

# Beaconsfield Primary School



*Belief, Perseverance, Success*

## Relationships & Growing Up Education Policy (REGU)

Approved: April 2024

Review: April 2027

**RRSA Article 19:**

*You have the right to be protected from being hurt and mistreated, in body or mind.*

**RRSA Article 30:**

*You have the right to practice your own culture, language and religion, or any language and religion, you choose. Minority and indigenous groups need special protection of this right.*

**Article 34:**

*You have the right to be free from sexual abuse.*

**RRSA Article 36:**

*You have the right to protection from any kind of exploitation (being taken advantage of).*

**Global Goal 4:** Quality Education

**Global Goal 5:** Gender Equality

**Global Goal 10:** Reduced inequalities

**1. Rationale*****Definition:***

The following policy refers to Relationships and Growing Up Education (REGU) at Beaconsfield Primary School.

We define REGU as learning about caring friendships, families and people who care for me, respectful relationships, online relationships, being safe, growing up and puberty.

REGU provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. REGU is therefore a tool to safeguard children.

REGU contributes to the foundation of PSHE and Spiritual, Moral, Social and Cultural (SMSC) development and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

Aspects of REGU are taught as an integral part of the school's PSHE provision throughout the primary school from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

**Relationships and Growing Up Education and Ofsted:**

The 2019 Ofsted framework states that pupils should be able to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them.

It also states that schools should ensure they are developing pupils' age-appropriate understanding of healthy relationships through appropriate relationships education. The REGU lessons are part of our whole school approach in addressing harmful sexual behavior and peer to peer abuse. Through the teaching of the 'PANTS rule' and by exploring the theme of consent, young people are being empowered to safeguard themselves and develop the knowledge and skills to build healthy relationships now and in the future.

**The 2019 Ofsted framework also states:**

*'From September 2019, schools are able to follow a new relationships and sex education and health education curriculum. From September 2020, they will be required by law to follow it. Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being.'*

## **Moral and Values Framework:**

The REGU Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and philosophical groups within the local community.

## **2. Statutory requirements**

Schools are required to comply with all relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school's advice. The DfE guidance states that schools should pay particular attention to the Public Sector Equality Duty (PSED)

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the 'protected characteristics'). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

As a maintained primary school, we must provide Relationships and Growing Up Education (REGU) to all pupils as per section 34 of the Children and Social work act 2017.

In teaching Relationships Education, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Beaconsfield Primary School we teach Relationships and Growing Up Education (REGU) as set out in this policy.

## **3. Policy development**

This policy has been developed in consultation with staff, pupils and parents. The steps taken to review the policy are as follows.

The Department for Education and Ofsted have clearly outlined aspects of Relationships and Growing Up Education that are statutory in all primary schools, therefore some recommendations or comments made during the consultation process may not be reflected in the final policy as our school has to ensure we are meeting statutory guidelines.

- Review – The Senior Leadership Team (SLT) looked through the existing Relationships and Growing Up Education policy as well as local (Ealing) and national guidance for Relationships Education. They then reviewed the Relationships and Growing Up Education policy reflecting any advice and changes at local and national level.
- Staff consultation – Staff were consulted via an online Relationships and Growing Up Education staff survey. The results of this survey informed the policy development and also informed additional support/ training needed to enhance the delivery of Relationships Education. All staff were sent the draft policy in advance of the staff meeting and were then invited to comment on the policy and make suggestions/amendments.
- Parent consultation Parents were consulted via an online survey. Parents were also consulted through a Relationships and Growing Up Education parent workshop. Parents were given the opportunity to look through the policy and offer comments/suggestions.
- Pupil consultation – We consulted with pupils via the 2019 Health Related Behaviour Survey. The results of this survey were then used to inform the policy and inform the delivery of Relationships and Growing Up Education in our school. A pupil focus group was also held so that pupils could feed into the content of the policy.
- Governor consultation - Governors were consulted on this policy via a governor meeting. All governors were sent the draft policy in advance of the staff meeting and were then invited to comment on the policy and make suggestions/amendments.
- This policy will be reviewed every three years. This policy will be next reviewed by April 2027.

#### **4. Aim and objectives**

The aim of this policy is to enable the effective planning, delivery and assessment of REGU.

