed more easily. This can be a good thing as long as we (and others) react in the correct way.

Knowing Our Bodies

Changing Body Parts

- Puberty is the series of changes that our bodies make as we turn from boys and girls into men and women.
- Puberty starts between ages 8 and 13 in girls and ages 9 and 15 in boys. At this age, young people will become aware of changes that are taking place to their bodies. You should be able to identify more parts of the body and features of puberty:

Acne	Anus	Balls	Bra	Breasts	Cervix	Clitoris
Deodorant	Discharge	Ejaculation	Erection	Emotions		
Fallopian Tubes	Foreskin	Friends	Growth	Genitals		
Hair	Hygiene	Hormone	Masturbation	Menstruation		
Oestrogen	Ovary	Ovum	Period	Puberty	Penis	
Prostate	Pubic	Relationships	Sanitary Towel	Semen		
Scrotum	Tampon	Testes	Uterus	Vagina	Vulva	

Puberty and Feelings

Puberty starts when **hormones** are triggered by the brain. Hormones also affect our mood and our feelings. This can make a young person think and feel different. They may want to be more **independent** and think about adulthood.

- Young people should learn what their different feelings are, e.g. anxiety, anger, disappointment.
- They should take appropriate steps to manage their feelings, e.g. speaking with a trusted adult, breathing techniques, making a pros and cons list, etc.
- Remember that you should always treat other people with kindness and respect, even when you are having a difficult day!

Healthy Relationships

Relationships are **our connections with other living things.**

Stereotypes

-A **stereotype** is an often unfair and untrue belief that many people have about all people or things with a particular characteristic.

-For example, some people may stereotype that girls wear pink, that boys shouldn't cry, that teenagers are troublesome, or that all gay men act like females.

-**Stereotypes are not based on facts** they are based on assumptions & prejudice (pre-judging people). Therefore, **stereotypes can be dangerous.**

-There are often stereotypes around sex, gender and sexual orientation. People who are seen to be different can sometimes be bullied. Remember: -Being gay is perfectly fine and normal -The word 'gay' should never be used as an insult -It is fine for boys to cook, sew, design etc. and it is fine for girls to have short hair, play football etc.

Embarrassment

-During puberty, young people often become **more aware** of what the people around them think.

-The thoughts of **their peers** can become particularly important to us at this time.

-This can mean that there are more times where we may feel embarrassed about things that didn't used to bother us as much. Some examples may include:

Falling over / Not knowing an answer in class / Someone calling teacher 'mum' / Sitting alone

-How other people react to us in times of embarrassment can really help us to feel more comfortable. Some things that they can do include talking to them or letting a trusted adult know.

-However, remember that it may be **overwhelming** for too many people to help someone at the same time.

RSE Content

Secrets and Surprises

-A **surprise** is when something happens that someone isn't expecting. A **secret** is when someone tells us not to tell something. Secrets can sometimes be bad. We don't have to keep secrets if they make us feel **uncomfortable**. Our bodies can tell us when secrets are bad (e.g. feeling sick, going red). We may feel uncomfortable 'breaking confidence' with someone, but it is the right thing to do when it is unsafe. There are lots of different people who we can turn to when we feel uncomfortable. These include:

Parent or care	Other family members	Teacher	
Teaching assistant	Headteacher	Friends	Childline

Conflict

-During puberty, hormones can cause our emotions to change very quickly. This can lead to mood swings and conflict.

-We may argue more with those around us, including parents, siblings and friends. It is important to find compromises using kindness and respectful/courteous language.

Key Vocabulary

Puberty Emotional Physical Personal Surprise Secret Marriage Egg Womb Relationship Menstruation Period Fertilisation

Year 6 Growing and Changing

GROWING AND CHANGING

V6 PSHE

Overview and Recap

Growing and Changing

We are learning about our bodies and our relationships with ourselves and others. We are focusing on how these things grow and change over time.

You should already know that: Our bodies have many different parts that have different jobs. Throughout puberty, our bodies go through several different changes. We also go through emotional changes.

- We should be aware that the media does not always represent people fairly. This can mean some groups of people are **underrepresented**, and it can affect some people's **self-esteem**.
- Conception is the act of creating a baby. This is achieved through **sexual intercourse**. During sexual intercourse, **fertilisation** can happen through a man's sperm finding its way towards a woman's egg.
- HIV is a lifelong **sexually-transmitted virus**. It attacks our **immune systems**, leaving us more vulnerable to other diseases and illnesses.

