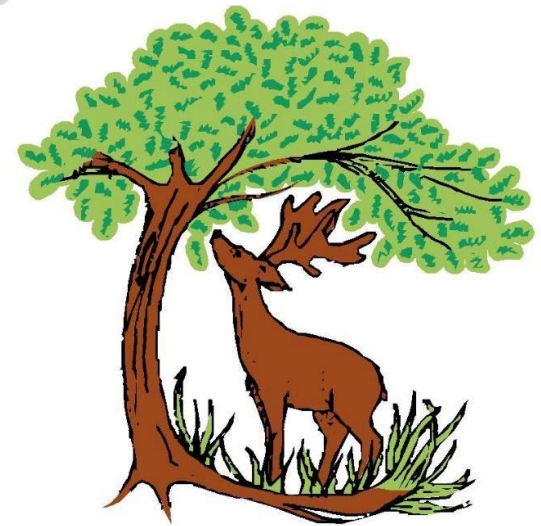


*Hethersett Woodside Primary  
and Nursery School*

**Helping your child  
to stay safe and  
thrive in the modern  
world**



**Hethersett Woodside  
School**

# Secretary of State Foreword

“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 manage their academic, personal and social lives in a positive way”.



What do you remember about your sex education from school/home?

# Our school vision for RSE is....

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Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

# RELATIONSHIPS EDUCATION: Schools will be required to teach...

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- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

# HEALTH EDUCATION

Schools  
will be  
required  
to  
teach...



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

# Puberty as part of Health Education

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.

Puberty should be covered in Health Education and should be addressed before onset so, as far as possible, pupils are prepared in advance for changes they will experience.

# Sex Education

Ensure boys and girls are prepared for changes of adolescence

Draw on knowledge of human life cycle in the NC for science – how a baby is conceived and born

The Department continues to recommend that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.



# Reception overview



## Year group R

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
How feelings are expressed, words to describe feelings and simple strategies for managing feelings.	Basic personal hygiene.	Celebrating similarities and differences.	Likes, dislikes and making choices.	Personal privacy. The right to keep some things private. Respecting other people's privacy.	Special people, what makes them special and how special people care for one another.

# Key vocabulary Reception

Feeling

Uncomfortable

Comfortable

Hygiene

Same

Similar

Different

Special

Like

Dislike

Difficult

Private

# Year 1 overview



## Year group one

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Recognising how others show feelings and how to respond.	Naming the main parts of the body, including external genitalia using scientific terms.	Listening to other people, playing and working cooperatively. Resolving simple arguments through negotiation.	Celebrating similarities and differences between people.	The right to be protected from diseases, and the responsibility to protect others.	The people who look after us. Who to go to if you are worried, and how to attract their attention.

# Key vocabulary Year One

Emotions

Feelings

Penis

Vulva

Communication

Similarities

Differences

Disease

Bacteria

Problem

Help

# Naming body parts

Anus: The private part of the body where poo comes out

Penis: The private part of a boy where wee comes out

Vulva: The private part of a girl that she wipes when she has had a wee

# Year 2 overview

## **Y<sub>2</sub>** Year group two

<b>My feelings</b>	<b>My body</b>	<b>My relationships</b>	<b>My beliefs</b>	<b>My rights and responsibilities</b>	<b>Asking for help</b>
Recognising and celebrating strengths and achievements. Setting simple but challenging goals.	Growing and changing throughout life.	Understanding that bullying is wrong and unacceptable.	Different families. Understanding there has never been and will never be another them.	Judging what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond.	The difference between secrets and surprises, and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.

# Key vocabulary Year Two

Self esteem

Vagina

Bullying

Unique

Personal space







Privacy

Secret

Surprise

# Year 3 overview

## **Y<sub>3</sub>** Year group three

 <b>My feelings</b>	 <b>My body</b>	 <b>My relationships</b>	 <b>My beliefs</b>	 <b>My rights and responsibilities</b>	 <b>Asking for help</b>
Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.	Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.	Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.	Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.	Pupils understand the right to protect their body from unwanted touch.	Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.