The aims of Relationships and Growing Up Education at our school is to:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Be prepared for puberty and understand the basic changes that happen during puberty;
- Understand the physical development of their bodies as they grow into adults
- Understand how to keep their bodies healthy and clean;
- Understand how to keep themselves and their bodies safe;
- Help pupils develop feeling of self-respect, confidence and empathy;
- Help pupils recognise healthy friendships;
- Provide a framework in which sensitive discussions can take place;
- Foster respect for the views of other people
- Understand the matters of personal hygiene and related health issues

The aims of Relationships Education Policy is to enable **all teaching staff** to be confident:

- In planning, delivering and assessing REGU
- In answering parents' questions and dealing with sensitive issues
- In supporting children to understand how to keep themselves safe
- In answering challenging questions from pupils

#### **5. Equal Opportunities**

Beaconsfield Primary School believes that REGU should meet the needs of all pupils. Our school is committed to the provision of REGU to all pupils and the differing needs of boys and girls. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of REGU.

Beaconsfield Primary School believes that REGU should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support. The planning and organising of teaching strategies will be consistently reviewed e.g. through lesson observations to ensure that no pupil is disadvantaged.

#### **6. Delivery of REGU: Content, delivery and training**

##### **Content:**

REGU is taught within the personal, social, health and economic (PSHE) education curriculum. Our school uses the **Ealing PSHE scheme of work** to deliver PSHE and Relationships Education. Biological aspects of REGU are taught within the science curriculum, and other aspects are also included in health education. A breakdown of what is covered in Science, Health Education and REGU can be found in Appendix 1.

The main aspects of REGU are covered in the Summer Term as part of PSHE (See Appendix 2) however many aspects of keeping safe, good and bad touch, healthy friendships, online safety, peer pressure, saying no, the PANTS rule, families and people who care for me are taught throughout the school year to ensure a consistent spiraling approach to keeping safe.

REGU focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me

- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The above points are covered in an age appropriate way from EYFS to Year 6 (see Appendix 2 for more detail). These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children (LAC) or young carers).

The changing adolescent body (puberty) is covered in years 4, 5 and 6. It is covered at this age to ensure children are prepared for the emotional and physical changes that will happen during puberty. Puberty is part of the statutory Health Education curriculum (see appendix 1).

Our school does not currently teach the optional sex education lesson. It is planned to review this during the lifespan of this current policy.

For more information about our REGU curriculum, see Appendix 2 and 3. Appendix 2 outlines the learning objectives for REGU and Appendix 3 outlines the vocabulary our school uses during these lessons.

### **Delivery:**

- REGU will usually be delivered by a member of school staff, usually the child's class teacher.
- REGU is usually delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.
- REGU will be assessed as part of the wider PSHE curriculum.
- Staff are aware that views around REGU related issues are varied. However, while personal views are respected, all REGU issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.
- Both formal and informal REGU questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Leader (DSL) if they are concerned.

### **The following are protocols teachers follow for discussion ('Ground Rules')**

- No individual (teacher or pupil) will have to answer a personal question
- No individual will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
  - The appropriate person to answer that question is your parent
  - The question can be discussed one to one after class
  - The topic will be covered at a later stage in their REGU lessons

The PSHE leader monitors the implementation of REGU, this monitoring is done through book scrutiny, lesson observations, pupil conferencing sessions and staff focus groups. REGU is assessed and evaluated by using the Ealing PSHE scheme of work.

### **Training:**

Staff are trained on the delivery of REGU as part of their induction and it is included in our continuing professional development calendar.

The head teacher may also invite visitors from outside the school, such as school nurses or the health improvement team, to provide support and training to staff teaching REGU.

## **7. Child protection**

There may be very rare occasions when a member of staff is directly approached by a primary aged child who is sexually active, contemplating sexual activity and/or is being sexually abused. With respect to child abuse and protection procedures, staff will follow the school's child protection and safeguarding policies.

Staff will also be referred to the:

DfE's 2023 document on 'Keeping children safe in education' - statutory guidance for schools and colleges  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working together to safeguard children 2023

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

## **8. Partnership with Parents**

The school views parents as partners in the delivery of Relationships Education. Parents will be informed about the REGU programme at the start of the term, as part of information provided on what their children will be learning.

The school will liaise with parents through:

- REGU workshops
- Newsletters
- School website
- Information letter/ text or email (or combination)

The school encourages parents to discuss REGU with the head teacher, deputy head teacher, SENCo, PSHE leader or the child's class teacher and are invited to view lesson materials (on school website). This policy will also be available on the school website for parents.