Knowing Our Bodies

Is this Normal?

- Puberty is the series of changes that our bodies make as we turn from boys and girls into men and women. You should be able to define these key terms and understand how they relate to puberty.

Acne	Breasts	Cervix	Clitoris
Discharge	Ejaculation	Erection	
Fallopian Tubes	Foreskin	Genitals	
Hormone	Menstruation		
Oestrogen	Ovary	Ovum	Penis
Prostate	Sanitary Towel	Semen	
Tampon	Uterus	Vagina	Vulva

HIV

-HIV stands for **human immunodeficiency virus**.

-HIV is a **sexually-transmitted virus**, which means that it is **passed between people through sex**. It can also be passed on by sharing needles, or from a mother to an unborn baby.

-HIV is a lifelong condition. People living with HIV need to take medication every day to stay healthy or they will develop a range of serious illnesses, some of which are life-threatening.

-**HIV attacks the immune system**, meaning that other germs, bacteria and viruses cannot be fought off by the body. This means that people can become very **poorly** or even die.

-People cannot reduce the risk of getting HIV by **using protection** (e.g. condoms) when having sex.

-People living with HIV are often scared and anxious about their future.

-Many people with HIV also **have** to face others treating them unfairly, due to the **stigma** attached to HIV. Remember that HIV cannot be passed through being close to someone, hugging them, kissing, sharing cutlery, touching the same surfaces etc.

Healthy Relationships

Relationships are **our connections with other living things, especially other people.**

Media Representations

-The things that we see in the media are not always true to life! Often, images of the people that we see on social media, adverts, magazines etc. have been edited and photoshopped in different ways. This can mean that people looking at the adverts get unrealistic ideas about how they should look - this can affect their self-esteem.

-Often, different groups (e.g. different races/religions, larger girls, sporty, transgender) are not well-represented in the media. This can also affect the self-esteem of people in these groups.

-The media may also **stereotype** groups of people, creating an unfair perception of them.

A stereotype is an often unfair and untrue belief that many people have about all people or things with a particular characteristic.

Managing Change

-In our lives, we **have** to deal with **lots of different changes**.

-Some **changes can be very challenging**. Sometimes, we do not choose **changes** but they happen anyway.

Examples may include:

-Moving to a different area - a family member dies - a new brother or sister is born - a friend leaves school - our parents split up.

-When **dealing with changes**, remember that it is important to try and take on new challenges and persevere wherever possible (Growth Mindset)

-Talking to people, e.g. trusted adults and friends, can help us through changes - holding our feelings in rarely a good idea.

When others are going through big or unexpected changes, it is important that we support them by listening to them and discussing the issues.

RSE Content

Conception

-Most babies are created when a man and a woman have **sexual intercourse**. They are normally in a loving relationship and agree to have a baby.

-The man and woman get very close to each other without their clothes on. They touch each other's bodies so that the man's penis becomes **hard** and the woman's vagina becomes wet. This allows the man's **genus** to **slide inside the woman's vagina**.

-During sexual intercourse (sex) the man and the woman can become very excited.

-If a woman reaches the peak of her excitement, called an **orgasm**, she will have a very pleasurable feeling where the muscles in her vagina contract. If a man has an **orgasm** he will also have a very nice feeling and **release millions of sperm** from his penis into the woman's vagina. The sperm swim up inside the woman's body to find the egg (see earlier learning about **menstruation**).

-If an egg and at least one sperm meet, the beginning cells of a baby can start to grow. Those cells then need to implant into the side of the womb so it can grow into a baby over the next 9 months.

Key Vocabulary

Puberty Reproduction Gender Stereotype Peer Pressure Legal Consent Labour Self-Esteem Embryo Conception HIV Caesarian

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APPENDIX 3

Parent Withdrawal Form – Non-Statutory Elements of RSE Education

Parents have a right to withdraw their children from only the non-statutory sex education elements of the SRE curriculum – this content is outlined in the three bullet points under ‘Non-Statutory Sex Education’ in our SRE policy. If you have spoken to your child’s class teacher about this matter, and you would still like to remove your child from the non-statutory sex education elements of the curriculum, please complete the form below

SECTION A – to be completed by parents			
Name of Child		Class	
Name of Parent		Date	
Reason/s for withdrawing from sex education within RSE Education			
Any other information that you would like the school to consider			
Parent Signature:		Date:	