

# Forty Hill CE School

## Relationships and Sex Education Policy



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### 1) Rationale and Aims

Forty Hill CE School aims to provide a programme of Relationships and Sex Education in line with the Personal Social Health Education (PSHE) schemes of work.

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
- Support pupils to develop tolerant and inclusive attitudes towards other people
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

RSE has a key part to play in the personal, social, moral and spiritual development of young people; it should begin informally in the home with parents and carers long before any formal education at school supports the child's learning. RSE at Forty Hill will be taught alongside our school Christian values and will demonstrate and encourage respect for self and others, responsibility for one's own actions and for family, friends, school and the wider community including the belief of keeping a sustainable environment.

#### Our Vision

that our safe and welcoming  
Christian community gives  
every child every opportunity to be  
**fulfilled, healthy and successful.**



#### Our Values

to develop **confidence**,  
**respect** and **determination**,  
create **friendships**,  
learn **forgiveness**,  
and share in **celebration**



**Fulfilled Healthy Successful**

This policy provides information on how we provide Relationships and Sex Education as part of our curriculum, in addition to the statutory Science National Curriculum topics. The policy is written with guidance from the London Diocesan Board for Schools (LDBS) and [Valuing All God's Children](#) and is in line with statutory requirements (see below).

## 2) Statutory Requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#) as well as the National Curriculum.

From April 2021, Relationships and Health Education will be compulsory in all Primary Schools.

RSE supports us in our statutory duties of Keeping Children Safe in Education.

At Forty Hill, we teach RSE as set out in this policy.

## 3) Policy Development

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

- **SLT review:** A working group pulled together all relevant information including relevant national and local guidance
- **Governor consultation:** Governors were consulted throughout the process.
- **Staff consultation:** All school staff were given the opportunity to look at the policy and make recommendations
- **Parent/Carer consultation:** Through a presentation, parents and carers were given the opportunity to look at the policy and curriculum. Views and questions were gathered and responded to.
- **Pupil consultation:** We investigated what pupils want from their RSE
- **Ratification:** Once all of the above had taken place, amendments were made and the final policy was shared with Governors to be ratified

## 4) Definitions

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, personal health, sexuality, healthy lifestyles, diversity and personal identity through the relationships, health and science curriculum.

RSE is not about the promotion of sexual activity or specific relationships.

## 5) The RSE Curriculum

Our RSE curriculum is taught through many aspects of our whole school curriculum. For example, the biological aspects are taught through the science curriculum; relationships and health in general are taught through the PSHE curriculum and many aspects of learning are also woven through our wider curriculum. For more information on these areas, please see the [curriculum](#) page on our website.

Our specific RSE curriculum is taught using the Christopher Winter Project (CWP) Curriculum. This has been recognised by the LDBS as an appropriate resource and approved by our Governing Body as sensitive to the needs of our children and families. For more information on the Christopher Winter Project, please visit their website by clicking [here](#).

The CWP curriculum is organised into the following areas of learning:

- Relationships Education
- Health Education
- National Curriculum for Science
- Non-Statutory Age Appropriate Sex Education

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

- Families and carers, including the fact that families often look different but that those differences should be respected and that those families are also characterised by love and care
- Caring friendships in all contexts, including management of conflict, reconciliation and ending relationships
- Respectful relationships, including privacy, boundaries and permission seeking
- Online relationships, including trust, respect and integrity
- Being safe including appropriate and inappropriate touch, as well as boundaries within friendship
- Recognising how any form of stereotypes can cause damage including how they might normalise non-consensual behaviour or encourage prejudice

**Health Education** focuses on the teaching the characteristics of good physical health and mental wellbeing. Elements of our Health Education are timetabled to complement and support the teaching of RSE. It seeks to build an understanding of the changes that take place as we grow up and how to seek advice and help if needed.

Concepts include:

- Mental Wellbeing, including emotions, the benefits of exercise, self-care and how to seek support
- Internet safety and harm, including the positive and negative content online, recognising danger online, social media and seeking support and reporting concerns
- Changing adolescent body, including key facts about puberty such as physical and emotional changes and menstruation
- Topics within our PSHE curriculum including: physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; and basic first aid.

