

# GROVE WOOD PRIMARY SCHOOL



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

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### Grove Wood Primary School RSE policy

#### **Vision:**

At Grove Wood Primary we have high expectations for all children to enjoy and achieve across the curriculum. All learning opportunities are rooted in our school SPARK values. We aim to develop positive learning habits and growth mind-sets in order that all children achieve their potential, are prepared for the next stage of their education and will flourish in the 21st Century.

As a school, we believe that the most profound and accelerated learning takes place when children can readily apply the skills they have learned to meaningful and purposeful contexts.

Our PSHE curriculum will enable children to develop independent thought through exploring, linking, questioning and challenging.

From September 2020, the Health Education and Relationships Education (primary) and the Relationships and Sex Education (RSE) (secondary) aspects will be compulsory in all schools. In the same Department for Education Government Guidance, (Appendix 1) sub section 65 and 66, it states 'that primary schools should teach as part of primary science curriculum, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in plants and animals.' 'It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement'

### **This policy does not stand alone:**

To be effective it must be embedded across the school and followed in conjunction with other school policies including;

- Teaching and Learning Policy Science Policy
- English Policy
- SEND Policy
- EYFS Policy
- Equal Opportunity Policy
- Behaviour Policy
- R.E Policy
- ICT Policy

### **Aims At Grove Wood Primary School:**

Every child has access to quality first teaching through which we will ensure that all pupils have access to a relevant and appropriate curriculum.

It is expected that during the planning process, teachers will consider both a skills based learning objective and the context from the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance.

To support the planning and delivery of Personal Social Health Education (PSHE), teachers use the 1Decision PSHE programme, alongside NSPCC online resources.

We also use Stonewall books lists and online resources. As a school we have chosen to teach Relationship and Sex Education to equip our children for their future, however we do this in the context of age appropriate discussions.

We follow the 1Decision scheme alongside the Christopher Winter project, then when children reach the end term in Year 6, the BBC interactive programme using clips to support teacher-led lessons. (see Appendix 3)

The 1Decision PSHE planning provides which areas are introduced in each year group and enquiry questions frame each term's learning.

In our commitment to a broad and balanced curriculum, cross curricular opportunities are systematically planned for in order to deepen children's understanding of a subject and to engage them in memorable experiences, bringing topics to life through authentic contexts. The skills of English and Maths will be utilised in PSHE.

### **Relationships Education**

The focus is 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.

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 or young carers).

## **Health Education**

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

## **Sex Education**

The focus is on teaching children the facts about puberty (preparing boys and girls for the changes that adolescence brings) and reproduction (how a baby is conceived).

Parents have the right to withdraw their child(ren) from sex education lessons.

They also have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

We would make alternative arrangements in such cases. Parents do not have the right to withdraw their children from relationships education.

Parents are encouraged to discuss their concerns and/or decisions with the school at the earliest opportunity.

Parents are welcome to review any RSE resources the school uses.

Information about the Relationships and Sex Education curriculum will be provided for parents through email and curriculum letters during the term it is due to be delivered.

## **Inclusion:**

All children and their families are valued within our school. We value the diversity of individuals within the school and do not discriminate because of differences.

Staff are alert to pupils who may be particularly vulnerable e.g. newcomers, refugees, travellers, those with disabilities, those whose parents or carers are gay or lesbian, those who do not fit gender stereotypes or who are perceived to be lesbian, gay or bisexual.

Staff will challenge any negative use of gender stereotypes and the use of homophobic language in any situation. We are proud to be a school trained by Stonewall to challenge negativity and accept individuals and their choices

## **Role of Subject leader:**

The PSHE and Well-being Subject Leaders (supported by SLT) is responsible for improving the standards of teaching and learning in PSHE / RSE through:

Monitoring and evaluating of curriculum coverage

Termly analysis of pupil progress

Ensuring meaningful links with other curriculum subjects

Quality assuring the Learning Environment

Taking the lead in policy development

Auditing and supporting colleagues in their CPD

Purchasing and organising resources

Reporting to the governors and SLT

Offer guidance support and training for parents and carers

Keeping up to date with recent PSHE developments/ pedagogy

## **Expectation of all teachers:**

Planning covers all PSHE objectives throughout the year

To ensure all children present their work to a high standard  
Teaching is delivered through whole class teaching, group work, learning partners.  
Learning objectives and success criteria are shared throughout lessons.  
Verbal Feedback is given to pupils and they are given the opportunity to build on their learning to make progress.  
Weekly plans are based on half- term planning- (linked to the 1decision scheme) and based on the most recent assessments for learning  
PSHE work is adapted for SEND pupils or more able pupils depending on need  
Staff have a commitment to the promotion of SPARK values in all lessons