### **Right to withdraw**

Parents do not have the right to withdraw their children from statutory Relationships and Health Education lessons (see outline of Relationships and Health education in Appendix 1). Parents also cannot withdraw their children from the statutory National Science Curriculum (see Appendix 1). The national Science Curriculum contains all physical changes of puberty; children cannot be withdrawn from Science lessons. PSHE lessons explain healthy relationships, keeping safe and emotional changes of puberty.

REGU is to be taught in all year groups. Parents have the right to withdraw their children from the non-statutory components of Sex education (taught in year 6 only) within Relationships Education. Requests for withdrawal from these lessons should be put in writing and addressed to the Headteacher.

A child cannot be withdrawn from a REGU lesson without consultation with the Headteacher or PSHE Leader. If after consultation with the Headteacher or PSHE Leader, the parent/guardian still wishes for their child to be withdrawn from the REGU lessons, parents must take copies of REGU lessons and discuss these with their children at home. There will be a follow up meeting after delivery of REGU lessons at home to discuss any matters arising. In the unlikely event that the concern cannot be dealt with, the Governors and then the Local Authority will be contacted.

In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over. If a parent withdraws their child from sex education lessons, the school cannot guarantee that the child will not hear about the content of lessons from other pupils e.g. on the playground, walking home from school. By withdrawing children from sex education lessons, they may seek the information from elsewhere e.g. friends, siblings, or the internet. These sources of information are often incorrect and unreliable and can expose children to information which is not appropriate for their age.

## **9. Roles and responsibilities**

### **Governing body**

The governing body will approve the Relationships and Growing Up Education (REGU) policy and hold the head teacher to account for its implementation.

### **Head teacher**

The head teacher is responsible for ensuring that REGU is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of REGU (see Appendix 1).

### **Staff**

#### **Staff are responsible for:**

- Delivering REGU lessons in a sensitive way
- Modelling positive attitudes to REGU
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching REGU. Staff who have concerns about teaching REGU are encouraged to discuss this with the head teacher to access additional support and training.

### **Pupils**

Pupils are expected to engage fully in REGU and, when discussing issues related to Relationships Education, treat others with respect and sensitivity.

**APPENDIX 1: Curriculum coverage – Science, Relationships and Growing Up Education and Health Education**

<b>Relationships and Growing Up Education</b> <i>Statutory</i>	<b>Science</b> <i>Statutory</i>	<b>Health education</b> <i>Statutory</i>
<p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>○ that families are important for children growing up <b>because they can give love, security and stability.</b></li> <li>○ the characteristics of <b>healthy family life</b>, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>○ that others' families, either in school or in the wider world, <b>sometimes look different from their family</b>, but that they should <b>respect</b> those differences and know that other children's families are also characterised by love and care</li> <li>○ that <b>stable, caring relationships, which may be of different types, are at the heart of happy families</b>, and are important for children's security as they grow up.</li> <li>○ that marriage represents a formal and <b>legally recognised commitment of two people</b> to each other which is intended to be lifelong.</li> <li>○ how to recognise if family relationships are <b>making them feel unhappy or unsafe</b>, and how to seek help or advice from others if needed.</li> </ul>	<p><b>Key Stage 1:</b></p> <ul style="list-style-type: none"> <li>○ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>○ notice that animals, including humans, have offspring which grow into adults</li> </ul> <p><b>Key Stage 2:</b></p> <ul style="list-style-type: none"> <li>○ describe the changes as humans develop to old age</li> <li>○ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul>	<p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>○ that mental wellbeing is a <b>normal part of daily life</b>, in the same way as physical health.</li> <li>○ that there is a <b>normal range of emotions</b> (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>○ how to <b>recognise and talk about their emotions</b>, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>○ how to judge whether what they are <b>feeling</b> and how they are behaving is <b>appropriate and proportionate.</b></li> <li>○ the <b>benefits of physical exercise</b>, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>○ <b>simple self-care techniques</b>, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>○ <b>isolation and loneliness</b> can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>○ that <b>bullying</b> (including cyberbullying) has a <b>negative</b> and often lasting impact on mental wellbeing.</li> <li>○ <b>where and how to seek support</b> (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>○ <b>it is common for people to experience mental ill health.</b> For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>