**National Curriculum for Science** includes:

At Key Stage 1 (5-7 years)

- Accurate naming of body parts
- Recognising that animals, including humans, have offspring that grow into adults
- Understanding the importance for humans of exercise, eating the right amount of different foods and hygiene

At Key Stage 2 (7-11 years)

- Describing the life process of reproduction in some plants and animals
- Understanding the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind and normally offspring vary and are not identical to parents

### **Non-Statutory Age Appropriate Sex Education**

The Department for Education (DfE) continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. The CWP resources and lessons form a spiralling curriculum of Relationships and Sex Education in line with the statutory Science curriculum. Lessons on puberty form part of the statutory Health Education.

Whilst all lessons are age appropriate, our programme also contains non-statutory content which the school feels does an important job of helping to answer some of the questions that pupils are asking, as they come to the transition period between Primary and Secondary school.

Drawing on knowledge of the human life cycle set out in the national curriculum for science, Year 6 will have one additional lesson which includes age-appropriate discussions on intimate adult relationships, adult sexuality and how a baby is conceived and born. Parents are given the right to excuse their child from this lesson only (see section 8 of this policy document).

Our Curriculum Maps for each year group (Reception – Year 6) can be found in Appendix 1.

## **6) Delivery of the RSE Curriculum**

At Forty Hill, 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; step or extended families; 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).

Sex Education will be taught in the context of healthy, committed, loving relationships.

If pupils ask questions outside the scope of this policy, teachers will respond in an age-appropriate manner so that children are fully informed and do not seek answers online which could be inappropriate.

To ensure we honour the humanity and choices of all, guidelines and ground rules are made very clear to all staff and pupils, including no dismissing the other person's opinions, claiming superiority or reference to any individual's relationships and developing awareness of protected characteristics. Further to that, all RSE sessions will include signposting information for students, including identifying safe and appropriate adults for them to go to for help and

support either within school or via outside agencies. This will include members of the safeguarding team but will also include the signposting of external agencies such as Childline.

## **7) Roles and Responsibilities**

### **The Governing Body will**

- approve the RSE policy, and hold the Headteacher to account for its implementation.
- Seek the advice of the Headteacher on this policy, keep it up to date, and make it available to parents
- ensure that RSE is provided in a way that encourages pupils to consider morals and the importance of family values and relationships

### **The Headteacher is responsible for**

- advising the Governing Body about the nature and organisation of Relationships and Sex Education and how it reflects the aims and values of the school
- providing RSE in a way that encourages pupils to consider morals and the importance of family values and relationships
- protecting pupils from inappropriate teaching materials and that teaching is monitored to ensure teachers maintain their professional responsibilities
- informing parents about the programme for RSE
- ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE

### **Staff** who teach Relationships and Sex Education are expected to:

- establish ground rules within the classroom
- provide RSE in accordance with this policy and in a way which encourages pupils to consider morals and the value of family life
- participate in school training to provide RSE in line with this policy
- use professional judgement when answering questions. Staff are not expected to answer personal questions or questions that may make them uncomfortable
- ensure that personal beliefs and attitudes will not influence their teaching of RSE

### **Pupils** will:

- be able to ask questions anonymously
- treat all questions/questioners with respect
- avoid asking teachers personal questions about their own views

## **8) Equal Opportunities**

Equality of opportunity is concerned with upholding the basic right of every individual to be treated and valued equally. We recognise that society for all age groups contains inequalities and that it is important to eradicate false beliefs and discriminatory practices which create negative feelings, cause frustration and limit individual potential.

We count on the support of pupils, parents, staff, governors and the wider community in forming a policy which ensures that all people are valued and treated fairly in the multicultural society that Britain has always been.

Particular care will be taken to ensure that RSE is accessible to pupils with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using differentiated resources, small group work or supporting pupils in-class, where appropriate.

Further to that, the school has duties, under the Equalities Act (2010), to ensure that it does not discriminate against people with protected characteristics. A whole school approach is taken to inclusivity and accessibility and care is taken to ensure that teaching meets the needs of all students. The school will:

- Respect that the school community includes people of different faiths, beliefs and cultural backgrounds

- Acknowledge that pupils will grow up in many kinds of families including: single parent families; LGBT parents; step or extended families; families headed by grandparents; adoptive parents; foster parents/carers, amongst other structures
- Recognise that some staff or pupils may identify as LGBT and are encouraged to both seek support if needed, and are supported if experiencing issues around gender/sexual identity
- Take care that resources, books and displays represent all kinds of families
- Take positive action to tackle bullying and discrimination

For further information, please read our Equalities and Diversity Policy, which can be found on our school website.

