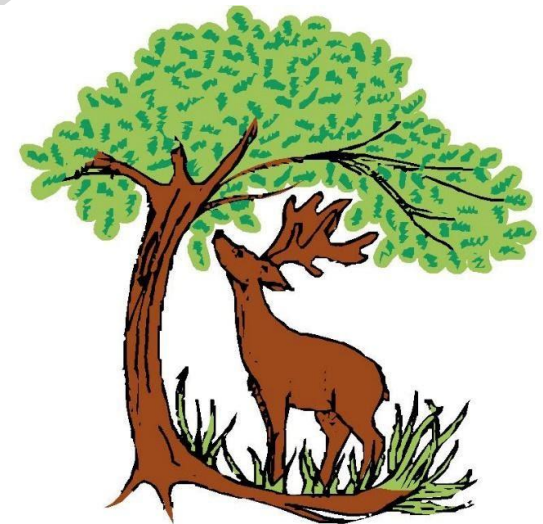


*Hethersett Woodside Primary
and Nursery School*

**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....

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 are required to teach...



- 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. This will be taught from Year 4 onwards.

About menstrual wellbeing including the key facts about the menstrual cycle (Year 5).

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

Ensures boys and girls are prepared for changes of adolescence.

Draws on the knowledge of the human life cycle in the National Curriculum 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, even though it is not compulsory.

Parents have the right to withdraw from certain aspects of the sex education curriculum following discussion with the Head teacher

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 and pupils will 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.

Effective RSE should be:

Realistic

Relevant

Accessible

Positive

Non-judgemental

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.

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.

Year 2 overview



Year group two

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
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

Reception

Feeling
Uncomfortable
Comfortable
Hygiene
Same
Similar
Different
Special
Like
Dislike
Difficult
Private

Year One







Emotions
Feelings
Penis
Vulva
Communication
Similarities
Differences
Disease
Bacteria
Problem
Help

Year Two

Self esteem
Vagina
Bullying
Unique
Personal space
Privacy
Secret
Surprise







Year 3 overview

Y₃ Year group three

 My feelings	 My body	 My relationships	 My beliefs	 My rights and responsibilities	 Asking for help
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.

Year 4 overview

Y4 Year group four

 My feelings	 My body	 My relationships	 My beliefs	 My rights and responsibilities	 Asking for help
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.

Year 5 overview

Y5

Year group five



My feelings

Pupils can anticipate how their emotions may change as they approach and move through puberty.



My body

Pupils can anticipate how their body may change as they approach and move through puberty.



My relationships

Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.



My beliefs

Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.



My rights and responsibilities

Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.









Asking for help

Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk about what they have seen.

Year 6 overview

Y6 Year group six

 My feelings	 My body	 My relationships	 My beliefs	 My rights and responsibilities	 Asking for help
Pupils can recognise how images in the media, including online do not always reflect reality, and can affect how people feel about themselves.	Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female organs.	Pupils realise the nature and consequences of discrimination, including the use of prejudice based language.	Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).	Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help prevent this.	Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.



Key vocabulary

Year Three

Aspiration

Compliment

Self esteem

Penis

Vulva

Hygiene

Relationship

Gender

Stereotype

Testicles

Vagina

Year Four

Emotions

Empathy

Foetus

Puberty

Public

Private

Similar

Different

Identity

Marriage

Arranged marriage

Forced marriage

Peer pressure

Key vocabulary

Year Five

Puberty

Penis

Erection

Wet dream

Gender

Sex

Intersex

Transgender

Gay

Lesbian

Personal
information

Online

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

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

Statutory requirements



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



Since September 2020, all schools have had to teach Relationships Education, Relationships and Sex Education and Health Education.



Aspects related to the Equalities Act, 2010



Safeguarding



British Values



Spiritual, Moral, Social and Cultural (SMSC)

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 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 and pupils will 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.

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

- “Boys don’t like pink”
- “Girls are rubbish at football”
- “Man-up”
- “Don’t be such a girl”
- “You throw like a girl”

How questions
will be
answered...

How do the sperm
move?
can your eggs
Brake?

do they make
Sexual Intercourse
ooh 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

Be mindful of our
own values and
judgements

Talk about staying safe online



Instagram
Instagram is a picture and video sharing app. Users can post content and use hashtags to share with others.



Facebook
Facebook is a social network, which lets you create a page about yourself.



Snapchat
Snapchat is an app that lets you send a photo or short video to your friends.



YouTube
YouTube is a place to watch, create and share videos. Videos include things like music, animation, online blogs and TV clips.



Minecraft
Minecraft is a game that lets you build and create a virtual world using building blocks.



How safe are the sites, apps and games your child uses?

Run in partnership with O2, Net Aware offers parents useful information about each social network, including the age guidance for users.

[Visit Net Aware](#)



Talk to someone about online safety

Whether you want to set up parental controls, adjust privacy settings or get advice on social networks, experts from the free O2 & NSPCC helpline are here to help.

0808 800 5002

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.



If you would like
to discuss the
RSHE provision
further, please
speak to us.