<p><b><u>Caring friendships</u></b></p> <ul style="list-style-type: none"> <li>○ how important friendships are in <b>making us feel happy and secure</b>, and <b>how people choose and make friends</b>.</li> <li>○ the <b>characteristics of friendships</b>, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>○ that healthy friendships are <b>positive and welcoming towards others</b>, and do not make others feel lonely or excluded.</li> <li>○ that most <b>friendships have ups and downs</b>, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>○ <b>how to recognise who to trust and who not to trust</b>, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>		<p><b><u>Internet safety and harms</u></b></p> <ul style="list-style-type: none"> <li>○ that for most people the internet is an integral part of life and has <b>many benefits</b>.</li> <li>○ about the benefits of rationing time spent online, the <b>risks of excessive</b> time spent on electronic devices and the <b>impact of positive and negative content online</b> on their own and others' mental and physical wellbeing.</li> <li>○ how to consider the effect of their online actions on others and know how to recognise and <b>display respectful behaviour online</b> and the importance of keeping personal information private.</li> <li>○ why social media, some computer games and online gaming, for example, <b>are age restricted</b>.</li> <li>○ that the internet can also be a <b>negative place</b> where online <b>abuse, trolling, bullying</b> and <b>harassment</b> can take place, which can have a negative impact on mental health.</li> <li>○ how to be a <b>discerning consumer of information online</b> including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>○ <b>where and how to report concerns</b> and get support with issues online.</li> </ul>
<p><b><u>Respectful relationships</u></b></p> <ul style="list-style-type: none"> <li>○ <b>the importance of respecting others, even when they are very different from them</b> (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>○ practical steps they can take in a range of different contexts to <b>improve or support respectful relationships</b>.</li> <li>○ the conventions of <b>courtesy and manners</b>.</li> <li>○ the importance of <b>self-respect</b> and how this links to their own <b>happiness</b>.</li> <li>○ that in school and in wider society they can <b>expect to be treated with respect</b> by others, and that in turn they <b>should show due respect to others</b>, including those in positions of authority</li> <li>○ about <b>different types of bullying</b> (including</li> </ul>		<p><b><u>Physical health and fitness</u></b></p> <ul style="list-style-type: none"> <li>○ the characteristics and <b>mental and physical benefits</b> of an active lifestyle.</li> <li>○ the importance of <b>building regular exercise into daily and weekly routines</b> and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>○ the <b>risks associated with an inactive lifestyle</b> (including obesity).</li> <li>○ <b>how and when to seek support</b> including which adults to speak to in school if they are worried about their health.</li> </ul>

<p>cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <ul style="list-style-type: none"> <li>○ what a <b>stereotype is</b>, and how stereotypes can be unfair, negative or destructive.</li> <li>○ the importance of <b>permission-seeking</b> and giving in relationships with friends, peers and adults.</li> </ul>		
<p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>○ that people sometimes <b>behave differently online</b>, including by pretending to be someone they are not.</li> <li>○ that the <b>same principles apply to online relationships as to face-to-face relationships</b>, including the importance of respect for others online including when we are anonymous.</li> <li>○ the rules and principles for <b>keeping safe online</b>, how to recognise risks, harmful content and contact, and how to report them.</li> <li>○ how to <b>critically consider</b> their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>○ how <b>information and data is shared</b> and used online.</li> </ul>		<p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>○ what constitutes a <b>healthy diet</b> (including understanding calories and other nutritional content).</li> <li>○ the principles of <b>planning and preparing a range of healthy meals</b>.</li> <li>○ the characteristics of a <b>poor diet</b> and <b>risks</b> associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>○ what sorts of <b>boundaries</b> are appropriate in friendships with peers and others (including in a digital context).</li> <li>○ about the concept of <b>privacy</b> and the implications of it for both children and adults; including <b>that it is not always right to keep secrets if they relate to being safe</b>.</li> <li>○ that <b>each person’s body belongs to them</b>, and the differences between <b>appropriate and inappropriate or unsafe physical, and other, contact</b>.</li> <li>○ how to respond <b>safely and appropriately to adults</b> they may encounter (in all contexts,</li> </ul>		<p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>○ the facts <b>about legal and illegal harmful</b> substances and associated risks, including <b>smoking, alcohol use and drug-taking</b>.</li> </ul>