## **9) Safeguarding and Confidentiality**

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

All sessions will begin with a group agreement designed to create a safe space for discussion.

All school staff have completed safeguarding training and should be mindful of the school's safeguarding policy and procedures when delivering RSE sessions. Staff understand that they cannot offer unconditional confidentiality to pupils and pupils will be made aware of this. Staff will work within the school's agreed procedures for recording and reporting disclosures and the nature of access to this information.

## **10) Parents' right to withdraw**

Parents do not have the right to withdraw their children from Relationships, Health and Science Education.

Parents have the right to excuse their children from the one non-statutory Sex Education lesson within the Year 6 RSE programme.

Requests for withdrawal should be put in writing to the Headteacher.

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

## **11) 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 health professionals, to provide support and training to staff teaching RSE.

## **12) Monitoring Arrangements**

The delivery of RSE is monitored through:

- Monitoring planning
- Learning walks
- Discussions with Year Group teams
- Pupil Consultation

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

## **Original Consultation and Ratification Process**

SLT review:	December 2020
Staff and Governor consultation:	28 <sup>th</sup> January – 11 <sup>th</sup> February 2021
Pupil consultation:	22 <sup>nd</sup> February 2021
Parent/Carer consultation:	22 <sup>nd</sup> February – 8 <sup>th</sup> March 2021

Ratification by the Governing Body: March 2024

Review: March 2027

# Reception

## Family and Friendship

### Scheme of Work

**Word Box:** Friendship, kindness, happy, sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad, foster mum, foster dad.

Statutory Guidance	Learning Intentions and Learning Outcomes	Title	Resources
Relationships Education Caring friendships (2a,2c) Health Education Mental wellbeing (6b,6c,6g)	<b>Learning Intention</b> To recognise the importance of friendship <b>Learning Outcomes</b> Know that friendships can make us feel happy Know some ways that we can make new friends feel welcome	Lesson 1 <a href="#">Caring Friendships</a>	Elephant glove puppet or toy <a href="#">Pictures of children at school</a>
Relationships Education Caring friendships (2d) Health Education Mental wellbeing (6b,6c)	<b>Learning Intention</b> To recognise the importance of saying sorry and forgiveness  <b>Learning Outcomes</b> Know that arguing with friends and then making up can make friendships stronger That resorting to violence is never right	Lesson 2 <a href="#">Being Kind</a>	Elephant glove puppet or toy Picture of a crown and art materials to make crowns, i.e. paper or play-doh
Relationships Education Families and people who care for me (1a) Caring friendships (2a) Respectful relationships (3a)	<b>Learning Intention</b> To recognise that all families are different  <b>Learning Outcomes</b> Identify different members of the family Understand how members of a family can help each other	Lesson 3 <a href="#">Families</a>	Elephant glove puppet or toy <i>The Family Book</i> , Todd Parr <a href="#">Families pictures</a> Paper and drawing materials

## Growing & Caring For Ourselves Key Stage 1

### Scheme of Work

Word Box: Friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva

#### Statutory Guidance

Relationships Education  
Respectful relationships  
(3a,3e)  
Healthy Education  
Mental wellbeing  
(6b,6c)

#### Learning Intentions and Learning Outcomes

**Learning Intention**  
To understand that we are all different but can still be friends  
**Learning Outcomes**  
Know that we can be friends with people who are different to us

#### Lesson Title

Lesson 1  
[Different Friends](#)

#### Resources

Talking object  
Story bag containing an elephant puppet (or the elephant picture) and a school jumper or shirt if the school has one.  
Paper and coloured pencils

**Key Stage 1 Science**  
- Identify, name, draw and label the basic parts of the human body

**Learning Intention**  
To discuss how children grow and change  
**Learning Outcomes**  
Understand that babies need care and support  
Know that older children can do more by themselves

Lesson 2  
[Growing and Changing](#)

Talking object  
Story bag containing [Pictures of newborn babies](#)  
[Lifecycle picture cards](#)  
[Lifecycle word cards](#)  
[Lifecycle whiteboard summary](#)

Relationships Education  
Families and people who care for me (1a,1b,1c,1d,1f)  
Caring friendships (2e)  
Respectful relationships (3a,3e)  
Being Safe (5d,5e)  
Health Education  
Mental wellbeing (6b,6c)

**Learning Intention**  
To explore different types of families and who to ask for help  
To identify who can help when families make us feel unhappy or unsafe  
**Learning Outcomes**  
Know there are different types of families  
Know which people we can ask for help

