



Vision of the School:

Unlock every child's potential as a unique child of God

"May Christ dwell in your hearts through faith, that being rooted and grounded in love, you may have the power to comprehend, with all the saints, what is the breadth and length and height and depth, and know the love of Christ that surpasses knowledge, so that you may be filled with all the fullness of God." *Ephesians 3: 17-19*

Our aim is to ensure that every child's unique strengths are celebrated and strengthened alongside gaining an excellent academic, social, emotional and physical education.

Our Policy includes 'statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers' taken from the updated Department For Education 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' July 2025.

(https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf)

Policy Statement of Intent

- To ensure pupils, appropriate to their age and capability, have a good understanding of relationships, sexual development, and their human rights.
- To assist, guide and protect teachers, who will use this policy to guide their lesson planning, and to put boundaries around the issues they can explore with children, and the range of ways that these can be explored.
- To inform parents and carers of the curriculum content for Relationships and Sex Education (RSE), and of the values the school is promoting.
- To assist visitors to the school (health professionals, speakers etc) who will also need to know about the school's aims, objectives and values that the school's RSE promotes.
- To ensure the current curriculum meets the statutory Relationships and Sex Education guidance for 2020.

Values & Beliefs

This Relationship and Sex Education policy supports the wider school approach to supporting pupils to be safe, happy and prepared for life beyond school. As a Church of England school, the approach to teaching Sex Education is respectful to Christian faith perspectives on love and relationships. We believe that the education provided will put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships.

Delivery of RSE

The main class teacher will deliver the content of Sex and Relationship Education. Where external organisations can enhance delivery of these subjects, bringing in specialist knowledge, they will be used to enhance teaching with that staff member rather than replace it. Any teaching materials delivered by a visitor will be viewed in advance and quality checked. As a school, we retain the freedom to determine an age-appropriate, developmental curriculum.

Right to be excused from Sex Education (Right to Withdraw) Procedures

Parents/carers have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE. The class teacher or head teacher/head of school will discuss with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on a child.

Head teachers/Head of Schools will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum. There is no right to withdraw from Relationships Education or Health Education.

Content

The Relationships and Sex Education forms part of a timetabled PSHE programme. The **Jigsaw scheme** provides a comprehensive programme of relationships and sex education ('Relationships' & 'Changing Me' puzzle pieces) and is an integral part of the children's overall PSHE provision in school. Our Jigsaw scheme is a 'live' document so updates in line with any new legislation released by the Government. It takes a developmental approach and spirals the knowledge, skills and attributes from foundation years to Year 6. It gradually revisits and reintroduces topics at a deeper level in each year group. It rehearses, emphasises and embeds essential skills and attributes.

Relationships Education, RSE and Health Education complement several national curriculum subjects. Teachers will also look for opportunities to draw links between the subjects and integrate teaching where appropriate so as not to duplicate content.

Science

At Key Stage 1 and 2, the National Curriculum includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty. It also includes reproduction in some plants and animals.

Computing

The National Curriculum aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science. It covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help or support.

PE

The National Curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

RE

Alongside the wider teaching of understanding the importance of self-respect and self-worth, weekly Acts of Worship and teaching of the values of honesty, integrity, courage, humility, kindness, generosity, friendship, trustworthiness and a sense of justice help children to develop positive personal attributes.

Mental Health and Wellbeing

Our relationships education creates the opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Best Practice promoted within the PSHE & Relationship Education:

- Pupils adhere to agreed ground rules
- Teachers use effective distancing through use of case studies, scenarios, characters etc
- Inclusive use of language
- Good use of questioning to extend pupils' understanding
- Good quality, safe PSHE resources
- Interactive and collaborative activities that balance knowledge, skills and attributes
- Opportunities to signpost support services

- Support and differentiation for vulnerable pupils (For some SEND pupils there may be a need to tailor content and teaching to meet specific needs of pupils at different developmental stages.)
- Teachers differentiate to provide appropriate challenge
- Assessment for and of learning is integrated into the lesson

For the full range of content that children should know by the end of Key Stage 2, see Appendix I.

