

Dovedale's Relationships and Sex Education (RSE) and Health Education Curriculum





Parent Consultation 2026

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PSCHE/RE Curriculum Subject Leads

Aims of the Parent Consultation



- To provide information about the updated statutory guidance relating to Relationships and Sex Education (RSE) and Health Education.
- To provide information on Dovedale's Relationships and Sex Education (RSE) and Health Education curriculum.
- To provide a proposed draft policy for parents to read.
- To provide information on which aspects that you can withdraw your child from.
- To gain an insight into parental views via a Parental Questionnaire with the view to adapt our draft policy based on responses.

Relationships, Relationships and Sex Education (RSE) and Health Education



To help you understand our curriculum, within this presentation and on our website, we have included:

- Department for Education (DfE) guidance that outlines statutory requirements.
- A summary of what pupils are expected to know by the end of Primary School.
- An overview of Dovedale's Relationships and Sex Education (RSE) and Health Education Curriculum.
- Knowledge Organisers that show some of the knowledge the children will gain from our curriculum.
- Our Proposed draft policy for Relationships and Sex Education (RSE) and Health Education.
- A link to an anonymous Parental Consultation Questionnaire.
- FAQs
- Support on how to talk to your children about different aspects that they will learn.

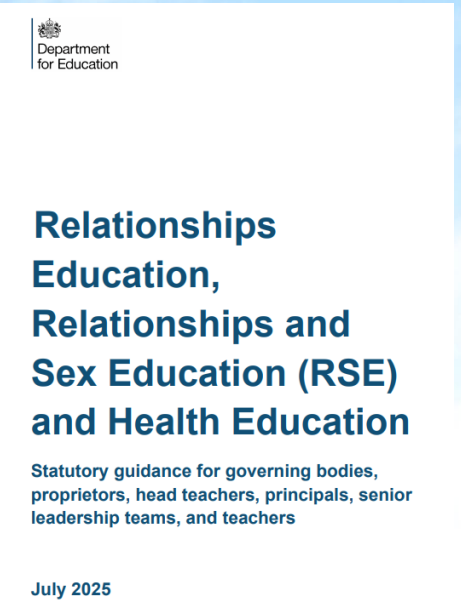
Statutory Guidance



The Department for Education (DfE) has recently updated the Statutory guidance for RSE and Health Education.

All schools are required to comply with the updated requirements. The statutory guidance can be found on our RSE page.

Relationships, along with **Health Education**, is statutory and forms part of the National Curriculum for Primary and Secondary pupils.


Department for Education

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers

July 2025

What is Relationships Education?



Relationships Education teaches the essential building blocks needed for positive and safe relationships, including with family, friends and online. It involves many aspects such as…



- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

This cannot be withdrawn from.

What is Relationships Education?

Relationships Education equips the children with the skills and knowledge to become…



This cannot be withdrawn from.

Statutory Guidance - Relationships Education



The statutory guidance states that by the end of Primary School children should know…

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

This cannot be withdrawn from.

Statutory Guidance - Relationships Education



The statutory guidance states that by the end of Primary School children should know…

Caring friendships

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. 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.
3. 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.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

This cannot be withdrawn from.

Statutory Guidance - Relationships Education



The statutory guidance states that by the end of Primary School children should know…

Respectful, kind relationships

Curriculum content:

1. 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.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. 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.
4. 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.
5. 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.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. 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.
9. 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.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

This cannot be withdrawn from.

Statutory Guidance - Relationships Education



The statutory guidance states that by the end of Primary School children should know…

Online safety and awareness

Curriculum content:

1. 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.
2. 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.
3. 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.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. 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.
6. 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.

This cannot be withdrawn from.

Statutory Guidance - Relationships Education



The statutory guidance states that by the end of Primary School children should know…

Being Safe

Curriculum content:

1. 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.
2. 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.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. 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.
7. 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.

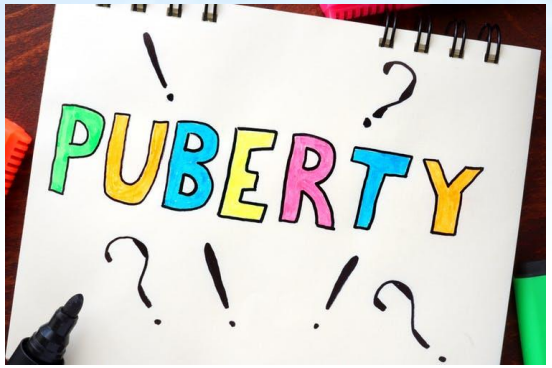
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What is Health Education?

Health Education gives your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible.











- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body

This cannot be withdrawn from.

Statutory Guidance - Health Education



The statutory guidance states that by the end of Primary School children should know...

General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who 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).
10. That it is common to experience mental health problems, and early support can help.

This cannot be withdrawn from.

Statutory Guidance - Health Education



The statutory guidance states that by the end of Primary School children should know…

Wellbeing online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. 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.
3. The benefits of limiting 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.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. 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.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

This cannot be withdrawn from.

Statutory Guidance - Health Education



The statutory guidance states that by the end of Primary School children should know…

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. 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, tobacco and vaping

Curriculum content:

1. 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.

This cannot be withdrawn from.

Statutory Guidance - Health Education



The statutory guidance states that by the end of Primary School children should know…

Health protection and prevention

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

This cannot be withdrawn from.

Developing Bodies – Health Education



As you can see from the Health Education guidance, Developing bodies is part of the statutory guidance. This means that parents cannot withdraw their child from learning about puberty including physical and emotional changes and the menstrual cycle. This is taught to children in Years 4, 5 and 6.

Statutory Relationships, Relationships and Sex Education (RSE) and Health Education guidance:

Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. 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.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

This cannot be withdrawn from

Sex Education



Sex Education is only statutory for Secondary pupils. However, the Department for Education (DfE) continue to recommend that all Primary schools should have a **Sex Education** program of study tailored to the age and the physical/emotional maturity of the pupils.

At Dovedale, we provide Sex Education for the pupils in Year 6.

Parents in Primary Schools have the right to withdraw their child from Sex Education that goes **beyond** the Science curriculum. Parents **do not** have the right to withdraw their child from the statutory Relationships and Health Education.

Information on the content that you can withdraw your child from will be found later on in the PowerPoint.

You can withdraw your child from this.

Right to Withdraw – Sex Education



Parents have the right to request that their child be withdrawn from some or all of Sex Education. At Dovedale, as Sex Education is only delivered to Year 6 children, parents can withdraw their children from the Sex Education delivered to Year 6 pupils.

Before making the decision on withdrawing your child, we would suggest that you read through all of the information first. From this, you might decide that you would only like to withdraw your child from certain aspects of Sex Education instead of the whole Sex Education curriculum.

A few things to bear in mind if you choose to withdraw your child from Sex Education…

- The Department for Education (DfE) recommend that Primary School children should be offered Sex Education tailored towards their age and physical and emotional maturity.
- Other children in the class will cover the objectives. We encourage children not to talk about what they have learnt, however we cannot always control this.
- Sex Education at Primary School equips the children with knowledge and information before moving up to Secondary School.

You can withdraw your child from this.

Right to Withdraw – Sex Education



The Statutory Guidance states that head teachers 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.

If you would like to withdraw your child from some or all of the Sex Education curriculum, please complete the withdrawal form found on our website. Either print off the form and give it to the school office, your child's class teacher or the PSCHE subject leads or fill it out on the computer and email it to: headteacher@dovedale.derbyshire.sch.uk

Mrs Houseman will discuss the request with any parents who want to withdraw their child from Sex Education. This will involve a discussion around the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

If a pupil is excused from Sex Education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

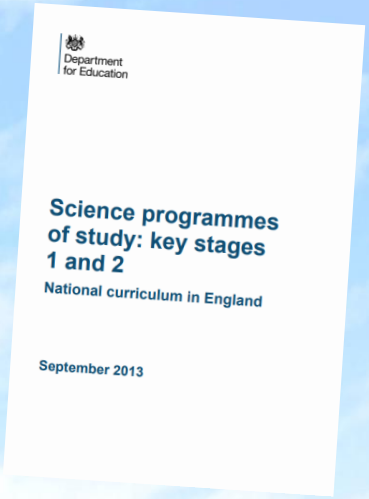
You can withdraw your child from this.

