



18th May 2026

RSE/PHSE

Dear Parents/ Carers,



Please see below the objectives that will be taught in the summer term, as part of our RSE and PHSE Programme. All objectives are part of the statutory curriculum for Key Stage 1 children.



Children will have the opportunity to ask questions in class or anonymously, using our question boxes. Questions will be answered frankly and honestly and you may find your child asks you questions about some of the topics discussed in school.



If you have any concerns or questions, please contact the school office. We are able to provide you with an online link where you can view the teaching resources that will be used in the PHSE lessons.



Reception

- 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 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



Year 1

- Life Cycles - I am starting to understand the life cycles of animals and humans
- Changing Me - I can tell you some things about me that have changed and some things about me that have stayed the same
- My Changing Body - I can tell you how my body has changed since I was a baby
- 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
- Learning and Growing- I understand that every time I learn something new, I change a little bit
- Coping with Changes - I can tell you about changes that have happened in my life



Year 2

- Life Cycles in Nature - I can recognise cycles of life in nature
- 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
- 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
- Boys' and Girls' Bodies - I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private
- Assertiveness - I understand there are different types of touch and can tell you which ones I like and don't like
- Looking Ahead - I can identify what I am looking forward to when I move to my next class

Year 3

- How Babies Grow - I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby
- 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
- Keeping ourselves clean - I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy
- I know some simple ways of keeping clean which can keep me healthy and protect me from some infections
- Family Stereotypes - I can start to recognise stereotypical ideas I might have about parenting and family roles
- Looking Ahead - I can identify what I am looking forward to when I move to my next class
- Accepting Change - I can identify changes that have been and may continue to be outside of my control that I learnt to accept
- Looking Ahead - I can identify what I am looking forward to when I move to a new class

Year 4

Year 4 girls can take part in a discussion about menstruation (periods). A parent consent letter will be sent to the parents of Year 4 girls.

- 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
- Puberty and Menstruation - 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
- Being part of a family - I know there are many types of family and that often our family members form part of our inner circle. I know there are trusted people I can turn to if I need help and support as I grow up and go through 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

Year 5

- Self and Body Image - I am aware of my own self-image and how my body image fits into that
- 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
- Puberty for boys - I can describe how boys' and girls' bodies change 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
- Looking Ahead - I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)
- Looking Ahead - I can identify what I am looking forward to when I move to a new class

Year 6

- My Self Image- I am aware of my own self-image and how my body image fits into that
- Puberty - I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally
- Babies: Conception to Birth - I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born
- Adolescent Friendships - I know myself well enough to maintain positive relationships with others whilst still keeping my own identity
- Real Self and Ideal Self - I am aware of the importance of a positive self-esteem and what I can do to develop it
- 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

Yours sincerely,

Mrs E. Smith (RSE Lead)