**This Policy should be read in conjunction with:**

- 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) 5
- 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)
- National Citizen Service guidance for schools Appendix 1 'PSHE Curriculum breadth map' overview coverage of the Cambridge scheme and other links -

Linked to DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (July 2020)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships\\_Education\\_\\_Relationships\\_and\\_Sex\\_Education\\_\\_RSE\\_\\_and\\_\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__RSE__and__Health_Education.pdf)

**Appendix 1:**

RSE year group overview

**Appendix 2:**

Mapping Christopher Winter Project Curriculum Statutory guidance .

**Appendix 3-**

Additional Content for Year 6

Year 6 Relationships and Sex education content BBC interactive 9-11

## Appendix 1

### Relationship and Sex Education Overview

YEAR GROUP	TOPIC/THEME DETAILS
Year 1	<p><b>Growing and caring for ourselves</b></p> <p>Lesson 1: Different friends</p> <p>Lesson 2: Growing and changing</p> <p>Lesson 3: Families and care</p>
Year 2	<p><b>Differences</b></p> <p>Lesson 1: Differences</p> <p>Lesson 2: Male and female animals</p> <p>Lesson 3: Naming body parts</p>
Year 3	<p><b>Valuing Difference and Keeping Safe</b></p> <p>Lesson 1: Body differences</p> <p>Lesson 2: Personal space</p> <p>Lesson 3: Help and support</p>
Year 4	<p><b>Growing up</b></p> <p>Lesson 1: Changes</p> <p>Lesson 2: What is puberty?</p> <p>Lesson 3: Healthy Relationships</p>
Year 5	<p><b>Puberty</b></p> <p>Lesson 1: Talking about puberty</p> <p>Lesson 2: The Reproductive system</p> <p>Lesson 3: Help and support</p>
Year 6	<p><b>Puberty, Relationships &amp; Reproduction</b></p> <p>Pupils learn about the changes that occur during puberty</p> <p>Pupils learn about human reproduction in the context of the human life-cycle</p> <p>Pupils learn how a baby is made and grows (conception )</p> <p>Pupils learn to explore some common myths and misconceptions.</p> <p>Pupils how to keep themselves safe online</p>

## Mapping CWP Curriculum to Statutory Guidance

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

Suggested outcomes: <i>Pupils should know</i>		CWP lesson
<b>RELATIONSHIPS EDUCATION</b>		
<b>Families and people who care for me</b>		
1a	• that families are important for children growing up because they can give love, security and stability.	Reception lesson 3 Year 1 lesson 3 Year 3 lesson 3 Year 6 lesson 2
1b	• 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.	Year 1 lesson 3 Year 3 lesson 3 Year 6 lesson 2
1c	• 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.	Year 1 lesson 3 Year 3 lesson 3 Year 6 lesson 3 Additional Lesson Respect & Equality
1d	• 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.	Year 1 lesson 3 Year 3 lesson 3 Year 6 lesson 2 & 3
1e	• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	Year 6 lesson 3
1f	• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Year 1 lesson 3 Year 3 lesson 3 Year 6 lesson 2 Additional Lesson FGM
<b>Caring friendships</b>		
2a	• how important friendships are in making us feel happy and secure, and how people choose and make friends.	Reception lesson 1 & 3 Year 6 lesson 2
2b	• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Year 4 lesson 3 Year 6 lesson 2
2c	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Reception lesson 1 Year 4 lesson 3 Year 6 lesson 2 Additional Lesson Respect & Equality
2d	• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	Reception lesson 2 Year 4 lesson 3
2e	• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	Year 1 lesson 3 Year 3 lesson 2 Year 4 lesson 3 Additional Lesson Respect & Equality