Lesson 3  
[Families and Care](#)

Talking object  
Story bag - containing a ball and a school jumper  
[Families pictures](#)  
*The Family Book*, Todd Parr



# Year 2

## Differences

Key Stage 1

### Scheme of Work

Word Box: Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>Relationships Education Respectful relationships (3a,3g) Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body</p>	<p><b>Learning Intention</b> To introduce the concept of gender stereotypes To identify differences between males and females</p> <p><b>Learning Outcomes</b> Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies</p>	<p><b>Lesson 1</b> <a href="#">Differences</a></p>	<p>2 large PE hoops <a href="#">Boy/Girl/Everyone labels</a> Bag of objects and clothing to explore male and female stereotypes or <a href="#">Pictures of objects and clothing</a> <a href="#">Clothed Babies picture cards</a> <a href="#">Clothed Babies whiteboard summary</a> <a href="#">Pictures of newborn babies</a> <b>Suggested reading:</b> <i>Pearl Power and the Toy Problem</i>, Mel Elliott <i>Julian is a Mermaid</i>, Jessica Love <i>Are you a boy or are you a girl</i>, Sarah Savage and Fox Fisher <i>Princess Smartypants</i>, Babette Cole <i>William's Doll</i>, Charlotte Zolotow <i>Amazing Grace</i>, Mary Hoffman and Caroline Binch</p>
<p>Relationships Education Respectful relationships (3a) Key Stage 1 Science - Notice that animals, including humans, have offspring that grow into adults</p>	<p><b>Learning Intention</b> To explore some of the differences between males and females and to understand how this is part of the lifecycle</p> <p><b>Learning Outcomes</b> Describe some differences between male and female animals Understand that making a new life needs a male and a female</p>	<p><b>Lesson 2</b> <a href="#">Male and Female Animals</a></p>	<p>Talking object <a href="#">Pictures of male and female animals</a> <a href="#">Cats and Kittens worksheet</a> Anatomically correct toy farm animals</p>
<p>Key Stage 1 Science -Identify, name, draw and label the basic parts of the human body</p>	<p><b>Learning Intention</b> To focus on sexual difference and name body parts</p> <p><b>Learning Outcomes</b> Describe the physical differences between males and females Name the different body parts</p>	<p><b>Lesson 3</b> <a href="#">Naming Body Parts</a></p>	<p>2 large PE Hoops <a href="#">Hoop labels</a> <a href="#">Body Parts picture cards</a> <a href="#">Female x-ray picture</a> <a href="#">Body Parts worksheet</a> <b>Suggested reading:</b> <i>Shapesville</i>, Andy Mills <i>It's OK to be Different</i>, Todd Parr</p>



## Valuing Difference and Keeping Safe Key Stage 2

### Scheme of Work

**Word Box:** Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Relationships Education Respectful relationships (3a)	<b>Learning Intention</b> To identify that people are unique and to respect those differences To explore the differences between male and female bodies <b>Learning Outcomes</b> Know and respect the body differences between ourselves and others Name male and female body parts using agreed words	<b>Lesson 1</b> <a href="#">Body Differences</a>	<i>It's OK to be different</i> , Todd Parr <a href="#">Pictures of male and female bodies</a> <a href="#">Body Difference matching cards</a> <b>Additional Activities</b> <i>Cinderella's Bum</i> , Nicholas Allan <i>Shapesville</i> , Andy Mills
Relationships Education Caring friendships (2e) Respectful relationships (3b,3d,3f) Being safe (5a,5b,5c,5d,5f,5g)	<b>Learning Intention</b> To consider appropriate and inappropriate physical contact and consent <b>Learning Outcomes</b> Understand that each person's body belongs to them Understand personal space and unwanted touch	<b>Lesson 2</b> <a href="#">Personal Space</a>	<a href="#">PANTS cards</a> <a href="#">Unwanted Touch scenarios</a> <b>Additional Activities</b> <i>It's my body - a book about body privacy</i> , Louise Spilsbury and Mirella Mariani
Relationships Education Families and people who care for me (1a,1b,1c,1d,1f,) Being safe (5d,5f,5g, 5h)	<b>Learning Intention</b> To explore different types of families and who to go to for help and support <b>Learning Outcomes</b> Understand that all families are different and have different family members Identify who to go to for help and support	<b>Lesson 3</b> <a href="#">Help and Support</a>	<a href="#">Families pictures</a> <a href="#">Who can I talk to? worksheet</a> <i>The Family Book</i> , Todd Parr <b>Additional Activities</b> <i>Tell Me Again About The Night I Was Born</i> , Jamie Lee Curtis <i>Who's in a Family?</i> Robert Skutch <i>Happy Families</i> , Allan Ahlberg <i>Spark Learns to Fly</i> , Judith Foxon <i>Stranger Danger</i> , Anne Fine