Science Curriculum

Children cannot be withdrawn from what is taught in the Science National Curriculum that links with Relationships and Sex Education or Health Education. You will see the objectives below that link.

Year 1

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.



Year 2

Notice that animals, including humans, have offspring which grow into adults.
Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Year 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.

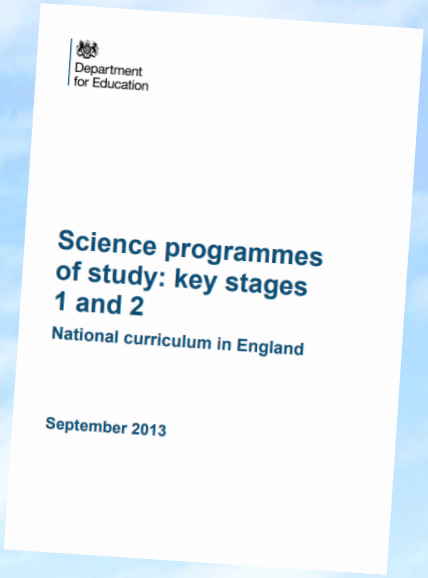
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Science Curriculum



Year 4

No links to RSE



Year 5

Describe the life process of reproduction in some plants and animals.

Describe the changes as humans develop to old age.

Year 6

Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

The next slides show the key knowledge taken from the Science National Curriculum that links to Health and Relationships Education. The year groups with clear links are Years 2 and 5.

This cannot be withdrawn from.

Year 2 Science Curriculum

Links to health/ relationships.

Animals Including Humans

Year 2

Key Vocabulary	
adult	A fully grown animal or plant.
develop	To grow and become stronger.
life cycle	The changes living things go through to become an adult.
offspring	The child of an animal.
reproduce	When living things make a new living thing of the same kind.
young	Offspring that has not reached adulthood.
live young	Offspring that has not hatched from an egg.

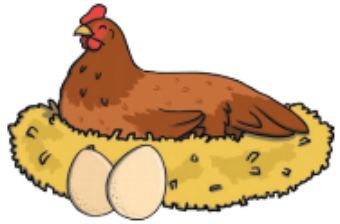
All living things **reproduce** and have **offspring**.

Some animals give birth to **live young**. Their offspring normally look like them when they are born.



Some animals lay eggs which hatch into live young. This **young** then develops into an **adult**.

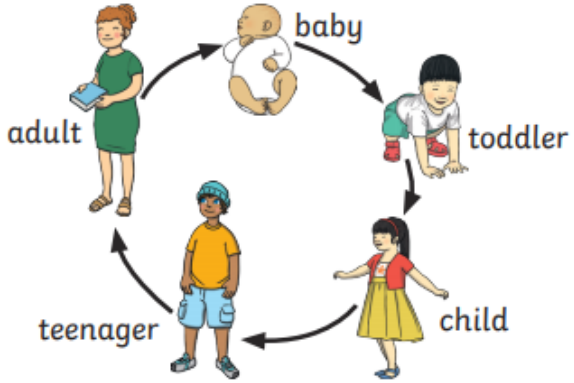
When these eggs hatch, some animals look like their adult, e.g. birds and reptiles.

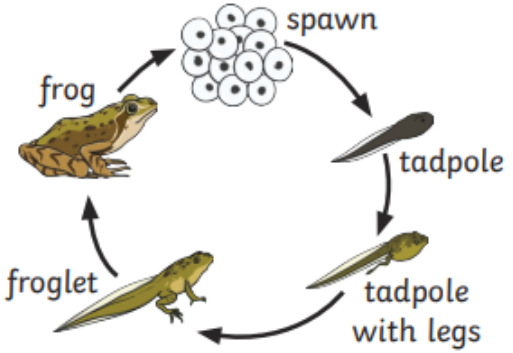


Other animals have offspring which do not look like them, e.g. fish and amphibians.



All young animals change at different stages as they grow into adults.





This cannot be withdrawn from.

Year 5

Science

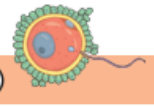
Curriculum

Links to health/ relationships

Animals Including Humans — Year 5

Key Knowledge

fertilisation
The male and female sex cells fuse together.



prenatal
The cells develop and grow into a foetus inside the mother's uterus. After around nine months, the baby is born.



infancy
Rapid growth and development. Children learn to walk and talk.



childhood
Children learn new skills and become more independent.



adolescence
The body starts to change over a few years. The changes occur to enable reproduction during adulthood.
Much more independent.



early adulthood
The human body is at its peak of fitness and strength.



middle adulthood
Ability to reproduce decreases.
There may be hair loss or hair may turn grey.



late adulthood
Leading a healthy lifestyle can help to slow down the decline in fitness and health which occurs during this stage.



Key Vocabulary

fertilisation	The process of the male and female sex cells fusing together.
prenatal	The stage of development from the time of **fertilisation** to the time of birth.
gestation	The process or time when prenatal development takes place before birth.
reproduce	To produce young.
asexual reproduction	A process where one parent produces new life.
sexual reproduction	A process where two parents – one male and one female – are required to produce new life.
life cycle	The changes a living thing goes through, including reproduction.

This cannot be withdrawn from.

Year 5

Science

Curriculum

Links to health/ relationships

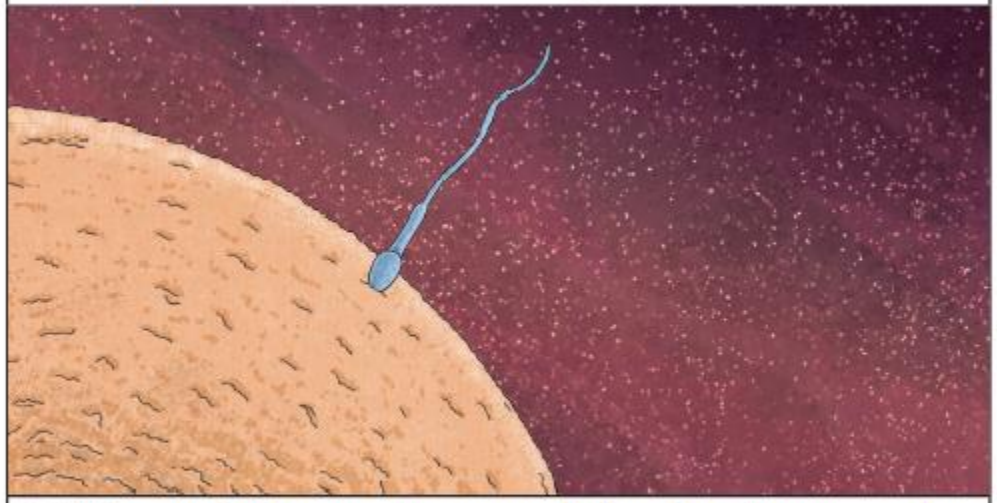
Living Things and Their Habitats

Some living things, such as plants, contain both the male and female sex cells. In others, such as humans, they contain either the male or female sex cell.

Reproduction in mammals

Mammals use sexual reproduction to produce their offspring.

- The male sex cell, called the sperm, fertilises the female sex cells.
- The fertilised cell divides into different cells and will form a baby with a beating heart.
- The baby will grow inside the female until the end of the gestation period when the baby is born.



Echidnas and platypus are mammals but they lay eggs rather than giving birth to live young.

This cannot be withdrawn from.

Our Curriculum



At Dovedale Primary School, we believe that Personal, Social, Citizenship and Health Education (PSCHE) is at the center of all we do. Through our school aims, vision and expectations, we promote the development of the whole child, supporting all pupil's self-esteem, moral and social skills as well as their academic success. We also provide care for all pupil's mental and physical health to enable them to lead happy, confident, and healthy lifestyles.

Good relationships are also fundamental to our school's ethos, supporting our success in being a happy, caring, and safe school for young children. Developing positive relationships from a young age, provides children with the knowledge and skills they need to make responsible and well-informed decisions about their lives. This also contributes towards the safeguarding of children. Our updated Relationships and Sex Education (RSE) and Health Education curriculums will play an integral part in our comprehensive PSCHE curriculum and help to underpin our relationships in and around school as well as within the wider community. Connecting both curriculums together will ensure children and young people are equipped with the necessary skills to live safe and fulfilled lives both now and in the future.