For details of how the JIGSAW scheme includes all elements of the statutory guidance for relationships and when each topic is taught at what age, see Appendix II.

Managing Difficult Questions

Primary-age pupils often ask their teachers questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Some of these questions may be better not dealt with in front of the whole class. A 'Question Box' available to pupils will enable children to confidentially ask questions that they may feel embarrassed to ask in front of others. This also enables teachers time to think about how best to manage sensitive questions and to seek support if needed. Nevertheless, given ease of access to the internet for many young children, teachers and parents should avoid leaving questions unanswered for risk of children seeking information from inappropriate sources.

Safeguarding

Subject content and discussion may lead to increased disclosures. Staff should handle reports pupils may make as a result of the subject content as set out in the school's Safeguarding Policy.

Transition phase before moving to secondary school

Parents will be consulted before the final year of primary school about the detailed content of what will be taught in Sex Education. Support will be offered to parents in talking to their children about Sex Education and how it links to what is being taught in school. This is to support pupils' ongoing emotional and physical development.

Staff Training

All members of staff have access to the PSHE Association member resources for continued professional development. This is to ensure teachers continue to be supported and skilled in discussing sensitive and controversial issues. Staff training will take place to support teachers to confidently establish the new mandatory provision for RSE 2026. Specific training needs will be addressed in individual performance management reviews.

Links to other school policies

This policy works in conjunction with the following school policies:

- **Safeguarding**
- **Behaviour**
- **Inclusion**
- **Equality Duty**
- **Anti-bullying**
- **Teaching, Learning and Assessment**

Legislation

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships and Health Education compulsory in all primary schools. Under the provisions of the Equality Act 2010, schools must not unlawfully discriminate against pupils because of their 'age, sex, race, disability, religion or belief, gender reassignment ... or sexual orientation' (protected characteristics).

The school acknowledges the Church of England's teaching that marriage is a lifelong and exclusive union, and respects the different types of families that children may be brought up in. Whilst it is not a requirement to teach about same-sex relationships in primary school, the school regards all marriages as equal and, in line with legislation, children will learn about the Church of England's values of love, compassion, tolerance and community spirit.

Monitoring of Outcomes

Pupils should develop critical skills and learn how to evaluate information and make informed judgements. The school participates in the annual Essex SHEU survey, which surveys the children's own perspectives and collects data anonymously (years 4 -6). The school receives data that gives an indication of children's background, levels of physical activity, healthy lifestyle and mental health and wellbeing. This data is analysed each year to provide the school with information that helps the school to self-evaluate the impact of the curriculum and informs future planning.

In addition, a whole school audit for mental health and wellbeing is undertaken every few years to analyse similar questions, but across the whole school.

Assessment

There is no formal examined assessment for these subjects. Self-evaluations or pieces of work may capture progress as well as teacher assessments which identify where pupils need extra support or intervention. Where the Sex Education is taught within science, the knowledge aspects will be assessed in accordance with the school's assessment policy.

Sharing of progress with parents and carers

Parent/Carer consultations and yearly reports will indicate the progress made by children within the curriculum areas of PSHE, PE and science.

Governors

As well as fulfilling their legal obligations, governors should also make sure that:

- all pupils make progress (from their individual starting points) in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and;
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Policy approval

Recommended by the Local Board of Governors to the Trust Board for approval.

Roles & Responsibilities

Liz Bundy - Designated Child Protection / Safeguarding Officer / CPD Lead / Inclusion Leader / Pastoral Lead, Mental Health and Emotional Wellbeing Lead

Sophie Chandler – Assistant Head of School/PE Lead

Jackie Chudley – Science Lead

Liz Bundy – PSHE Lead (Responsible for ensuring the curriculum is implemented, monitored for quality of outcomes and ensures coverage of statutory guidance)

Relationship Education

By the end of primary school:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. <ul style="list-style-type: none"> • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.

	<ul style="list-style-type: none"> • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. • The different types of bullying (including online bullying), 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. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. • That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. <ul style="list-style-type: none"> • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. • The concept of privacy and its implications 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.