<b>Respectful relationships</b>		
3a	<ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> </ul>	<b>Reception lesson 3</b> <b>Year 1 lesson 1</b> <b>Year 2 lesson 1 &amp; 2</b> <b>Year 3 lesson 1</b> <b>Year 4 lesson 3</b> <b>Additional Lesson Respect &amp; Equality</b>
3b	<ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>	<b>Year 3 lesson 2</b> <b>Year 4 lesson 3</b> <b>Year 6 lesson 2</b> <b>Additional Lesson Respect &amp; Equality</b>
3c	<ul style="list-style-type: none"> <li>the conventions of courtesy and manners.</li> </ul>	<b>Embedded through use of groundrules and circle time</b>
3d	<ul style="list-style-type: none"> <li>the importance of self-respect and how this links to their own happiness.</li> </ul>	<b>Year 3 lesson 2</b> <b>Year 4 lesson 3</b> <b>Year 6 lesson 2</b> <b>Additional Lesson Respect &amp; Equality</b>
3e	<ul style="list-style-type: none"> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul>	<b>Year 1 Lesson 1</b> <b>Year 4 lesson 3</b> <b>Embedded through group agreement</b>
3f	<ul style="list-style-type: none"> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> </ul>	<b>Year 3 lesson 2</b> <b>Year 4 lesson 3</b>
3g	<ul style="list-style-type: none"> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>	<b>Year 2 Lesson 1</b> <b>Additional Lesson Respect &amp; Equality</b>
3h	<ul style="list-style-type: none"> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<b>Year 4 lesson 3</b> <b>Year 6 lesson 2</b>
<b>Online Relationships</b>		
4a	<ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> </ul>	<b>Year 6 lesson 4</b>
4b	<ul style="list-style-type: none"> <li>that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</li> </ul>	<b>Year 4 lesson 3</b> <b>Year 6 lesson 4</b>
4c	<ul style="list-style-type: none"> <li>rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul>	<b>Year 6 lesson 4</b>
4d	<ul style="list-style-type: none"> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> </ul>	<b>Year 4 lesson 3</b> <b>Year 6 lesson 4</b>
4e	<ul style="list-style-type: none"> <li>how information and data is shared and used online.</li> </ul>	<b>Year 6 lesson 4</b>
<b>Being safe</b>		
5a	<ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> </ul>	<b>Year 3 lesson 2</b> <b>Year 6 lesson 2 &amp; 4</b>
5b	<ul style="list-style-type: none"> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> </ul>	<b>Year 3 lesson 2</b> <b>Year 6 lesson 2 &amp; 4</b> <b>Additional Lesson FGM</b>

5c	<ul style="list-style-type: none"> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>	<b>Year 3 lesson 2</b> <b>Year 6 lesson 2</b> <b>Additional Lesson FGM</b>
5d	<ul style="list-style-type: none"> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> </ul>	<b>Year 1 Lesson 3</b> <b>Year 3 lesson 2 &amp; 3</b> <b>Year 6 lesson 2 &amp; 4</b>
5e	<ul style="list-style-type: none"> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul>	<b>Year 1 Lesson 3</b> <b>Year 3 lesson 3</b> <b>Year 6 lesson 2 &amp; 4</b> <b>Additional Lesson FGM</b>
5f	<ul style="list-style-type: none"> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul>	<b>Year 3 lesson 2 &amp; 3</b> <b>Additional Lesson FGM</b>
5g	<ul style="list-style-type: none"> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul>	<b>Year 3 lesson 2 &amp; 3</b> <b>Year 6 lesson 4</b> <b>Additional Lesson FGM</b>
5h	<ul style="list-style-type: none"> <li>where to get advice e.g. family, school and/or other sources.</li> </ul>	<b>Year 3 lesson 3</b> <b>Year 6 lesson 4</b> <b>Additional Lesson FGM</b>
<b>HEALTH EDUCATION</b>		
<b>Mental wellbeing</b>		
6a	<ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> </ul>	<b>Year 4 lesson 2</b> <b>Year 5 lesson 3</b>
6b	<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>Reception lesson 1 &amp; 2</b> <b>Year 1 lesson 1 &amp; 3</b> <b>Year 4 lesson 2</b> <b>Year 5 lesson 3</b>
6c	<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>Reception lesson 1 &amp; 2</b> <b>Year 1 lesson 1 &amp; 3</b> <b>Year 4 lesson 2</b> <b>Year 5 lesson 1 &amp; 3</b> <b>Year 6 lesson 1 Additional activity</b>
6d	<ul style="list-style-type: none"> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>	<b>Year 4 lesson 2</b> <b>Year 5 lesson 1 &amp; 3</b> <b>Year 6 lesson 1 Additional activity</b>
6e	<ul style="list-style-type: none"> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul>	<b>Year 5 lesson 3</b> <b>Year 6 lesson 1 Additional activity</b>
6f	<ul style="list-style-type: none"> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>	<b>Year 4 lesson 2</b> <b>Year 5 lesson 1 &amp; 3</b> <b>Year 6 lesson 1 Additional activity</b>
6g	<ul style="list-style-type: none"> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul>	<b>Reception lesson 1</b> <b>Year 6 lesson 1 Additional activity</b>
6h	<ul style="list-style-type: none"> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> </ul>	<b>Year 6 lesson 4</b>