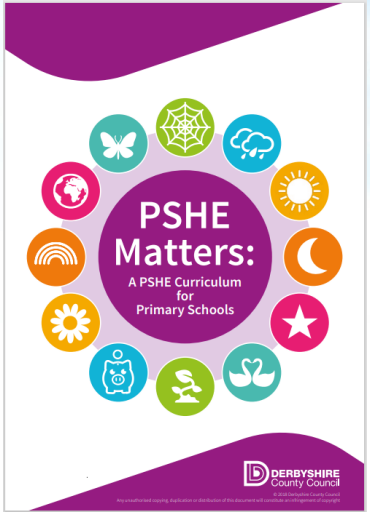
How we teach Relationships and Health Education



At Dovedale, the statutory Relationships Education and Health Education knowledge/skills are predominantly taught within the children's PSCHE (Personal, Social, Citizenship and Health Education) lessons. Some aspects of Relationships and Health Education are also taught as a stand alone lesson or as sequence of lessons where appropriate. This gives some objectives the importance/priority that they need.

All children in school receive weekly PSCHE lessons. Our PSCHE Curriculum mainly follows the Derbyshire County Council PSHE Curriculum for Primary Schools called PSHE Matters. Following this, ensures that as a school we cover all of the Relationships and Health knowledge and skills to the extent needed for our children. We also use The Christopher Winter Project in addition to and alongside PSHE Matters to further cover the Health and Relationships objectives, to ensure each year group receives a comprehensive Relationships and Health curriculum and to teach the Year 6 pupils Sex Education that goes beyond the Science National Curriculum.

PSCHE (including Relationships and Health Education) is an integral part of the children's school life. It is touched upon in in many ways throughout the school day in addition to the weekly PSCHE lessons for example during assemblies and being referred to daily with the Dovedale's REACH values.



When we teach Relationships and Health Education

This cannot be withdrawn from.



Dovedale Primary School
Personal, Social, Citizenship, Health and Emotional Education (PSCHE), Relationships and Sex Education (RSE) and Health Education Curriculum

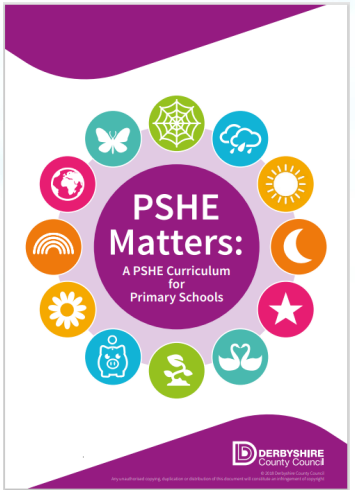
CNE ACADEMY TRUST

PSCHE - Long Term Overview
Parents/Carers have the Right to Withdraw their childf from objectives highlighted in yellow.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-confidence and Self-awareness Managing Feelings and Behaviour + CWP Lesson 1, 2, 3 and 4 Managing Relationships					
Year 1	Being Healthy + CWP Lesson 2	Difference and Diversity	Exploring Emotions	Relationships + CWP Lesson 1 and 4	Being Responsible	Bullying Matters + CWP Lesson 3
Year 2	Drug Education	Being Me + CWP Lesson 1	Changes	Growing Up + CWP Lesson 2 and 3	Money Matters	Being Safe + CWP Lesson 4
Year 3	Being Healthy	Difference and Diversity + CWP Lesson 1	Exploring Emotions	Relationships + CWP Lesson 2 and 3	Being Responsible	Bullying Matters + CWP Lesson 4
Year 4	Drug Education	Being Me + CWP Lesson 3 and 4	Changes + CWP Lesson 1	Growing Up + CWP Lesson 2	Money Matters	Being Safe
Year 5	Being Healthy + CWP Lesson 1 and 2	Difference and Diversity	Exploring Emotions + CWP Lesson 3	Relationships + CWP Lesson 4	Being Responsible	Bullying Matters
Year 6	Being Me + CWP Lesson 2	Growing Up + CWP Lesson 1 and 3	Changes	Being Safe + CWP Lesson 4	Money Matters	Drug Education

This follows the Derbyshire County Council PSHE Curriculum for Primary Schools called PSHE Matters. Following this, ensures that as a school we cover all of the Relationships and Health knowledge and skills to the extent needed for our children.

Please note that during some school years, some teachers may choose to change the order of the 'strands' to suit the needs of the children in their class. For example, some teachers chose to teach Exploring Emotions at the start of a new academic year.



Please see the Curriculum Map on our website for the objectives taught within each section.

The Christopher Winter Project Lesson Objectives are highlighted in blue on the skills ladder below.

EYFS	Year 1	Year 2
My Body, My Relationships • Caring Friendships • Being Kind • Different families • My Body, My Choices	Growing Up, Staying Safe • Different Friends • Growing and Changing • Body Safety (Online and Off) • Families & Care	Differences • Gender stereotypes • Male and Female • Naming Body Parts • My body belongs to me
Year 3	**Year 4**	**Year 5**
Valuing Differences and Keeping Safe • Body Differences • Personal Space and Consent • Families and People Who Help Us • Staying Safe and Getting Help – Online	Growing Up with Respect • Changes • What is Puberty? • Healthy Friendships • Valuing Difference	Puberty and Personal Boundaries • Talking about Puberty • The Reproductive System • Puberty Help and Support • Respect, Boundaries and Being an Upstander
Year 6		
Puberty, Relationships and Reproduction • Puberty and Reproduction • Communication and Consent in Relationships • Families, Conception and Pregnancy • Communication and respect in relationships and online		

Some aspects of the Year 6 curriculum **can** be withdrawn from. More information will follow.

This cannot be withdrawn from.



We also use The Christopher Winter Project in addition to and alongside PSHE Matters to further cover the Relationships objectives, to ensure each year group receives a comprehensive Relationships curriculum and to teach the Year 6 pupils Sex Education that goes beyond the Science National Curriculum.

Please see the Curriculum Map on our website for the objectives taught within each section.

cwp resources

Our Curriculum



Please see the Curriculum Map on our website for a clear breakdown of the objectives, skills and knowledge taught within each year group within each aspect of Relationships and Sex Education (RSE) and Health Education.

The next few slides show Knowledge Organisers for each year group showing examples of some of the key knowledge and vocabulary taught.

You will also see an example lesson plan showing a lesson that will be taught within each year group.

Drug Education						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		That medicines can help people to stay healthy or feel better if they are unwell. HPP6 That some things that go into or onto bodies can be harmful and how we might know if something is harmful. DATV1 To recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk. DATV1 What is meant by a 'trusted adult' (i.e. someone they know who makes them feel safe, listened to and cared for); how to ask for help from a trusted adult. BS5 RKR11 To distinguish between trusted adults who are familiar to them, adults they recognise in the community, and adults they don't know. RKR11 BS4 BS5		The facts, risks and effects of legal drug products common to everyday life (e.g., alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines). DATV1 How medicines when used responsibly contribute to health; ways to manage common health issues such as allergies and asthma. HPP6 How to predict, assess and manage risk in different situations. PS1 How to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard. BS5 BS6 BS7 RKR11		The facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over the counter and prescription medicines). DATV1 What can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break. DATV1 To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. DATV1 When and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them. BFA1 That there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know. DATV1 GW9
Vocabulary						
		Medicines, healthy, unwell, harmful, risk, cleaning fluids, trusted adult, safe, unsafe, help, sick, germs, vaccinations, paracetamol,		Risks, legal drugs, alcohol, caffeine cigarettes, vapes, nicotine pouches, over-the-counter prescription medicines, responsibly,		Risks, legal drugs, alcohol, caffeine, cigarettes, vapes, nicotine, cannabis, over-the-counter and prescription medicines, illegal drugs,
		antibiotics, insulin, swallowed, injected, inhaled, absorbed, rules, dangerous, drugs, tablets.		health issues, trusted adult, support, advice, help, allergies, reaction, diabetes, insulin, asthma, inhaler, cleaning products, harmful, misuse, dangers, rules, energy drinks, consequence, ill, unsafe		habitats, laws, emergency services, energy drinks, substance, vaccinations, tobacco, peer pressure, addiction.

