

## Relationships and Sex Education (RSE)



Dear Parents/Carers

As a school, we follow a nationally recognised PSHE (Personal, Social, Health & Emotional) programme called 'Jigsaw' – A mindful approach to teaching PSHE.

During term 5 and 6 we will be covering the topics about 'Relationships' and 'Changing me'. These include the statutory and age appropriate RSHE (Relationships, Sex & Health Education) and has a strong focus on emotional and mental health and wellbeing. The mention of the phrase 'sex education' can create unnecessary anxiety for parents and carers and we want to reassure you that the focus of RSHE in primary school is broader than you might think.

We believe that this work is vital to support children's development and to underpin their understanding of themselves as they grow and change, and we know that this is most effective when parents/carers and school work in partnership. We want all of our children to be safe, healthy and happy.

From September 2020, Relationships and Health Education are compulsory in all primary schools in England. For primary aged children, this includes curriculum content under two headings:

Relationships Education	Health Education
Families and people who care for me Caring Friendships Respectful relationships Online relationships Being safe	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

The National Curriculum for Science, also compulsory, includes learning the correct names for the main external body parts, learning about the human body as it grows from birth to old age and reproduction in some plants and animals (which could include human beings later in school in a scientific way).

The DfE recommends, 'that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils.'

We would like to share with you an overview of what will be taught this year with specific year groups. Please see your specific year group below, for objectives and vocabulary covered. If you would like to view any of the materials, resources or plans, please contact your child's class teacher on Dojo. You do have the right to remove your child from any of the RSE sessions, so please get in touch with Miss Sheppard who will be happy to discuss this with you.

We hope you will agree that the work is important for children to understand themselves and the journey they are on to adulthood. St Barnabas knows that this needs to be done age appropriately and that the Jigsaw programme gives us a secure, nationally recognised framework to do this. If you would like to view our RSE Policy with more information, this can be found on our website.

As always, we want to work in partnership and would welcome any questions or concerns that you may have.

Kind regards

The St Barnabas Team

## **The main objectives for each year group for the 'Changing Me' topic**

### **Year R**

I can name parts of the body – head, eyes, legs, etc.

I can tell you some things I can do and foods I can eat to be healthy.

I understand that we all grow from babies to adults.

I can express how I feel about moving to Year 1.

I can talk about my worries and/or things I am looking forward to about being in Year 1.

I can share my memories of the best bits of this year in Reception.

### **Year 1**

I am starting to understand the life cycles of animals and humans.

I understand that changes happen as we grow and that this is OK.

I can tell you some things about me that have changed and some things about me that have stayed the same.

I know that changes are OK and that sometimes they will happen whether I want them to or not.

I can tell you how my body has changed since I was a baby.

I understand that growing up is natural and that everybody grows at different rates.

I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina.

I respect my body and understand which parts are private.

I understand that every time I learn something new I change a little bit.

I enjoy learning new things.

I can tell you about changes that have happened in my life.

I know some ways to cope with changes.

### **Year 2**

I can recognise cycles of life in nature.

I understand there are some changes that are outside my control and can recognise how I feel about this.

I can tell you about the natural process of growing from young to old and understand that this is not in my control.

I can identify people I respect who are older than 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.

I feel proud about becoming more independent.

I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.

I can tell you what I like/don't like about being a boy/girl.

I understand there are different types of touch and can tell you which ones I like and don't like.  
I am confident to say what I like and don't like and can ask for help.

I can identify what I am looking forward to when I am in Year 3.  
I can start to think about changes I will make when I am in Year 3 and know how to go about this.

### **Year 3**

I understand that in animals and humans lots of changes happen between conception and growing up,  
and that usually it is the female who has the baby.  
I can express how I feel when I see babies or baby animals.

I understand how babies grow and develop in the mother's uterus.  
I understand what a baby needs to live and grow.  
I can express how I might feel if I had a new baby in my family.

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.  
I recognise how I feel about these changes happening to me and know how to cope with those feelings.

I can start to recognise stereotypical ideas I might have about parenting and family roles.  
I can express how I feel when my ideas are challenged and might be willing to change my ideas  
sometimes.

I can identify what I am looking forward to when I am in Year 4.  
I can start to think about changes I will make when I am in Year 4 and know how to go about this.

### **Year 4**

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.  
I appreciate that I am a truly unique human being.

I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.  
I understand that having a baby is a personal choice and can express how I feel about having children when I am an  
adult.

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.  
I have strategies to help me cope with the physical and emotional changes I will experience during puberty.