	<ul style="list-style-type: none"> • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.
--	---

Physical health and mental wellbeing

By the end of primary school:

<p>Mental wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted.

	<ul style="list-style-type: none"> • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. • That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. <ul style="list-style-type: none"> • How to understand the information they find online, including from search engines, and know how information is selected and targeted. • That they have rights in relation to sharing personal data, privacy and consent. • Where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • Understanding the importance of a healthy relationship with food • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco / Vaping	<p>Pupils should know</p> <ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination
Personal Safety	<ul style="list-style-type: none"> • About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none">• key facts about puberty and the changing adolescent body, particularly from age 8 through to age 11, including physical and emotional changes.• The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.• about menstrual wellbeing including the key facts about the menstrual cycle.
---------------------------------	--

Appendix II

Details of how the JIGSAW scheme includes or is supplemented to include all elements of the statutory guidance for relationships and details of when each topic is taught at what age. (Changing Me)

YEAR GROUP	JIGSAW relationships & sex education	Links to science	Vocabulary introduced
EYFS Note: not a 2026 RSE on Jigsaw	<p>I can name parts of the body</p> <p>I can tell you some things I can do and foods I can eat to be healthy</p> <p>I understand that we all grow from babies to adults</p> <p>I can express how I feel about moving to Year 1</p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1</p> <p>I can share my memories of the best bits of this year in Reception</p>	Caterpillar/butterfly life cycle	<p>Egg, grow, change, hatch</p> <p>Body part names that children already know.</p> <p>angry</p> <p>argue</p> <p>calm</p> <p>family</p> <p>feelings</p> <p>friends</p> <p>jobs</p> <p>lonely</p> <p>relationships</p> <p>upset</p>
Year 1	<p>I am starting to understand the life cycles of animals and humans</p> <p>I can tell you some things about me that have changed and some things about me that have stayed the same</p> <p>I can tell you how my body has changed since I was a baby</p> <p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus</p> <p>I understand that every time I learn something new, I change a little bit</p> <p>I can tell you about changes that have happened in my life</p>	Basic parts of human body – draw & label	<p>Consolidate previous years</p> <p>adult</p> <p>adulthood</p> <p>anus</p> <p>anxious</p> <p>baby</p> <p>change</p> <p>changes</p> <p>coping</p> <p>curious</p> <p>excited</p> <p>feelings</p> <p>female</p> <p>grow</p> <p>growing up</p> <p>growth</p> <p>happy</p> <p>learn</p> <p>life cycle</p> <p>male</p> <p>nervous</p> <p>new</p> <p>penis</p> <p>proud</p> <p>testicles</p> <p>vulva</p> <p>worried</p>
Year 2	<p>I can recognise cycles of life in nature</p> <p>I can tell you about the natural process of growing</p>	Offspring growing into adults	<p>Consolidate previous years</p> <p>adult</p> <p>anus</p>

	<p>from young to old and understand that this is not in my control</p> <p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private</p> <p>I understand there are different types of touch and can tell you which ones I like and don't like</p> <p>I can identify what I am looking forward to when I move to my next class</p>		<p>anxious baby change child cope comfortable control dislike elderly excited female freedom fully grown grow growing up hug independent life cycle like looking forward male nervous old older penis physical private public respect responsibilities teenager testicles texture timeline toddler touch uncomfortable vagina</p>
<p>Year 3</p>	<p>I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby</p> <p>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>I can identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary</p>	<p>Animals, humans, nutrition</p>	<p>Letter to parents Consolidate previous years</p> <p>animals babies birth breasts care challenge change changes control egg family female genitals growing up looking forward male mother ovaries ovum / ova</p>