EYFS



This cannot be withdrawn from.

EYFS

My body, my relationships.

Relationships and Health Education

Key lessons:
• Caring friendships • Being kind • Different families • My body, my choices

Key Vocabulary	
happy	Feeling pleased, glad or delighted.
sad	Feeling unhappy.
shy	Feeling nervous around other people.
angry	Feeling cross, mad or a strong annoyance.
worried	Feeling scared or unsure about something.
sorry	Feeling regret and apologising for something you have done.
proud	Feeling happy about something you have done.
uncomfortable	Not feeling happy, relaxed or comfortable.
kind	Being friendly, generous and considerate.
help	To do something for someone else.
share	To let someone, use or have something too.
sorry	Feeling regret and apologising for something you have done.
welcome	Making someone feel happy and included.
family	People who are closely related to you and who love and care for you.
grown-up	An adult.
body	All the parts of you, from your head to toes.
hug	Holding someone close with your arms.
touch	Using your hands or body to feel or make contact with something.







Key Knowledge
Friends are really important to us. They can make us feel happy, help us have fun and make us smile.
We can make new friends feel welcome by... • Smiling at them • Saying hello • Asking if they want to join a game • Telling them our name and ask what their name is • Asking if there is a game they like to play
Sometimes we argue with friends if we feel differently to them or want the same thing. It can make us feel angry, sad, lonely and upset. Making friends again and saying sorry is very important and can make you even better friends. Making friends can make you feel happy again.
If we argue with friends and if we get angry it is very important not to be violent and hurt them.
Families should make us feel happy and safe. They should provide love and support. Families can be different in lots of different ways. Families can include: Mums, Dads, Brothers, Sisters, Grandparents, Aunties, Uncles, Cousins, Step-mums, Step-dads, Foster Mum, Foster Dad etc.
Everyone in a family can do things to help each other. We can help each other by washing, dressing, cleaning, eating/preparing meals, playing/reading. Helping each other makes us feel good.
Our bodies belong to us and we can make choices about our own bodies. We should respect other people's bodies and their personal space. Some people like to be hugged and others do not. It is always important to ask first.
It is important to tell a trusted adult if something makes us worried or uncomfortable.



EYFS Example Knowledge Organiser

This shows some of the knowledge the children will learn during Relationships Education.

This cannot be withdrawn from.

3. Storytime - Ezza the Elephant's First Day at School

Use the 'Reception lesson 1 Social story' and the elephant puppet to tell the simple story of Ezza's first day at school.

Ask questions to check understanding: How did Ezza feel when mum left to go home?
What helped Ezza feel better? What did Heckle do that was kind?

4. Feeling Left Out

Move the class to tables and give each table a couple of Pictures of children at school.
Ask - "Can you see anyone who might feel shy or left out?" "What makes you think that?"
Misconceptions to watch out for. Children may assume someone standing alone is sad. Explore other possibilities, they might be waiting, feeling shy or feeling cross and need some space to calm down.

5. Recap and Review

Back in a circle on the floor ask how we could welcome new people to the classroom for example:

Smile

Say hello

Ask if they want to join a game

Tell them our name and ask what their name is

Ask if there is a game they like to play

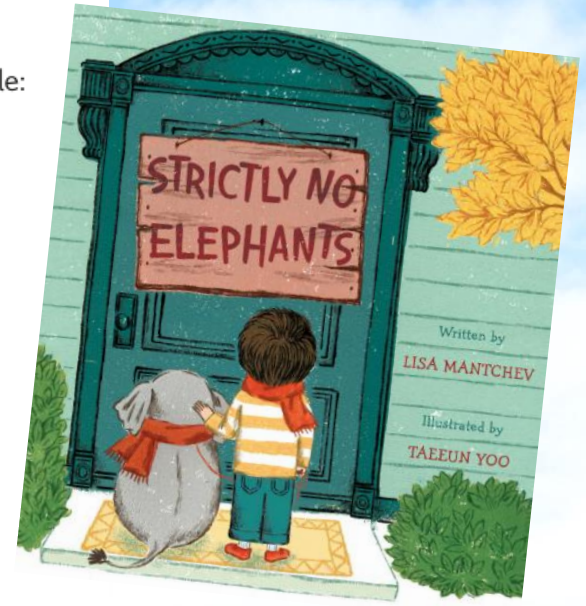
Summarise: "Friends can help us feel happy. We can look out for children who might feel shy and welcome them in."

Suggested Reading

Strictly No Elephants, Lisa Mantchev

Stick and Stone, Beth Ferry

The Big Umbrella, Amy June Bates



EYFS Example Lesson Plan

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Year 1



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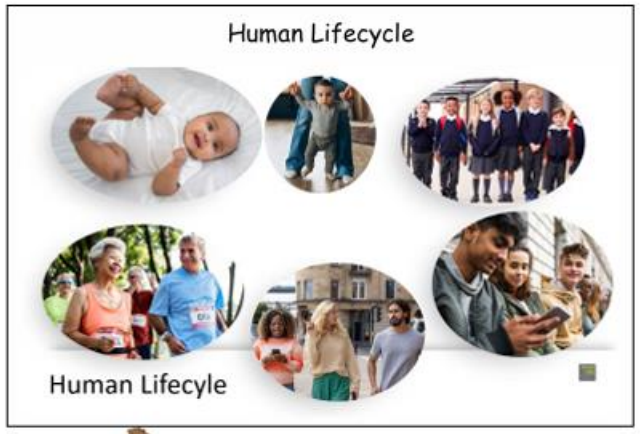
Year 1

Growing Up, Staying Safe

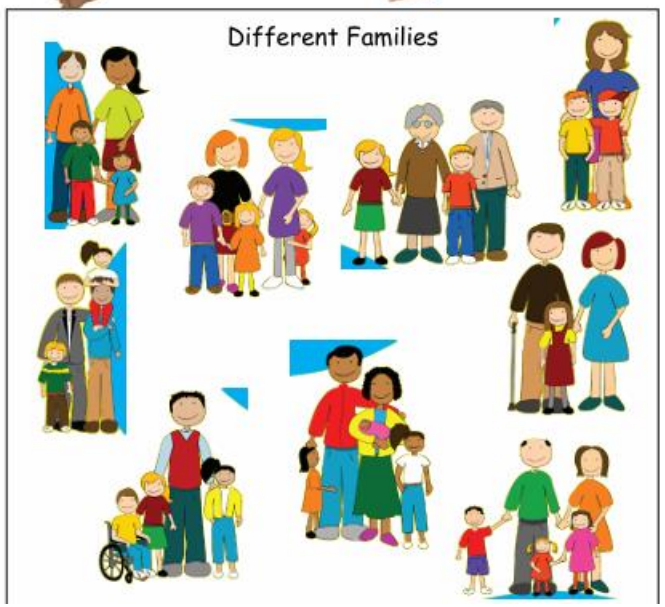
Relationships and Health Education

- Different Friends
- Growing and Changing
- Body Safety (Online and Off)
- Families and Care

Key Vocabulary	
Friend	Someone you know well and like a lot.
Different	Not the same.
Lonely	Feeling like you have no one to play or talk with,
Private parts	Body parts that are private to you.
Body	All the parts of our person
Penis	A male private part.
Vulva	A female private part.
Grown-up	An adult person like Mum, Dad, Teacher or Grandparent.
Help	Asking for someone to give you support.
Safe	Being protected from danger or harm.
Proud	Feeling happy about something you have done well.
Family	A group of people who love and care for me,
Online	Using the internet on a computer, tablet or phone.
Trust	Believing that someone will help you and keep you safe,
Feelings	How you feel inside such as happy, sad or angry.