# Year 4

## Growing Up

Key Stage 2

### Scheme of Work

Word Box: Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings

<b>Statutory Guidance</b> <b>Health Education</b> Changing adolescent body (8a) <b>Key Stage 2 Science</b> - describe the life process of reproduction in some plants and animals	<b>Learning Intentions and Learning Outcomes</b> <b>Learning Intention</b> To explore the human lifecycle To identify some basic facts about puberty <b>Learning Outcomes</b> Understand that puberty is an important stage in the human lifecycle Know some changes that happen during puberty	<b>Lesson Title</b> <b>Lesson 1</b> <a href="#">Changes</a>	<b>Resources</b> <a href="#">Lifecycle whiteboard summary</a> <a href="#">Body Parts Bingo cards</a> <a href="#">Bingo Flash cards</a> <a href="#">Body Changes pictures</a> <a href="#">Lifecycle Quiz slides</a> <a href="#">Lifecycle Quiz answers</a> <b>Additional Activities</b> <a href="#">Babies and Children worksheet</a>
<b>Health Education</b> Mental wellbeing (6a,6b,6c,6d,6f) <b>Health Education</b> Changing adolescent body (8a, 8b) Menstruation (9a) <b>Key Stage 2 Science</b> - describe the life process of reproduction in some plants and animals -describe the changes as humans develop to old age	<b>Learning Intention</b> To explore how puberty is linked to reproduction <b>Learning Outcomes</b> Know about the physical and emotional changes that happen in puberty Understand that children change into adults to be able to reproduce if they choose to	<b>Lesson 2</b> <a href="#">What is Puberty?</a>	Bag containing spot cream, deodorant, shaving foam, menstrual pads/tampon, a love heart <a href="#">Puberty Card Sort</a> <a href="#">Puberty Card Sort whiteboard summary</a> <a href="#">Body Changes worksheet</a> <a href="#">Puberty Changes Teacher Guide</a>  <b>Suggested Reading</b> <i>Where Willy Went</i> , Nicholas Allan <i>Hair in Funny Places</i> , Babette Cole
<b>Relationships Education</b> Caring friendships (2b,2c,2d,2e) Respectful relationships (3a,3b,3d,3e,3f,3h) Online relationships (4b,4d)	<b>Learning Intention</b> To explore respect in a range of relationships To discuss the characteristics of healthy relationships <b>Learning Outcomes</b> Know that respect is important in all relationships including online Explain how friendships can make people feel unhappy or uncomfortable.	<b>Lesson 3</b> <a href="#">Healthy Relationships</a>	<a href="#">Healthy Friendships cards</a> <a href="#">Relationship pictures</a> Online Respect and Self-Respect video <a href="https://www.youtube.com/watch?v=mZtXwLzllpk">https://www.youtube.com/watch?v=mZtXwLzllpk</a>

