



Old Buckenham Primary School and Nursery

PSHE RSE Policy

| | |
|---|--|
| Author / Edited by | Sarah Moll |
| Date | October 2020 |
| Executive summary | This is an updated version of the policy |
| Review Body | Teaching staff |
| Endorsed by | Governing Body |
| Review frequency & next review due | Every 3 years |
| Comments | This policy is available on our school website and is available on request from the school office. |

Personal, Social, Health Education (PSHE) Policy

including Relationships and Health Education statutory from September 2020, and our position on Sex Education

Context

All schools must provide a curriculum that is broad, balanced and meets the needs of all pupils and the school context. Section 78 of the Education Act 2002 and the Academies Act 2010, states that a PSHE curriculum must:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

PSHE – The Jigsaw Programme

At OBPSN School, we teach Personal, Social, Health Education using a whole-school approach. We believe this best supports children's individual and community development while a staged approach also considers appropriate content and learning capacity as children move through school.

The Jigsaw Programme offers a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

The overview of the programme can be seen on the school website.

It also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the Spiritual, Moral, Social, Cultural (SMSC) development opportunities provided for our children.

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

At OBPSN we value children's development as human beings and members of society and see PSHE as a playing a key role in developing skills and tools to enable them to understand and respect themselves and others, to empower them with a voice and to equip them for life and learning.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements. We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

Jigsaw has a complimentary update policy which ensures we have access to and use up to date teaching materials, to best follow current advice and support our teachers and children.

Legal requirements: Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make

Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”

DfE Guidance p. 8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p. 8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p. 11

Relevant documentation and guidance

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC))

What do we teach and when do we teach it?

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles and these are taught across the school; the learning deepens and broadens every year. A 'puzzle' refers to units of learning, which all fit together cohesively.

| Term | Puzzle | Content |
|------------------|------------------------|---|
| Autumn 1: | Being Me in My World | Jigsaw Charter established. Includes understanding my own identity and how I fit well in the class, school and global community. |
| Autumn 2: | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and understanding. |
| Spring 1: | Dreams and Goals | Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society. |
| Spring 2: | Healthy Me | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise. |
| Summer 1: | Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss. |
| Summer 2: | Changing Me | Includes Relationships and Sex Education in the context of coping positively with change. |

At OBPSN every class has one lesson of PSHE of around an hour each week in order to teach knowledge and skills in a developmental way. Ideally, class teachers deliver the weekly lessons to their own classes as we recognise that they develop strong and trusting relationships with their classes that best support teaching PSHE. Our PSHE provision incorporates Relationships, Health and Sex Education in an integrated way.

Explicit weekly PSHE lessons are reinforced through a range of ways:

Assemblies and collective worship, praise and reward systems (particularly the Windmill), the Learning Charter and class agreements, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community, such as using explicit praise and 'pausing for thought' when emotions run high.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

Whilst the Relationships Puzzle covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum, not in standalone sessions.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

Whilst the Healthy Me Puzzle covers most of the statutory Health Education, some of the outcomes are taught throughout Jigsaw e.g. emotional and mental health is nurtured through weekly Calm Me time, social skills are developed through the weekly Connect Us activity, and respect is key to the Jigsaw Charter.

A key change is that teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle.

Sex Education

The DfE Guidance 2019 (p. 23) recommends that primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.'

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools must determine the content of sex education at primary school. Sex education 'should ensure 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. 23)

"Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience... The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate

and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products.” (p. 31)

At OBPSN, we believe children should understand the facts about human reproduction before they leave primary school and begin learning about puberty before it is likely to begin, so they are prepared for changes in their own lives and others, understand their own bodies, and can build on this understanding further throughout secondary school. Therefore we will teach this in school.

We define Sex Education as understanding human reproduction, including conception. This sits separately to the key Science expectations and coverage, which is statutory.

Puberty, the Changing Adolescent Body, is now part of Health Education, which is statutory. OBPSN understands that some parents may find this surprising, so we will set out the curriculum mapping on the website so that parents can understand what is taught and when across the school.