Key Knowledge
Everyone is different. We should respect each other's differences. We can still be friends with people who are different to us.
Every family is different and has different family members.
Families should provide love and support. They should make us feel happy and safe.
No one should ever ask to touch your private parts or to look at them. Sometimes a doctor, nurse or family members might have to. They should always explain why and ask you if it's OK first. If anything like that happens you can say no and tell a grown-up you trust.
Who can help us if our families don't make us feel safe? • Other family members (parents, step-parents, grandparents, aunties, uncles, cousins, brothers, sisters etc) • Friends • Teachers and teaching assistants • Midday supervisors • Club teachers (football, gymnastics, swimming etc)
Older children can do more for themselves than babies. Babies need more care and support. Babies need someone to wash them, feed them, change them, hold them etc whereas older children can do most of this by themselves and need less support.



Year 1 Example Knowledge Organiser

This shows some of the knowledge the children will learn during Relationships/Health Education.

This cannot be withdrawn from.

4. Story Bag

Take the following out of the bag; a drawing of a newborn baby, soap and a flannel, and the school jumper that was used in the previous session. Explain that today's story is about the same child as last time (Jai). Read the 'Year 1 - Lesson 2 – Social Story'. The instructions in brackets encourage group participation.

5. Follow Up Discussion

Ask questions after the story: Why did Jai need to calm down? Why do babies need more help and care than older children? Can anyone remember the two words that Jai learnt for the private parts? Show the newborn baby drawings on the whiteboard and explain that these drawings help us learn the correct names for our private parts. Some people have a penis and some people have a vulva. These parts are private, which means we don't show them or touch other people's.
Reassure the class that it's okay if you use different words at home but at school we learn the science words so that we all know what we're talking about.

Ask: Why do we call some parts private? Who are the safe grown-ups we can talk to if we feel worried or unsure?

Finish by linking back to the story: Just like Jai, learning about your body is part of growing up, and that's something to feel proud of.

6. Lifecycle Pictures

In small groups at tables, give each group a set of 'Lifecycle picture cards'. Ask the group to put the pictures in a line from youngest to oldest. Display the 'Lifecycle whiteboard summary' to clarify any misunderstandings.

Ask the children to think of something they can do now that they couldn't do when they were babies. Discuss a few examples.

7. Circle Talk

Do a final go-round with the talking object, asking them to complete the sentence: One thing I can do now, that I couldn't do when I was a baby is....



Year 1 Example Lesson Plan

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Year 2

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Year 2

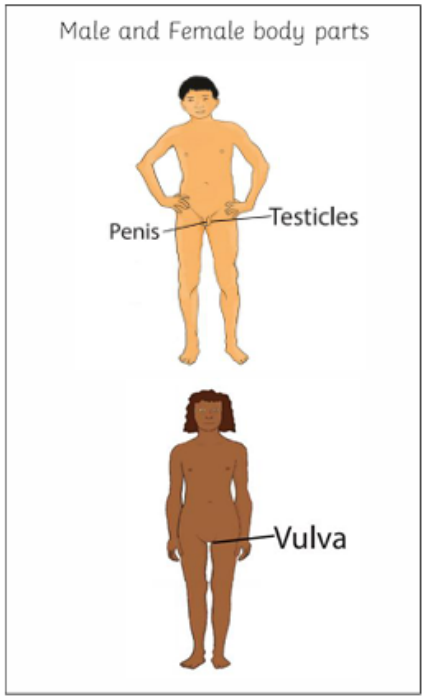
Differences

Relationships and Health Education

Key lessons:
• Gender stereotypes
• Male and female
• Naming body parts
• My body belongs to me

Key Vocabulary	
same	When two or more things are alike.
different	When things are not the same.
fair	Treating people equally and kindly.
unfair	When someone is not treated equally or kindly.
stereotype	To have a set idea about what someone should be like because they are a boy, a girl, or part of a group.
male	A word used to describe a boy or man.
female	A word used to describe a girl or woman.
body parts	The different parts that make up our body.
private	Something that is personal and should not usually be seen or touched by other people.
genitals	The private parts between your legs.
penis	A private body part that boys and men have.
scrotum	A private body part that boys and men have.
vulva	The outside private parts that girls and woman have.
vagina	A private part inside the body that girls and woman have.
touch	When something makes contact with you.
boundaries	Rules we set about what makes us feel safe and comfortable.
consent	Saying yes to something and being happy for it to happen.
stop	To tell someone you do not want something to happen.
safe	Being protected from danger or harm.
trust	Believing that someone will help, care for you and keep you safe.
help	To do something to make things better for someone.





Key Knowledge
We are all unique. Our differences can include... Hair colour — Religion Eye colour — Beliefs Skin colour — Language Personality — Cultures Likes/Dislikes — Friends Hobbies — Families
Male and females have different private parts.
Some people have fixed ideas (stereotypes) about differences between boys and girls e.g., some people think that girls should like pink and play with dolls.
Girls and boys can dress however they would like, like whatever they want, wear whatever they want, be whoever they would like to be and play with whatever they like.
For some animals it is very clear which one is male. A male peacock has a colourful fan of feathers. A male lion has a mane.
As with humans, male and female animals also have different private parts and this is another way we can tell them apart.
We can tell the difference between boy and girl babies by their different private parts.
With humans and most animals, we need a male and a female to make a baby.
Human bodies are all unique. Not all male and female bodies look the same.
Genitals are important because they help us go to the toilets. These are private parts of our body and nobody should ask to look or touch them except for trusted adults like parents/carers, doctors or nurses. Even then, they would only ask to see if you were unwell or your genitals hurt.
Your body belongs to you and no one should touch this without your permission. Someone should only touch your body if you have agreed to this.
You can say yes or no to touch, and if someone doesn't listen, it's always okay to tell a grown-up you trust.



Year 2 Example Knowledge Organiser

This shows some of the knowledge the children will learn during Relationships/Health Education.

This cannot be withdrawn from.

4. Who Does This Belong To? Sorting Activity

Using the PE hoops make a Venn diagram and label the spaces BOY, GIRL and EVERYONE. One by one invite the children to select an object from the bag of objects and clothing and place it beside BOY, GIRL or EVERYONE. Ask them to explain their choice using the sentence stem: I put it there because... Accept the children's decisions for the time being. Alternatively, display the Pictures of objects and clothing on the whiteboard and encourage the class to sort them and discuss.

When all the objects have been placed ask the children what they think about the choices made. Explore any stereotypes or assumptions, asking questions such as: is it always true that only boys wear trousers? Does anyone know any males with long hair? Ask whether anyone would like to move any of the objects and why. Ask the children what they have learned from doing this activity. Draw out the idea that some people have fixed ideas (stereotypes) about the differences between boys and girls.

5. Table Activity – Fair or Unfair? Sorting Cards

Move to tables, in small mixed ability groups. Give each group a set of Fair or Unfair sorting cards. Ask the children sort the cards into two piles: Fair and Unfair. Once all groups have placed their cards, discuss as a class how they made their decisions.

Use a couple of example scenarios that they have placed in the 'unfair' pile to discuss how it's unfair to stop someone doing something just because they are a boy or a girl.

6. Discussion and Review

Come back to a circle. Ask whole-class questions to revisit the learning outcomes: Can boys and girls like the same things? Can you think of something people sometimes say is only for one gender? Is that always true? How might someone feel if they're told they can't do something because of their gender?

Some people don't feel like they fit into the usual ideas of 'boy' or 'girl', and that's okay. What matters is that everyone is treated with kindness and fairness, no matter what they like or how they feel.

7. Final Go-Round

Pass the talking object around the circle one last time. Each child finishes the sentence:
"It's okay for anyone to like..." or "I learned that..."



Year 2 Example Lesson Plan

This cannot be withdrawn from.