<p>including online) whom they do not know.</p> <ul style="list-style-type: none"> <li>○ <b>how to recognise and report feelings of being unsafe</b> or feeling bad about any adult.</li> <li>○ how to <b>ask for advice</b> or help for themselves or others, and to keep trying until they are heard.</li> <li>○ how to <b>report concerns</b> or abuse, and the vocabulary and confidence needed to do so.</li> <li>○ <b>where to get advice</b> e.g. family, school and/or other sources.</li> </ul>		
		<p><b><u>Health and prevention</u></b></p> <ul style="list-style-type: none"> <li>○ how to recognise <b>early signs of physical illness</b>, such as weight loss, or unexplained changes to the body.</li> <li>○ about <b>safe and unsafe exposure to the sun</b>, and how to reduce the risk of sun damage, including skin cancer.</li> <li>○ the importance of sufficient <b>good quality sleep</b> for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>○ about <b>dental health</b> and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>○ about <b>personal hygiene and germs</b> including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>○ the facts and science relating to <b>allergies, immunisation and vaccination</b>.</li> </ul>
		<p><b><u>Basic first aid</u></b></p> <ul style="list-style-type: none"> <li>○ how to make a clear and <b>efficient call to emergency services</b> if necessary.</li> <li>○ concepts of basic <b>first-aid</b>, for example dealing with common injuries, including head injuries.</li> </ul>
		<p><b><u>Changing adolescent body</u></b></p> <ul style="list-style-type: none"> <li>○ key facts about <b>puberty and the changing adolescent body</b>, particularly from age 9 through to age 11, including <b>physical and emotional changes</b>.</li> <li>○ about <b>menstrual wellbeing</b> including the key facts about the <b>menstrual cycle</b>.</li> </ul>

**APPENDIX 2: Relationships and Growing Up Education learning objectives (taken from the wider Ealing PSHE scheme of work)**

**PSHE Scheme of Work- Yearly Overview**

	<b>Autumn: Relationships and Health Education</b>		<b>Spring: Living in the Wider World</b>		<b>Summer: Relationships and Health Education</b>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception:	Who am I?	What do I need to do to be healthy?	What is a rule and do we need them?	What makes me special?	How can I keep myself safe?	Who is important to me?
Year 1	Who is there to help me?	What things does a healthy person do?	What are rules and why do we have them?	What will I bring to my community?	What is personal safety?	What do we have in common?
Year 2	What is a good friend?	What things make us healthy and what things might harm our bodies?	What are rights and responsibilities?	What is money?	How does being safe make me feel?	How do I recognise risk?
Year 3	How do we make our relationships safe and fair?	What are healthy habits and why are they important?	How do communities make a difference?	How do I make informed choices about money?	How do I keep my body safe?	Who is there to help me when I think there's a risk?
Year 4	Why are respectful relationships important?	What action can I take to look after my health?	What is citizenship?	How can I support my community?	What changes happen as I grow up?	What can I do about risks?
Year 5	What are the consequences of unhealthy and unfair relationships?	How do different parts of our bodies impact our health?	What is global citizenship?	What do I want to do when I grow up? What is the media?	What can I expect during puberty?	How do we respond to change, risk and harm?
Year 6	How can I maintain healthy relationships?	How are our physical health and mental health connected?	How do we create equality for all citizens?	How can I be prepared for work in the future? How do I stay critical online?	How is my body preparing for adulthood?	How do relationships change as we grow up?
<i>Optional themed lessons within this term:</i>	<i>Anti-Bullying Week, Black History Month</i>	<i>Road Safety Week, Children in Need, Christmas</i>	<i>Safer Internet Day</i>	<i>International Women's Day</i>	<i>Children's Mental Health Week</i>	<i>Pride Month</i>