I know how the circle of change works and can apply it to changes I want to make in my life.  
I am confident enough to try to make changes when I think they will benefit me.

I can identify changes that have been and may continue to be outside of my control that I learnt to accept.  
I can express my fears and concerns about changes that are outside of my control and know how to manage these  
feelings positively.

I can identify what I am looking forward to when I am in Year 5.  
I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.

## **Year 5**

I am aware of my own self-image and how my body image fits into that.

I know how to develop my own self esteem.

I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.

I understand that puberty is a natural process that happens to everybody and that it will be ok for me.

I can describe how boys' and girls' bodies change during puberty.

I can express how I feel about the changes that will happen to me during puberty.

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.

I appreciate how amazing it is that human bodies can reproduce in these ways.

I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).

I am confident that I can cope with the changes that growing up will bring.

I can identify what I am looking forward to when I move to my next class.

I can start to think about changes I will make next year and know how to go about this.

## **Year 6**

I am aware of my own self-image and how my body image fits into that.

I know how to develop my own self esteem.

I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.

I can express how I feel about the changes that will happen to me during puberty.

I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.

I recognise how I feel when I reflect on the development and birth of a baby.

I understand how being physically attracted to someone changes the nature of the relationship and what that might mean to have a boyfriend or girlfriend.

I understand that respect for one another is essential in a boyfriend/girlfriend relationship and that I should not feel pressured into doing something I don't want to.

I am aware of the importance of a positive self-esteem and what I can do to develop it

I can express how I feel about my self-image and know how to challenge negative body-talk.

I can identify what I am looking forward to and what worries me about the transition to secondary school

I know how to prepare myself emotionally for starting secondary school.

## **Key Vocabulary taught in each year group for the 'Changing me' topic**

### **Year 1**

#### **Lifecycles Vocabulary**

Changes, life cycle, baby, adulthood, adult, grown up, mature, change.

#### **Boys' and Girls' Bodies Vocabulary**

Male, female, vagina, penis, testicles, anus.

### **Year 2**

#### **Vocabulary**

Change, grow, life cycle, control, baby, adult, fully grown, respect, appearance, physical.

#### **Changing Me**

Baby, toddler, child, teenager, adult, independent, timeline, freedom, responsibilities.

#### **Boys' and Girls' Bodies Vocabulary**

Male, female, vagina, penis, testicles, anus, public, private.

#### **Assertiveness Vocabulary**

Touch, texture, cuddle, hug, squeeze, like, dislike, acceptable, unacceptable, comfortable, uncomfortable.

### **Year 3**

#### **Vocabulary**

Stereotypes, roles, challenge.

#### **Babies Vocabulary**

Changes, birth, animals, babies, mother, growing up, uterus, womb, nutrients, love, affection, care, survive.

#### **Outside Body Changes Vocabulary**

Change, puberty, control, breasts, penis, testicles, facial hair.

#### **Inside Body Changes Vocabulary**

Puberty, male, female, testicles, sperm, penis, ovaries, egg, womb, vagina, reproductive system.

### **Year 4**

#### **Vocabulary**

Personal, unique, characteristics, parents, control, change, acceptance.

#### **Having a Baby Vocabulary**

Sperm, egg, penis, testicles, vagina, womb, ovaries, making love, having sex, sexual intercourse, fertilise, reproduction, conception.

#### **Puberty Vocabulary (Girls)**

Puberty, menstruation, periods.

### **Year 5**

#### **Vocabulary**

Self, self-image, self-esteem, body image, perception, characteristics, aspects, affirmation, assertive, teenager, perceptions, responsibilities, milestones.

### **Puberty Vocabulary (Girls and Boys)**

Puberty, menstruation, periods, sanitary towels, sanitary pads, tampons, ovary, vagina, womb/uterus, testicles, penis, ovaries, sperm, eggs, womb, semen, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones.

### **Conception Vocabulary**

Relationships, conception, making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo, umbilical cord, contraception, fertility treatment (IVF).

### **Year 6**

#### **Vocabulary**

Self-image, self-esteem, real self, celebrity, respect, independence, transition, opportunities, responsibilities, attraction, love, relationship, sexting, negative body-talk, mental health, choice, challenge.

### **Puberty Vocabulary**

Puberty, pubic hair, voice breaks, menstruation, semen, growing taller, hips widen, facial hair, erection, tampon, breasts, hormones, wet dream, ovulation, masturbation, sanitary towel, clitoris, testicles, sperm, underarm hair, penis, feeling moody, vagina, womb, fallopian tube, reproduction system.

### **Conception to Birth Vocabulary**

Pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, midwife, fertilises, labour.