Year 3



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Year 3

Valuing Differences and Keeping Safe

Relationships and Health Education

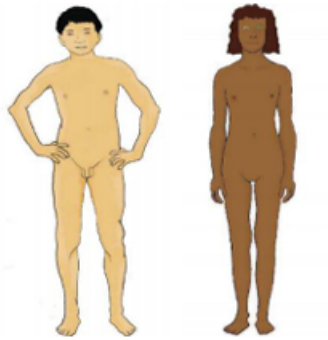
Key lessons:

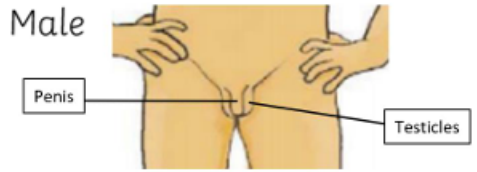
- Body differences
- Personal space and consent
- Families and people who help us
- Staying safe and getting help – online

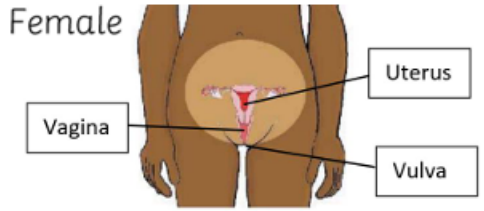
Key Vocabulary

unique	Something that is special or different to everyone else.
body	All the parts that make up a person.
private	Something that is personal and not for everyone else to see or touch.
male	A person who is biologically a boy or a man.
female	A person who is biologically a girl or a woman.
penis	A private male part of the body.
scrotum	The pouch of skin that holds the testicles.
vulva	The name for the external parts of the female genital area.
vagina	A tube inside the female body that connects the vulva to the uterus.
uterus	An organ inside the female body where a baby can grow during pregnancy.
consent	Saying yes to something freely and knowing what you are agreeing to.
personal space	The space around your body that helps you feel comfortable and safe.
boundaries	Limits we set about what we are comfortable with and what happens to our bodies.
uncomfortable	Feeling worried, nervous, unhappy and not sure about something.
safe	Being protected from danger, harm or something that could hurt you.
unsafe	Being in a situation where you could be hurt, harmed or made to feel uncomfortable.
secret	Something that is kept hidden or not told to other people.
trusted adult	An adult you trust who can listen to you and help keep you safe.
help	To give someone support when they need it.
respect	Treating yourself and other people kindly and fairly.
online	Using the internet such as websites, games or apps.

Male and Female









Key Knowledge

Our bodies do amazing things and they are something to be proud of.
It is never ok to bully or tease someone because their body is different.
Some parts of our bodies can be different, especially in the private parts we are born with. These differences are part of what we call our biological sex – the private body parts someone is born with.
The main body differences between males and females are their different private parts.
The vagina is inside a female's body and leads up to the uterus, which is the part of the body where a baby grows. The vulva is the outer part of a female's private part.
The penis and testicles are the male's private parts.
A male and female are needed in order to make a new life.
Your body belongs to you. It is not ok to touch someone in a way that makes them feel uncomfortable.
It's ok to change your mind about how you would like to be touched. It's ok to tell someone to stop touching you. Tell a trusted grown up if someone is touching you in a way you don't like.
Our family are special people, including carers and friends who are close to us and who we think are important.
Every family is different and has different family members. Every family is equally special.
A safe secret is something that makes you feel happy or excited, e.g., keeping a birthday present a surprise. An unsafe secret is one which makes you worried or frightened. If a secret feels wrong, tell a trusted adult.
If you need help you could talk to parents, grandparents, teachers, teaching assistants, friends, headteacher, midday supervisors etc or a support line such as Childline.

ChildLine 0800 1111



Year 3 Example Knowledge Organiser

This shows some of the knowledge the children will learn during Relationships/Health Education.

This cannot be withdrawn from.



Year 3 Example Lesson Plan

4. Who Can I Talk To? Worksheet

Refer to the unwanted touch scenarios from the last lesson and the pictures that showed children feeling scared or upset. Ask for some suggestions about who we can talk to when we need help. Explain that this is different for different people and in different situations. Often children will talk to their families or the people they live with but sometimes if they feel unhappy at home they might want to think of someone else to talk to.

Show the Who can I talk to? worksheet on the whiteboard and then ask each child to complete a paper copy. Circulate and discuss with individual children. As a whole class, discuss and tell the children who they can talk to in the school (e.g. teaching staff, learning mentor, safeguarding team, support worker, headteacher) and outside school (police officer, doctor, nurse, social worker, youth worker). Make sure that they know the number for Childline 0800 1111 and its website www.childline.org.uk.

5. The Family Book

Ask the class if they think there are fixed ideas (stereotypes) about families; for instance, about who is in a family? Where families live? E.g. do they all live in the same house, area or country? Reinforce that stereotypes do not value the uniqueness and difference in real families. Read The Family Book by Todd Parr and discuss the different kind of families listed.

6. Closing Round

Finish with a closing round: One person I could talk to if I need help is...

Additional Activities

Further suggested reading:
Tell Me Again About The Night I Was Born, Jamie Lee Curtis
Who's in a Family? Robert Skutch
Spark Learns to Fly, Judith Foxon
Happy Families, Allan Ahlberg

This cannot be withdrawn from.

Year 4



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Year 4 | **Growing Up with Respect** | **Relationships and Health Education**

- Changes
- What is Puberty?
- Healthy Friendships
- Valuing Difference

ChildLine 0800 1111



Key Vocabulary	
Puberty	The time when a child's body starts to grow and change into an adult body.
Private parts	Body parts that are private to you.
Lifecycle	The different stages a human goes through as they grow, develop and get older.
Emotions	Feelings that we have, such as happiness, sadness, anger, excitement, or worry.
Reproduction	The process of producing offspring (babies).
Periods	Blood leaves the uterus. This happens about once a month and are a normal part of growing up.
Sperm	A cell that is produced by a male. It can fertilise an egg.
Penis	A male private part.
Vulva	The outer part of a female's private part.
Testicles	A male private part.
Scrotum	The pouch of skin underneath the penis that holds the testicles.
Uterus	An organ inside the body where a baby can grow during pregnancy.
Nipples	Small areas on the chest. As children grow, they can change during puberty.
Respect	Treating yourself and other people with kindness, care, and understanding.
Boundaries	Rules about what makes you feel comfortable and safe, including how other people should treat you and your body.
Personal Space	The space around your body that you like to keep comfortable and private. Other people should respect your personal space.

Key Knowledge
A lifecycle is the stages of life, including reproduction that a living thing goes through. Baby > toddler > child > teenager > adult > elder. Humans usually reproduce in the adult stage.
Everyone grows and changes at different times. In the 'teenager' stage a person experiences a lot of changes as they develop from a child to an adult.
Puberty is a time when a child gradually grows and develops into a young adult and both their bodies and feelings change a great deal. Puberty can start at any time between the ages of 8 and 16 and the changes happen gradually over a number of years.
During puberty, people develop body hair. This includes hair around private parts, underarms and males get facial hair. It is common to get spots. People's bodies and private parts change in size and shape. Women develop breasts. People might experience intense feelings or 'mood swings'
Males and females need their different private parts so that when they are adults they can have a baby if they choose to.
During puberty, males produce sperm and females produce a special kind of egg. A sperm and egg are needed to make a baby. If adults decide to have a baby, the egg and the sperm usually join together inside the woman's body.
Positive/healthy relationships/friendships involve lots of things including trust, sense of humour and kindness. These are important for both children's and adult's relationships.
If a relationship is making us feel uncomfortable or unhappy it can be good to talk to someone we trust about how we are feeling.
People who you can talk to or ask for help include family, friends, teachers, teaching assistants or you can call Childline on 0800 1111.



Year 4 Example Knowledge Organiser

This shows some of the knowledge the children will learn during Relationships/Health Education.

This cannot be withdrawn from.

3. Define Puberty

Check whether the pupils know what puberty is; Define puberty clearly using child-friendly language:

"Puberty is the time when a child gradually grows and develops into a young adult and both their bodies and feelings change a great deal. It can start at any time between the ages of 8 and 16 and the changes happen gradually over a number of years. Everyone's experience of puberty is different."

For the rest of the lesson the focus is on how the human body changes during puberty.
Share some emotional changes too (mood swings, feeling more private).

4. Body Parts Bingo

Pupils play in pairs. Explain that each pair will receive a 'Body Part Bingo card' with illustrations of parts of the human body, including the private parts. (There are four different cards, ensure each pair has a different card from those sitting next to them). Discuss how the class can manage their feelings while looking at the pictures. Select and show the Bingo Whiteboard images one at a time, naming and discussing each one. As the children identify a body part on their bingo card they can tick it off; continue until someone shouts Bingo! (The cards in the whiteboard summary have been ordered so they all Bingo! at the same time).

As you go through the slides ask questions such as:
Which are female body parts? Which are male? Which parts are both male and female?
Which body parts will change during puberty? How will they change? Correct any misunderstandings.