**Health Education- Key Words and Definitions:**

Year	Lesson Topic	Key words	Definition or Explanation
3	Body Parts	<p>Growth Life Cycle</p> <ul style="list-style-type: none"> <li>- Babies/ infants</li> <li>- Toddlers</li> <li>- Children</li> <li>- Adolescence</li> <li>- Adulthood</li> <li>- Elderhood</li> </ul> <p>Body Parts</p> <ul style="list-style-type: none"> <li>- Head</li> <li>- Brain</li> <li>- Chest</li> <li>- Nipples</li> <li>- Vagina/ Vulva</li> <li>- Penis</li> </ul>	<p>We use the phrase adolescence rather teenage years as it covers 11 to 18 rather than 13 to 19. Changes that happen during puberty start during late childhood and adolescence.</p> <p>Girls and boys both have nipples, as girls get older their chest will change so they are able to feed their own children if they had a baby.</p> <p>Boys, men and males have a penis. This is where wee comes out of the body from.</p> <p>Girls, women and females have a vagina. The other scientific word is vulva. Next to a girls vagina is a small hole where wee comes out of.</p>
3	Keeping the body private	<p>Private parts of the body</p> <ul style="list-style-type: none"> <li>- Nipples</li> <li>- Vagina/ Vulva</li> <li>- Penis</li> <li>- Mouth</li> </ul> <p>PANTS Rules (NSPCC website)</p> <p>Trusted Adults</p>	<p>NSPCC PANTS rules to keep body parts private- taught from Reception</p> <p>P- Privates are Private A- Always remember your body belongs to you N- No means no T- Talk about secrets S- Speak up</p> <p>Adults at home, at school, professionals like Drs or the police who keep you safe.</p> <p>Some people use their bodies to show no</p>

		<p>Body Language</p> <p>Boundaries (Boundary Song on youtube)</p>	<p>means no. Facial expressions and body language are important ways to communicate.</p> <p>Rules we have about our personal space, what we do and don't feel comfortable with. Examples hugging, high 5s, handshakes.</p>
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Year	Lesson Topic	Key words	Definition or Explanation
4	Life Cycle	<p>Growth</p> <p>Life Cycle</p> <ul style="list-style-type: none"> <li>- Babies/ infants</li> <li>- Toddlers</li> <li>- Children</li> <li>- Adolescence</li> <li>- Adulthood</li> <li>- Elderhood</li> </ul>	<p>We use the phrase adolescence rather teenage years as it covers 11 to 18 rather than 13 to 19. Changes that happen during puberty start during late childhood and adolescence.</p> <p>Adolescence is the bridge between childhood and adulthood. It helps prepare for things that only happen in adulthood.</p> <p>As we go through the life cycle, we are able to understand, learn and do more things. Some things we cannot learn about or do before adolescence or adulthood because we aren't ready to understand or be able to do them physically yet.</p>
4	Physical Changes during puberty	<p>Puberty</p> <p>Hormones</p> <p>Body Parts</p> <ul style="list-style-type: none"> <li>- Chest</li> <li>- Breasts</li> <li>- Areola</li> </ul>	<p>Puberty is the process that happens during adolescence of changing, growing and maturing from a child to an adult. For girl's puberty may start anywhere between 8 to 11 years old and for boys around 11-12 years old.</p> <p>Hormones are chemical messages that our brains make. It is the different hormones that girls and boys have that tell their body to start changing and in different ways.</p> <p>New Terminology includes explaining the</p>



		Period Poverty	<p>blood when it leaves the body.</p> <p>People around the world sometimes have limited education about menstruation and periods.</p> <p>Some girls cannot access sanitary products. When this happens, it can mean they miss out on education.</p> <p>Education and access to sanitation are Children's rights under the UN Convention on the Rights of a Child.</p>
<b>Year</b>	<b>Lesson Topic</b>	<b>Key Words</b>	<b>Definition or Explanation</b>
5	Hormones	<p>Hormones</p> <p>Pituitary Gland</p> <p>Ovaries</p> <p>Testicles</p> <p>Emotional Changes</p> <p>Social Changes</p>	<p>Chemical messages that are sent to the body telling the body how to respond</p> <p>The gland in the brain that controls hormones related to growth, sends the first signal to the reproductive organs to start producing the hormones needed for puberty.</p> <p>A part of the female reproductive system which produces an egg and starts releasing the two female hormones related to puberty, progesterone and oestrogen</p> <p>A part of the male reproductive system which begins producing sperm cells during puberty. Also releases the male hormones related to puberty, testosterone.</p> <p>Mood Swings are caused by changing levels of hormones in the body. They can create increased sensitivity, confusion, tearfulness, aggression, anxiety, lower self esteem</p>