Parents’ right to request their child be excused from Sex Education

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p. 17

At OBPSN, we intend to teach Sex Education, specifically human reproduction, within PSHE lessons in the Changing Me Puzzle, and parents will always be informed before this occurs. Aspects of the Changing Me Puzzle will deal with areas including puberty, personal safety and self-esteem. We believe these relate to Health and Relationships Education, so are statutory.

Parents have the right to withdraw their child from **the specific PSHE lessons which teach about human reproduction**, either some or all of those, but not from the entire Puzzle. There is also no right to withdraw a child from science.

Parents may choose to withdraw a child from only one lesson, part of a lesson, or several lessons. These are the lessons which deal with an aspect of Sex Education.

SEE END OF DOCUMENT

These are the lessons in Puzzle 6, Changing Me, which parents may choose to withdraw their child wholly or partially from:

Year 3, Lesson 1 (How babies grow)

Lesson 2 (Babies)

Lesson 4 (inside Body changes: particularly that changes are necessary so that bodies can make babies when they grow up)

Year 4, Lesson 1 (Unique me – mentions joining of sperm and egg, which could be excluded)

Lesson 2 (Having a baby)

Lesson 3 (Girls and puberty)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception to birth)

The school will inform parents of this right by newsletter the half term before the Changing Me Puzzle in Summer 2, and will invite parents to an open session to discuss the content of PSHE, particularly Relationships, Sex and Health Education and any concerns they may have about it with the Subject Coordinator.

Monitoring and Review

The Governing body monitors this policy on an annual basis and will give serious consideration to any comments from parents about the PSHE (RSHE) programme, making a record of all such comments. Governors are invited to scrutinise and ratify teaching materials to check they are in accordance with the school's ethos, and share findings and recommendations, as necessary, including the need to modify the policy.

Equality: This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At OBPSN, we believe that all people should be respected and valued equally and work to ensure that the materials and lessons continuously support this ethos, presenting diverse images and representations of people, families and lifestyles throughout school.

We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see the leaflet 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

Jigsaw PSHE documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

| | Pupils should know... | How Jigsaw provides the solution |
|--|--|---|
| Families and people who care for me | <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 (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. | <p>These aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World |
| Online relationships | <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. | <p>These aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference |

| | | |
|-------------------|---|---|
| | <ul style="list-style-type: none"> • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. | |
| Being safe | <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. | <p>These aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference |

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

| | Pupils should know | How Jigsaw provides the solution |
|----------------------------------|--|---|
| Mental wellbeing | <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 well-being 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 well-being. • 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 well-being 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>These aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference |
| Internet safety and harms | <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • 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 knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. | <p>These aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me |

| | | |
|------------------------------------|--|---|
| | <ul style="list-style-type: none"> • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. | |
| Physical health and fitness | <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. | <p>These aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me |
| Healthy eating | <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • 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). | <p>These aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me |
| Drugs, alcohol and tobacco | <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 | <p>These aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me |
| Basic first aid | <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. | <p>These aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me |

| | | |
|---------------------------------|---|--|
| Changing adolescent body | <ul style="list-style-type: none">• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.• about menstrual wellbeing including the key facts about the menstrual cycle. | These aspects are covered in lessons within the Puzzles <ul style="list-style-type: none">• Changing Me• Healthy Me |
|---------------------------------|---|--|