Explain that males and females need their different private parts so that when they are adults, they can have a baby if they choose to.

5. Spot the Changes

Print copies of the 'body changes pictures' or share the images on the whiteboard if easier. Explain that the pictures show some of the ways the body changes during puberty. Pair and share observations about what physical changes they can see in the pictures. Feedback as a whole group, highlighting changes that have not been discussed previously. Remind them to use the agreed words for the male and female body parts, which they learned in the previous activity. Focus the discussion on what changes they can see in the pictures, (i.e. body hair, spots on face, body shape, breasts, private parts) rather than other changes they might know about.



Year 4
Example Lesson Plan

This cannot be withdrawn from.



Year 5

This cannot be withdrawn from.

Year 5

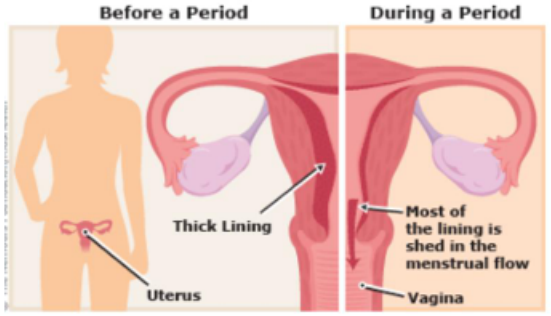
Puberty and Personal Boundaries

Relationships and Health Education

Key Vocabulary	
Puberty	Changes that happen to the body around the ages of 8-16.
Physical changes	Changes that happen to the body during puberty.
Menstruation / Periods	Blood leaves the uterus. This happens about once a month and are a normal part of growing up for a female.
Menstrual products	Things people use to collect or absorb the blood during a period.
Sperm	A cell that is produced by a male. It can fertilise an egg.
Egg	A tiny cell in a female body that can join with a sperm cell to start the development of a baby.
Semen	A fluid made by the male body that contains sperm cells.
Erection	When the penis becomes firm and stands up because more blood flows into it.
Pubic Hair	Hair that grows around the private parts as a person's body develops during puberty.
Sweat	A liquid that comes out of your skin when your body gets hot, such as when you exercise or feel nervous.
Breasts	Parts of the body on the chest that develop during puberty.
Spots	Small bumps or marks that can appear on the skin, especially during puberty.
Emotional Changes	Changes in how you feel or react to things, such as feeling happy, sad, angry, worried, or excited.
Hormones	Chemical messengers made by the body that help control how your body grows, develops, and changes
Boundaries	Rules about what makes you feel comfortable and safe, including how other people should treat you and your body.

- Talking about Puberty
- The Reproductive System
- Puberty Help and Support
- Respect, Boundaries and Being an Upstander

ChildLine 0800 1111



Key Vocabulary	
Personal Space	The space around your body that you like to keep comfortable and private. Other people should respect your personal space.
Consent	Giving clear permission for something to happen. Everyone has the right to say **yes or no**, and consent can be changed or taken back at any time.
Upstander	Someone who stands up to bullying,
Bystander	Someone who lets bullying happen.
Stereotypes	Ideas or beliefs that assume everyone in a particular group is the same or behaves in a certain way.
Peer Pressure	When people your age make you feel like you should do something because they are doing it, even if you do not want to.

Key Knowledge
Puberty is when a child gradually grows and develops into a young adult and both their bodies and feelings change.
Puberty occurs sometime between the ages of 8 and 16. Each person will start puberty at a slightly different time and will develop in their own way - it's important to respect these differences. Puberty changes are a normal part of growing up. Many changes happen to everyone, some only happen to females; some only happen to males. The whole process of change can take a few years.
Some changes include... private parts growing/ developing, mood changes, the body sweats more and can smell, body hair grows, spots, voice deepens (boys), wet dreams (boys), erections (boys), testicles drop (boys), periods start (girls). The female starts to produce eggs in the ovaries and the male starts to produce sperm in the testicles
Menstruation A period is a release of blood from the uterus, out through the vagina. This happens because the lining of the uterus builds up. The built-up lining is ready for a fertilised egg to attach to and start developing. If there is no fertilised egg, the lining breaks down and bleeds. Most girls get their first period when they're around 12. But getting it any time between age 10 and 15 is OK. Every girl's body has its own schedule. Just before, and during a period, females can feel physical pain and discomfort. They can also feel tense or moody.
Soap and menstrual products are essential. We can choose whether to use make up or hair products.
Strong feelings and emotions are a normal part of growing up.
It is never okay to tease or bully other children about how their body looks or changes during puberty.
People who you can talk to or ask for help include family, friends, teachers, teaching assistants or you can call Childline on 0800 1111.



Year 5

Example Knowledge Organiser

This shows some of the knowledge the children will learn during Relationships/Health Education.

This cannot be withdrawn from.

3. Menstruation/Periods

Ask questions to establish what the class understands about menstruation (periods) so far. Use the whiteboard to show an animation of the menstrual cycle which can be found at: https://kidshealth.org/en/teens/menstruation.html

Pause the animation after each section, ensuring that the class understands what has happened. Discuss the changing visuals and explain the commentary if necessary. Show the class the poppy seeds and spaghetti, which represent the approximate size of the female egg and the width of the fallopian tubes.

Discuss how the menstrual cycle impacts feelings and explain that just before, and during a period females can feel physical pain and discomfort and also feel tense or moody. Discuss menstrual wellbeing, showing different types of menstrual products (tampons, pads and reusables) and explain how they work and where to get them from, including at school.

4. Sperm Production

Discuss some of the key changes that happen to males during puberty, such as sperm production, testicles' dropping, erections and wet dreams. Support this by referring to the 'Male Changes Powerpoint' and use the 'Puberty Changes Teachers Guide' to help with explanations. Discuss how these changes might impact on a boy's feelings and moods and reinforce that they are a normal part of growing up.

5. Puberty Card Game

In small groups, hand out copies of the 'Puberty Card Game'. Ask the children to take turns to read out a card. The whole group should then try to reach a consensus on whether the statement is true, false or they don't know and place the card in the appropriate pile. Circulate and support the groups to achieve the task.

6. Card Game Feedback

With the whole class, go through the statements, checking answers and using the 'Puberty Card Game whiteboard summary' to display the answers. Use key points from the 'Puberty Card Game answer sheet' to reassure the class about puberty changes and discuss how these might be managed.



Year 5 Example Lesson Plan

This cannot be withdrawn from.



Year 6

Health and Relationships

This cannot be withdrawn from.

Year 6

Puberty and Relationships

Key Vocabulary	
Puberty	The time when a child's body starts to grow and change into an adult body. This happens around the ages 8-16.
Reproduction	The process of producing offspring (babies).
Uterus	An organ inside the body where a baby can grow during pregnancy.
Pregnancy	The time when a baby grows inside a woman's uterus (womb), from when an egg is fertilised until the baby is born. It usually lasts about 9 months.
Adoption	A legal process where someone brings up a child who cannot be cared for by their birth family. Adopters become full time permanent legal parents with the same rights and responsibilities as birth parents.
Fostering	Fostering is when a child lives with another family or carer for a period of time when their own family cannot look after them
IVF	IVF (in vitro fertilisation) is a treatment that helps people have a baby by joining an egg and sperm together in a laboratory, then placing the fertilised egg into the woman's womb.
Consent	Giving clear permission for something to happen. Everyone has the right to say **yes or no**, and consent can be changed or taken back at any time.
Boundaries	Rules about what makes you feel comfortable and safe, including how other people should treat you and your body.
Privacy	Privacy means having the right to keep your body and personal space safe from others.
Pressure	Pressure means feeling pushed or encouraged to do something, especially when you do not really want to do it.
Harassment	Harassment means repeatedly behaving in a way that upsets, frightens, annoys, or hurts another person.
Discrimination	Discrimination means treating someone unfairly because of who they are or a characteristic they have, such as their race, religion, sex, disability, or age.