6i	<ul style="list-style-type: none"> <li>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> </ul>	<b>Year 6 lesson 1 Additional Activity</b> <b>Year 6 lesson 4</b>
6j	<ul style="list-style-type: none"> <li>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</li> </ul>	<b>Year 6 lesson 1 Additional Activity</b>
<b>Internet safety and harms</b>		
7a	<ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits.</li> </ul>	<p><b>While many of the suggested outcomes are touched on in this resource, we advise that schools continue to use a stand-alone scheme on internet safety such as <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a></b></p>
7b	<ul style="list-style-type: none"> <li>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.</li> </ul>	
7c	<ul style="list-style-type: none"> <li>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> </ul>	
7d	<ul style="list-style-type: none"> <li>why social media, some computer games and online gaming, for example, are age restricted.</li> </ul>	
7e	<ul style="list-style-type: none"> <li>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.</li> </ul>	
7f	<ul style="list-style-type: none"> <li>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> </ul>	
7g	<ul style="list-style-type: none"> <li>where and how to report concerns and get support with issues online.</li> </ul>	
<b>Changing adolescent body</b>		
8a	<ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> </ul>	<b>Year 4 lesson 1 &amp; 2</b> <b>Year 5 lesson 1, 2 &amp; 3</b> <b>Year 6 lesson 1</b> <b>Year 6 lesson 1 Additional Activity</b>
8b	<ul style="list-style-type: none"> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<b>Year 4 lesson 2</b> <b>Year 5 lesson 1, 2 &amp; 3</b> <b>Year 6 lesson 1</b>
<b>Additional Guidance - Menstruation</b>		
9a	<p>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. Schools will need to consider the needs of their cohort of pupils in designing this content.</p>	<b>Year 4 lesson 2</b> <b>Year 5 lesson 1, 2 &amp; 3</b>

<b>Non – statutory Sex Education</b>		
10a	<p>The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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. As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught</p>	<p><b>This resource forms a spiralling curriculum of Relationships and Sex Education. We feel that on the whole the Sex Education element of the resource is in line with the science curriculum. Lessons on puberty form part of statutory Health Education. The exception would be sessions in year 6 which include age appropriate discussions on adult sexuality and how a baby is conceived and born. Parents would need to be given the right to excuse their children from these lessons.</b></p>
<b>National Curriculum Science</b>		
S1	<p><b>Key Stage 1 (age 5-7 years)</b> Year 1 pupils should be taught to:</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> </ul> <p>Year 2 pupils should be taught to:</p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	<p><b>Year 1 Lesson 2</b> <b>Year 2 Lesson 3</b></p>
S2		<b>Year 2 Lesson 1 &amp; 2</b>
S3		
S4	<p><b>Key Stage 2 (age 7-11 years)</b> Year 5 pupils should be taught to:</p> <ul style="list-style-type: none"> <li>describe the life process of reproduction in some plants and animals</li> </ul>	<b>Year 4 lesson 1 &amp; 2</b>
S5	<ul style="list-style-type: none"> <li>describe the changes as humans develop to old age</li> </ul>	<p><b>Year 4 lesson 1 &amp; 2</b> <b>Year 6 lesson 3</b></p>
S6	<p>Year 6 pupils should be taught to:</p> <ul style="list-style-type: none"> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul>	<b>Year 6 lesson 3</b>

### **Appendix 3-**

#### **Additional Content for Year 6**

Year 6 Relationships and Sex education content BBC interactive 9-11

The teacher uses the resource to drop into the areas below as a basis for discussion and take questions and bring age appropriate clarification.

Anything not age appropriate will be steered to 'This will be covered later in your RSE secondary education.'

#### **Unit 1 Growing up**

Growing up physically From birth to present day

How does my body change in puberty?

Am I the same as everyone else?

What is a period?

What is a wet dream?

Keeping clean

Growing up emotionally  
Feeling positive  
Crushes I've got a crush!  
Different times, different friendships

### **Unit 2 Cycle of life**

Sexual reproduction  
Sexual reproduction words  
Sexual intercourse (animation)  
How a baby grows: the inside story

### **Unit 3 feelings**

Managing feelings  
Keeping safe  
I have feelings  
Respecting other people's feelings  
Internet safety  
Resisting negative peer pressure  
Asking for help

### **Unit 4**

Family life  
Different families  
Family arguments  
Happy families?  
Have you ever felt like this?  
Marriage, partnerships and commitment  
What makes a family?