# Key vocabulary Year Three

Aspiration

Compliment

Self esteem

Penis

Vulva

Hygiene

Relationship

Gender







Stereotype

Testicles

Vagina

# Year 4 overview

## **Y4** Year group four

 <b>My feelings</b>	 <b>My body</b>	 <b>My relationships</b>	 <b>My beliefs</b>	 <b>My rights and responsibilities</b>	 <b>Asking for help</b>
Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.	Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.	Pupils recognise differences and similarities between people arise from a number of factors including family and personal identity.	Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.	Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.

# Key vocabulary Year Four

Emotions

Empathy

Foetus

Puberty

Public

Private

Similar

Different

Identity

Marriage







Arranged marriage

Forced marriage

Peer pressure

# Year 5 overview

## **Y5** Year group five

 My feelings	 My body	 My relationships	 My beliefs	 My rights and responsibilities	 Asking for help
Pupils can anticipate how their emotions may change as they approach and move through puberty.	Pupils can anticipate how their body may change as they approach and move through puberty.	Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.	Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.	Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.	Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk about what they have seen.

# Key vocabulary Year Five

Puberty

Penis

Erection

Wet dream

Gender

Sex

Intersex

Transgender

Gay

Lesbian

Personal information

Online

# Year 6 overview



## Year group six



My feelings

Pupils can recognise how images in the media, including online do not always reflect reality, and can affect how people feel about themselves.



My body

Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female organs.



My relationships

Pupils realise the nature and consequences of discrimination, including the use of prejudice based language.



My beliefs

Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).



My rights and responsibilities

Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help prevent this.



Asking for help

Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.



# Key vocabulary Year Six

Body image

Sexual intercourse

Conception

Homophobic

Biphobic

Transphobic

Vulva

Clitoris

Circumcision

Female genital mutilation (FGM)

Infection

Sexually transmitted infection

Condom

Problems

Support

Help

Trust



# Statutory requirements



Schools have to teach biological aspects of human growth and reproduction within National Curriculum Science.



From September 2020, all schools will have to teach Relationships Education, Relationships and Sex Education and Health Education.



Equalities Act, 2010



Safeguarding



British Values



Spiritual, Moral, Social and Cultural



# Teaching about LGBT



The needs of all pupils must be appropriately met, and that all pupils understand the importance of equality and respect.



LGBT content is fully integrated into the curriculum



All pupils to have been taught LGBT content at a timely point as part of this area of the curriculum



Build a culture through positive action, where homophobia and gender stereotypes are not tolerated.

All pupils feel safe, supported and included in our school.

- “Boys don’t like pink”
- “Girls are rubbish at football”
- “That’s so gay”
- “Man-up”
- “Don’t be such a girl”



All families are welcome, safe and included in our school

# How our school will teach this...

- Each class will create a working agreement so pupils feel comfortable to join in the lessons;
  - All teachers will use correct scientific language when talking about parts of the body;
  - No pupil will be forced to join in an activity, or answer a question;
  - All genders taught together;
- 
- Teachers have been trained to teach these lessons;
  - Teachers are unlikely to, and pupils not be asked to share personal experiences;
  - All causes for concern raised as a result of the lessons will be dealt with according to the school safeguarding policy.

How questions  
will be  
answered...

How do the sperm  
move?  
can your eggs  
Brake?

do they make  
Sexual Intercourse  
oo euh ooo



- How does the baby get in?
- How does the baby get out?
- Can two men be in love?
- Will everyone know when I have my period?

what happens  
if somebody  
starts the  
period in S





Talking  
about  
puberty  
and sex

Use everyday  
opportunities

Be calm and relaxed

Really listen

If you would like to discuss the RSHE provision further, please contact us via email.

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