PSHE Changing Me – Sex Educations coverage

PSHE CHANGING ME - See notes about Health or Sex Education

| YR | My Body I can name parts of the body | Respecting My Body I can tell you some things I can do and foods I can eat to be healthy | Growing Up I understand that we all grow from babies to adults | Fun and Fears I can express how I feel about moving to Year 1 | Fun and Fears I can talk about my worries and/or the things I am looking forward to about being in Year 1 | Celebration I can share my memories of the best bits of this year in Reception |
|----|---|---|---|--|--|---|
| Y1 | Life cycles I am starting to understand the life cycles of animals and humans I understand that changes happen as we grow and that this is OK | Changing Me I can tell you some things about me that have changed and some things about me that have stayed the same I know that changes are OK and that sometimes they will happen whether I want them to or not | My Changing Body I can tell you how my body has changed since I was a baby I understand that growing up is natural and that everybody grows at different rates | Boys' and Girls' Bodies 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 I respect my body and understand which parts are private | Learning and Growing I understand that every time I learn something new I change a little bit I enjoy learning new things | Coping with Changes Assessment Opportunity I can tell you about changes that have happened in my life I know some ways to cope with changes |
| Y2 | Life Cycles in Nature I can recognise cycles of life in nature I understand there are some changes that are outside my control and can recognise how I feel about this | Growing from Young to Old I can tell you about the natural process of growing from young to old and understand that this is not in my control I can identify people I respect who are older than me | The Changing Me I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old I feel proud about becoming more independent | Boys' and Girls' Bodies I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private I can tell you what I like/don't like about being a boy/girl | Assertiveness I understand there are different types of touch and can tell you which ones I like and don't like I am confident to say what I like and don't like and can ask for help | Looking Ahead Assessment Opportunity I can identify what I am looking forward to when I move to my next class I can start to think about changes I will make when I am in Year 3 and know how to go about this |
| Y3 | How Babies Grow I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby | Babies I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow I can express how I might feel if I had a new baby in my family | Outside Body Changes I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process | Inside Body Changes 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 so that their bodies can make babies when they grow up | Family Stereotypes I can start to recognise stereotypical ideas I might have about parenting and family roles I can express how I feel when my ideas are challenged and might be | Looking Ahead Assessment Opportunity I can identify what I am looking forward to when I move to my next class start to think about changes I will make next year and know how to go about this |

| | | | | | | |
|----|---|--|--|---|---|--|
| | I can express how I feel when I see babies or baby animals | | I recognise how I feel about these changes happening to me and know how to cope with those feelings | I recognise how I feel about these changes happening to me and know how to cope with these feelings | willing to change my ideas sometimes | |
| Y4 | Unique Me I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm I appreciate that I am a truly unique human being | Having a Baby I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult | Girls and Puberty 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 I have strategies to help me cope with the physical and emotional changes I will experience during puberty | Circles of Change I know how the circle of change works and can apply it to changes I want to make in my life I am confident enough to try to make changes when I think they will benefit me | Accepting Change I can identify changes that have been and may continue to be outside of my control that I learnt to accept I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively | Looking Ahead Assessment Opportunity I can identify what I am looking forward to when I move to a new class I can reflect on the changes I would like to make next year and can describe how to go about this |
| Y5 | Self and Body Image I am aware of my own self-image and how my body image fits into that I know how to develop my own self esteem | Puberty for Girls I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally I understand that puberty is a natural process that happens to everybody and that it will be ok for me | Puberty for boys I can describe how boys' and girls' bodies change during puberty I can express how I feel about the changes that will happen to me during puberty | Conception I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby I appreciate how amazing it is that human bodies can reproduce in these ways | Looking Ahead I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) I am confident that I can cope with the changes that growing up will bring | Looking Ahead I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make next year and know how to go about this. |
| Y6 | My Self Image I am aware of my own self-image and how my body image fits into that I know how to develop my own self esteem | Puberty I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally I can express how I feel about the changes that will happen to me during puberty | Babies: Conception to Birth I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born I can recognise how I feel when I reflect on the development and birth of a baby | Boyfriends and Girlfriends I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured | Real self and ideal self I am aware of the importance of a positive self-esteem and what I can do to develop it I can express how I feel about my self-image and know how to challenge negative 'body-talk' | The Year Ahead I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. I know how to prepare myself emotionally for the changes next year |

| | | | | | | |
|--|--|--|--|--------------------------------------|--|--|
| | | | | into doing something I don't want to | | |
|--|--|--|--|--------------------------------------|--|--|