- Puberty
- Communication and consent in Relationships
- Families and Pregnancy
- Communication and respect in relationships and online

ChildLine 0800 1111



Relationships and Health Education

Key Knowledge
Some changes during puberty include... private parts growing/developing, mood changes, body sweats more and can smell, body hair grows, spots, voice deepens (boys), wet dreams (boys), erections (boys), testicles drop (boys), periods start. The female starts to produce eggs in the ovaries and the male starts to produce sperm in the testicles
Some qualities of a good friendship include respect, trust, kindness, humour, equality and clear communication.
Some teenagers might start dating or going out. They might have emotional connections.
Signs of an unhealthy relationship: pressuring someone to do things they don't want to do, one person controlling or making all the decisions, bullying, teasing all of the time or not talking.
Communication is particularly important when touch is part of a relationship. It's ok to change your mind about how you would like to be touched. It's ok to tell someone to stop touching you. Tell a trusted grown up if someone is touching you in a way you don't like.
There are a lot of important decisions people have to make before starting a family e.g. space, money, time. People choose to have a baby at different times. It's ok to not want to have a baby.
Do not share any private information online. People do not always tell the truth online. If you receive a nasty message online don't reply to the message. Instead save or print the message so that you have a record of it, block the number or user from your phone or site and tell your parent, carer or a trusted adult.
People who you can talk to or ask for help include family, friends, teachers, teaching assistants or you can call Childline on 0800 1111.
We always have the right to say stop, and we can always speak to a trusted adult.



Year 6 Relationships and Health

Example Knowledge Organiser

This shows some of the knowledge the children will learn during Relationships/Health Education.

This cannot be withdrawn from.



Year 6 Example Relationships Lesson Plan

4. Healthy Relationships Scales

Draw a scale on the board/floor: Healthy - In Between - Unhealthy.
Read the statements below one by one. Ask pupils to place themselves on the scale (physically, with cards, or with mini whiteboards).

1. Two people listen to each other's ideas before choosing what to do.
2. One person always decides what game to play.
3. Friends sometimes argue but say sorry and make up.
4. Someone pressures the other to do something they don't want to do.
5. A friend ignores messages when they're annoyed but explains later how they feel.
6. Someone tells another person they can't play with anyone else.
7. Friends ask permission before hugging or holding hands.
8. Two friends argue, but with help from others, they sort it out and try to do better next time.

- Clear-cut examples: (2, 4, 6) highlight unhealthy behaviour.
- Clear healthy examples: (1, 3, 7) highlight respect, communication, repair.
- "In-between" cases: (5, 8) invite debate, showing relationships can be complicated and can change.

As you go through the activity ask questions: Why did you choose that place on the scale? Could the behaviour change over time? What makes a relationship healthier? What are some of the signs of an unhealthy relationship? pressuring someone to do things they don't want to do, one person controlling or making all the decisions, bullying, teasing all of the time or not talking.

Key takeaway: Respect, equality, and communication make relationships healthier.

This cannot be withdrawn from.



Year 6

Sex Education

You can withdraw your child from this.

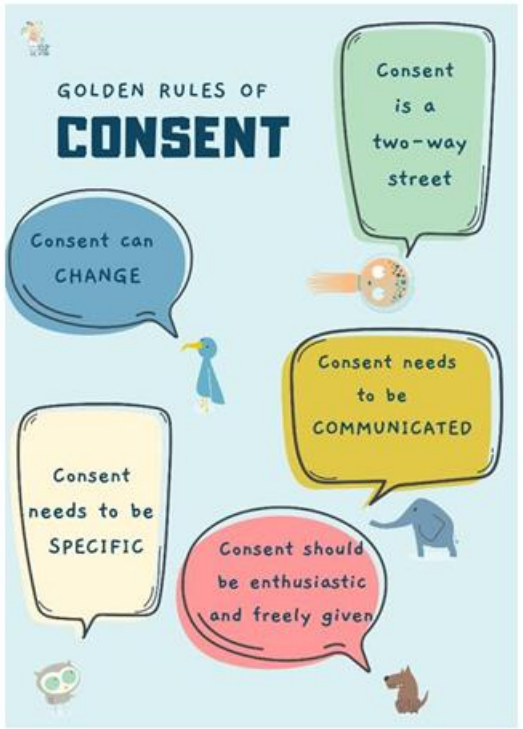
Year 6

Sex

Sex Education

Key Vocabulary	
Sexual intercourse	When the penis enters the vagina.
Sex	Performing in any kind of sexual activity. Exploring your own or someone else's body. Any gender can be involved.
Consent	Giving permission for something to happen/allowing something to happen.
Permission	Giving consent or allowing someone to do something.
Touch	Physical contact.
Love	An intense feeling of deep affection.
Relationship	A close connection between 2 people.
Intimacy	Closeness between people in relationships.





Key Knowledge
Adults should agree/consent to have sex and it should not be painful for anyone. If one wants to stop at any point, the other MUST respect that and stop. There should always be trust between the adults.
Good communication is so important. Adults should talk about what they would like and what they would not like.
16 years old is the legal age to have sex.
People have sex because it feels good, is enjoyable or to make a baby.
During sexual intercourse, a male might ejaculate inside a female. The semen that they ejaculate contains sperm. When a sperm cell meets an egg cell, a baby might start to develop.
Once a female has started having periods they can get pregnant. A female can also get pregnant just before starting their period during puberty.
To prevent a baby, a male could wear a condom to stop the sperm cells entering the female. A female also has different contraception options to prevent her from becoming pregnant.
People who you can talk to or ask for help include family, friends, teachers, teaching assistants or you can call Childline on 0800 1111.

ChildLine 0800 1111





Year 6

Sex Education

You can withdraw your child from this.



Year 6 Example Sex Education Lesson Plan

7. Explain that the reproductive system is the parts of the body that work together to help make a baby, and that it is part of the human life cycle. Use a resource such as *Boys and Girls, Men and Women* from https://www.servicesforeducation.co.uk/our-offer/clued-up/ or *Where Willy Went* https://www.youtube.com/watch?v=nUHrPimycFA to explain the process of sexual intercourse and conception. Read the poem - Wow-Fertilisation (see page 151). Cover up some of the words and see if the children can guess what they are. Discuss the meaning of some of the words and use the diagrams of the reproductive organs from lesson from activity 1 to support learning. Use a question box to answer any further questions they may have, in line with your school policy. For further learning you could use this BBC video on sex and reproduction: https://www.bbc.co.uk/teach/class-clips-video/articles/zsxtp4j (includes animation of sexual intercourse.)

5. How Does a Baby Start? Sequencing Activity

Introduce the activity: explore briefly how the class might feel about looking at the drawings of bodies and sexual intercourse and discuss strategies to help them manage their feelings during the activity.

In small groups, give out the 'How does a baby start? Cards'; one set per group. Ask the groups to try and sequence the cards in the correct order to show the conception process. As a whole group discuss and sequence the pictures using the 'How does a baby start? whiteboard summary'. Ensure pupils understand the words on each slide and check their understanding with the following questions:

What does 'touching each other in sexual ways' mean? Only an adult couple in a relationship should touch each other's private parts in this way.

Why does one card say that sexual intercourse 'should feel nice'? Ensure pupils understand the meaning of the word 'consent' An adult couple should agree/consent to have sexual intercourse and it should not be painful for either of them.

Where does the sperm meet the egg?

What is the scientific word for when the sperm gets into the egg?

What happens to the fertilized egg as it travels down towards the womb?

For how long does the baby usually grow in the womb?

Ask the class if sexual intercourse is the only way to become pregnant or to have a family. Discuss other options, such as IVF, sperm donors, fostering and adoption.

This can be withdrawn from.

Parental Consultation Questionnaire



We would really appreciate it if you would take the time to complete the Parental Consultation Questionnaire. You will find this on our website. Your views are very important to us in the development of our curriculum and policy.

We will take your views into account when we finalise the curriculum and policy. Once we have considered all the feedback, the finalised Relationships and Sex Education Policy will be uploaded to the school's website.



Relationships and Sex Education (RSE) and Health Education



We hope that this has provided you with the necessary information and has answered any questions that you may have had. If you have any queries or concerns regarding the consultation process, please do not hesitate to email one of us on:

znadin@dovedale.derbyshire.sch.uk

abestwick@dovedale.derbyshire.sch.uk

Thank you for your continued support.

Miss Nadin and Miss Bestwick (PSCHE/RSE/RE Curriculum Subject Leads)