		<p>Happy Hormones</p> <ul style="list-style-type: none"> <li>- Dopamine</li> <li>- Oxytocin</li> <li>- Serotonin</li> <li>- Endorphins</li> </ul> <p>Brain Development</p>	<p>In preparation for adulthood, adolescence may want more privacy, independence and be more interested in friendship and peer relationships</p> <p>Ways that we can boost our mood by spending time with people we love, spending time in nature, exercise, eating well, self-care.</p> <p>The prefrontal cortex, the front part of the brain responsible for complex problem solving and rational thought does not finish developing until 25.</p> <p>The part of the brain very active in adolescence is the limbic system which is in charge of emotions.</p>
<b>Year</b>	<b>Lesson Topic</b>	<b>Key words</b>	<b>Definitions and Explanations</b>
6	Physical changes in puberty	<p>Body parts Male reproductive system</p> <ul style="list-style-type: none"> <li>- Urethra</li> <li>- Penis</li> <li>- Testicles</li> <li>- Sperm</li> <li>- Semen</li> <li>- Scrotum</li> <li>- Erection</li> <li>- Wet Dream</li> </ul>	<p>The urethra is the tube in the centre of the penis that urine and sperm travel through to leave the body.</p> <p>Testicles produce sperm. The skin around the testicles is called the scrotum.</p> <p>Sperm cells are produced in the testicles, they travel in a liquid called semen.</p> <p>An erection is when blood flows to the penis making it appear fuller and harder</p> <p>A wet dream happens at night and is when sperm and semen leave the penis while a boy is asleep. It is not urine.</p> <p>The vulva is what can be seen from the</p>

		<p>Female reproductive system</p> <ul style="list-style-type: none"> <li>- Vagina</li> <li>- Vulva</li> <li>- Urethra</li> <li>- Labia Majora</li> <li>- Labia Minora</li> <li>- Cervix</li> <li>- Uterus</li> <li>- Tampon</li> </ul> <p>-</p>	<p>outside of the body. The labia majora and labia minora are the protective skin around the opening on the vagina.</p> <p>The urethra is above the vaginal opening and where urine comes from.</p> <p>The cervix is at the top of the vagina, internally it stops things getting to far into the body ie. tampons</p> <p>If a woman was pregnant, the baby would grow in her uterus. When she is pregnant, it is referred to as a womb</p> <p>Tampons are introduced as an alternative to sanitary pads, they are not recommended until 13 years of age but are introduced as an option</p>
6	<b>Reproduction (Sex Education Lesson*)</b>	<p>Lifecycle</p> <p>Reproduction</p> <p>Fertilisation</p> <p>Conception</p> <p>Process of</p>	<p>In order for the lifecycle to continue, there needs to be reproduction.</p> <p>Reproduction is the process of new life being created. Reproductive happens when the male and female reproductive cells come together, and new life is formed.</p> <p>Fertilisation is the process of an egg and sperm cell meeting and joining together to make a new cell</p> <p>If the egg and sperm successfully join together and a new life begins then this is called conception</p>

		<p>Reproduction- inc. sexual intercourse</p> <p>Zygote</p> <p>Embryo</p> <p>Foetus</p>	<p>Exact language used:</p> <ul style="list-style-type: none"> <li>• A man produces sperm in his testicles.</li> <li>• Once a month, the woman's body releases an egg.</li> <li>• In order for the sperm to meet the egg a man and woman will have sexual intercourse.</li> <li>• During sexual intercourse, the sperm will enter a woman's body via her vagina.</li> <li>• This sperm then travels through the vagina and the uterus and towards the fallopian tube.</li> <li>• In the fallopian tube, the sperm may meet with the egg. The sperm and egg become one. This is called fertilisation.</li> <li>• The fertilised egg will then travel to the uterus.</li> <li>• If the egg is fertilised, it attaches the blood lining in the uterus.</li> <li>• The lining of the uterus builds up with a bloody lining to protect the fertilised egg.</li> <li>• Remember is the egg was not fertilised, the woman does not need this egg or the bloody lining and her body removes this and it comes out as her period.</li> </ul> <p>The fertilised cells formed by a sperm and egg cell meeting</p> <p>The initial growth of cells into human life</p> <p>A baby developing in the womb</p> <p>The sac in which the foetus grows in, it is filled with liquid</p>
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		Amniotic Sac/ Fluid  Umbilical cord/ placenta	The placenta is the organ a woman body creates to feed the foetus while in the womb, it passes nutrients from the woman's body through the placenta to the baby
<p><b>This lesson is the only lesson that parents can withdraw from as it includes a reference to sexual intercourse. As seen above, this is necessary to explain how the sperm and egg cell meet as part of the scientific process of reproduction.</b></p>			