	<p>so that their bodies can make babies when they grow up</p> <p>I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy</p> <p>I know some simple ways of keeping clean which can keep me healthy and protect me from some infections</p> <p>I can start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>I can identify what I am looking forward to when I move to my next class</p>		<p>penis</p> <p>personal hygiene</p> <p>puberty</p> <p>pubic hair</p> <p>roles</p> <p>scrotum</p> <p>sperm</p> <p>stereotypes</p> <p>task</p> <p>testicles</p> <p>vagina</p> <p>womb / uterus</p> <p>worries</p>
Year 4	<p>I understand that lots of things make up a person's identity and this what makes them unique</p> <p>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>I know there are many types of family and that often our family members form part of our inner circle</p> <p>I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty</p> <p>I know how the circle of change works and can apply it to changes I want to make in my life</p> <p>I can identify changes that have been and may continue to be outside of my control that I learnt to accept</p>	Puberty – body parts	<p>Boys and girls taught together</p> <p>Parents invited in Consolidate previous years</p> <p>acceptance</p> <p>anxious</p> <p>belonging</p> <p>care</p> <p>characteristics</p> <p>change</p> <p>choices</p> <p>circle</p> <p>control</p> <p>family</p> <p>fallopian tube</p> <p>hobbies</p> <p>hormone</p> <p>identity</p> <p>inner circle</p> <p>interests</p> <p>love</p> <p>looking forward</p> <p>menstrual cup</p> <p>menstrual cycle</p> <p>menstrual pads</p> <p>menstrual towel</p> <p>menstruation</p> <p>ovaries</p> <p>panty liner</p> <p>period pants</p> <p>period products</p> <p>periods</p>

	I can identify what I am looking forward to when I move to a new class		<p>personality proud proportionate puberty reliable seasons skills support tampons trusted adult trustworthy unique values</p>
Year 5	<p>I can use technology positively and safely to communicate with my friends and family.</p> <p>I am aware of my own self-image and how my body image fits into that</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally</p> <p>I can describe how boys' and girls' bodies change during puberty</p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>I understand that sometimes people need help from doctors to have a baby</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p> <p>I can identify what I am looking forward to when I move to my next class.</p>	<p>Changes as humans develop to old age.</p> <p>Life cycles and reproduction in some plants and animals.</p> <p>Puberty and changes, including menstruation is taught in year 5. This is to ensure that male and female pupils are prepared for changes they and their peers will experience.</p>	<p>Letter sent to parents Boys and girls taught together Consolidate previous year group</p> <p>affirmation anxious aspects authentic body image change characteristics cope conception contraception consent erection edited embryo emotions excitement facial hair fallopian tube fear fertilisation fertility treatment (IVF) filter growth spurt hormone hope hormones influences larynx making love manage media media influencer menstrual cycle menstrual pads menstrual towels menstruation</p>
Year 6	I can identify the most significant people in my life so far.	Impact of diet, drugs, lifestyle. Nutrition. Living things produce offspring of some kind.	Letter sent to parents with detailed content of lessons to be covered and opportunity to discuss questions or concerns will be offered.

	<p>I know some of the feelings we can have when someone dies or leaves.</p> <p>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</p> <p>I can recognise when people are trying to gain power or control.</p> <p>I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening.</p> <p>I can use technology positively and safely to communicate with my friends and family.</p> <p>I am aware of my own self-image and how my body image fits into that.</p> <p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally.</p> <p>I can ask the questions I need answered about changes during puberty.</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I understand how being physically attracted to someone changes the nature of the relationship.</p> <p>I know myself well enough to maintain positive relationships with others whilst still keeping my own identity</p> <p>I am aware of the importance of a positive self-esteem and what I can do to develop it</p> <p>I can identify what I am looking forward to and what worries me about the transition to secondary</p>	<p>Ensures that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.</p>	<p>Boys and girls taught together</p> <p>All of year 5 vocabulary, plus:</p> <ul style="list-style-type: none"> adolescent assertive attraction baby caesarean celebrity cervix challenge choice contractions consent criticise embryo feelings/emotions foetus freedoms identity independence journey labour looking forward love mental health midwife negative body-talk opportunities placenta pregnancy pressure puberty real self relationship relationships responsibilities secondary self-esteem self-image sexting transition umbilical cord values worries
--	--	--	---

	school /or moving to my next school.		
--	--------------------------------------	--	--