# Year 5

## Puberty

Key Stage 2

### Scheme of Work

**Word Box:** Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<b>Health Education</b> Mental wellbeing (6c, 6d,6f,) Changing adolescent body (8a,8b) Menstruation (9a)	<b>Learning Intention</b> To explore the emotional and physical changes occurring in puberty <b>Learning Outcomes</b> Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence	<b>Lesson 1</b> <a href="#">Talking About Puberty</a>	<a href="#">Puberty Changes Teacher Guide</a> <a href="#">Puberty Changes worksheet</a> <a href="#">Reproductive System slides</a> <a href="#">Pupil Questions template</a>
<b>Health Education</b> Changing adolescent body (8a,8b) Menstruation (9a)	<b>Learning Intention</b> To understand male and female puberty changes in more detail <b>Learning Outcomes</b> Understand how puberty affects the reproductive organs Describe what happens during menstruation and sperm production	<b>Lesson 2</b> <a href="#">The Reproduction System</a>	<a href="#">Reproductive System slides</a> <a href="#">Puberty Changes Teacher Guide</a> Menstrual cycle animation <a href="#">Male Changes Powerpoint</a> <a href="#">Puberty Card Game</a> <a href="#">Puberty Card Game answer sheet</a> <a href="#">Puberty Card Game whiteboard summary</a> Model materials: spaghetti(fallopian tubes) and poppy seeds (eggs) Selection of menstrual product (tampons, pads, liners, re-usables) Pupil questions from Lesson 1 <b>Additional Activities</b> <a href="#">What is the Menstrual Cycle? cards</a> <a href="#">What is the Menstrual Cycle? whiteboard summary</a> <a href="#">Menstruation Card Game</a> <a href="#">Menstruation Card Game whiteboard summary</a>
<b>Health Education</b> Mental wellbeing (6a,6b,6c, 6d,6e,6f,) Changing adolescent body (8a,8b) Menstruation (9a)	<b>Learning Intention</b> To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty <b>Learning Outcomes</b> Explain how to keep clean during puberty Explain how emotions/relationships change during puberty Know how to get help and support during puberty	<b>Lesson 3</b> <a href="#">Puberty Help and Support</a>	Kim's Game items and a cloth to cover them (see lesson plan) <a href="#">Kim's Game Teacher Guide</a> <a href="#">Year 5 Puberty Problem Page</a> <a href="#">Year 5 Puberty Problem Page cut-outs</a> <a href="#">Year 5 Problem Page Teacher Guide</a> Pupil questions from Lesson 1 <b>Additional Activities</b> <a href="#">Puberty Bingo cards</a>

## Puberty, Relationships and Reproduction Key Stage 2

### Scheme of Work

**Word Box:** Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<b>Health Education</b> Mental wellbeing (6c,6d,6f,6g,6i,6j) Changing Adolescent body (8a,8b)	<b>Learning Intention</b> To consider puberty and reproduction <b>Learning Outcomes</b> Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence	<b>Lesson 1</b> <a href="#">Puberty and Reproduction</a>	<b>Resources</b> <a href="#">Puberty Changes Teacher Guide</a> <a href="#">Puberty Body Part cards</a> <a href="#">Reproduction questions sheet</a> <a href="#">Reproduction answer cards</a> <a href="#">Reproduction whiteboard summary</a> <b>Additional Activities</b> <a href="#">Year 6 Puberty Problem Page</a> <a href="#">Year 6 Puberty Problem Page Cut-outs</a> <a href="#">Year 6 Puberty Problem Page Teacher Guide</a>
<b>Relationships Education</b> Families and people who care for us (1a,1b,1d,1f) Caring friendships (2a,2b,2c) Respectful relationships 3b,3d,3h) Being safe (5a,5b,5c,5d,5e)	<b>Learning Intention</b> Exploring the importance of communication and respect in relationships <b>Learning Outcomes</b> Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important	<b>Lesson 2</b> <a href="#">Communication in Relationships</a>	<a href="#">Communication and Touch cards</a> <a href="#">Pupil Questions template</a>
<b>Relationships Education</b> Families and people who care for us (1c,1d,1e) <b>Key Stage 2 Science</b> - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents	<b>Learning Intention</b> To consider different ways people might start a family <b>Learning Outcomes</b> Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy	<b>Lesson 3</b> <a href="#">Families, Conception and Pregnancy</a>	<a href="#">Couple pictures</a> <a href="#">How does a baby start? cards</a> (one set per group) <a href="#">How does a baby start? whiteboard summary</a> Pupil Questions from previous lesson - typed <b>Additional Activities</b> <a href="#">Conception and Pregnancy statements</a> <a href="#">Conception and Pregnancy Quiz</a> <a href="#">Conception and Pregnancy Quiz Answers</a> <a href="#">Reproductive System slides</a>
<b>Relationships Education</b> Online relationships (4a,4b,4c,4d,4e) Being safe (5a,5b,5d,5e,5g,5h) Mental wellbeing (6h,6i)	<b>Learning Intention</b> To explore positive and negative ways of communicating in a relationship <b>Learning Outcomes</b> To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong	<b>Lesson 4</b> <a href="#">Online Relationships</a>	<a href="#">Relationship Question cards</a> <a href="#">Communication Scenario cards</a> <a href="#">Communication Scenarios answers</a> <a href="#">Communication Scenarios whiteboard summary</a> <b>Additional Activities</b> Film clip from <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>



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

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 and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Both are available to mixed sex and same sex couples.</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>

TOPIC	PUPILS SHOULD KNOW
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>
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>



TOPIC	PUPILS SHOULD KNOW
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>