



# **St Matthew's Primary School**

## **Relationships, Health and Sex Education Policy (RHSE)**

### ***'Growing and Caring for Ourselves' Policy*** **Strand - Personal, Social, Health and Economic Education**

Please read in conjunction with the Anti-Bullying Policy, Behaviour Management Policy, Safeguarding Children Policy, Equalities Policy, SEND Policy, eSafety Policy and Health and Safety Policy.

## **Relationships Education, Relationships and Sex Education and Health Education Policy: 'Growing and Caring for Ourselves'**

### **Rationale**

We believe that Relationships Education, Relationships and Sex Education and Health Education is the entitlement of all young people. We are committed to deliver it within the context of a broad and balanced curriculum that supports all young people in learning about individual differences including: beliefs, faiths and cultural identity that are underpinned by British Values which promote a greater understanding of mutual respect, individual liberty and personal health. We have renamed this strand of the curriculum 'Growing and Caring for Ourselves' and it will be delivered as part of the school's Personal, Social, Health and Economic subject area.

### **Aims**

In our school we deliver skills and knowledge through implicit and explicit learning experiences to:

- Ensure that Growing and Caring for Ourselves is integrated into the broader curriculum and not isolated, taken out of context or over emphasised in any way
- Foster self-esteem and respect for themselves and others as the cornerstone of good PSHE
- Nurture a partnership between caring adults e.g. governors, teachers, ancillary staff and parents and carers– to ensure age appropriate and sensitive support for young people as they grow and mature into pubescence and adolescence
- To foster respect for others and an absence of prejudice or discrimination
- Encourage young people to enjoy relationships based upon mutual trust and respect, free from any type of abuse e.g emotional, physical, sexual
- Generate an atmosphere where questions and discussion can take place without embarrassment and where pupils have the language needed to discuss and ask questions appropriately
- Adopt a whole school approach to PSHE and wider curriculum
- Continue to promote the spiritual, moral, cultural, social, cultural, emotional, physical and psychological development of young people as responsible individuals of society
- Prepare young people for the opportunities, responsibilities and experiences of life
- To safeguard children against Child Sexual Exploitation
- To teach respect and care for their bodies
- To develop children's communication skills and assertiveness skills to cope with the influences of their peers and the media

The aim of this policy is to clarify the content and the manner in which 'Growing and Caring for Ourselves', Relationships, Health and Sex Education is delivered in this school.

**Statutory Requirements**

Relationships and Health Education are compulsory at primary school. Sex Education is not compulsory. However, primary schools are required to teach the elements of sex education contained in the Science curriculum (naming body parts, reproduction in plants and animals and the changes as humans develop to old age). While Sex Education is not statutory, schools have been advised by the DfE to have an age appropriate Sex Education curriculum. At St Matthew's Primary School we have chosen to teach non statutory elements of this in Year 6 under the Growing and Caring for Ourselves unit. This will deliver content in line with the latest statutory and non-statutory requirements in the DfE's guidance (Relationships Education, Relationships and Sex Education and Health Education) for September 2020. We believe that children should know key facts about human reproduction before they leave primary school.

**Policy Development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review: subject leads pulled together all relevant information including relevant national and local guidance
2. Staff consultation: teaching staff were given the opportunity to look at the updated government guidance, suggested scheme of work and make recommendations
3. Governor consultation: governors were shown suggested objectives, vocabulary and resources and made recommendations for consideration
4. Parent and carers consultation: broad teaching themes, rationale and teaching approaches were shared and feedback taken
5. Further staff and governor consultation focusing on the vocabulary choices, sex education and LGBTI

Ratification: once amendments were made, the policy was shared with governors and ratified.

Initial Consultation Timeline:

<b>When</b>	<b>What</b>	<b>Who</b>
Autumn 2 2020	Consultation	Staff and Governors
Spring Term 1 2021	Consultation	Parents and carers
Spring Term 1 2021	Consultation	Governors / external stakeholders

## **Definition**

In this policy both Relationships Education and Health Education are defined in the same way as in the DfE guidance (Relationships Education, Relationships and Sex Education and Health Education 2019). This includes the teaching of puberty and the naming of body parts under Health Education (being safe) and Science.

Sex Education is defined as teaching how a baby is conceived and born. Any non-statutory Sex Education which falls outside of the Science curriculum is clearly identified on lesson plans and this information will be shared with parents and carers. Sex Education is not about the promotion of sexual activity.

## **Curriculum**

Relationships, Health and Sex Education will be integrated into our PSHE curriculum, known as our 'Happy Centred School' curriculum. Delivery is through planned aspects within PSHE, Science, PE and Computing. Details can be seen in the school's curriculum (See Appendix A). In addition, some aspects will be covered through story time, circle time, assemblies and the school's general ethos/environment. This includes elements of SMSC and British Values.

The curriculum has been developed with our families, children and community in mind. As a school, we value and respect the learning that occurs in the community and in the home, believing that these, alongside school links, are essential dimensions of 'Growing and Caring for Ourselves'. It is important to involve all children and adults, whenever possible, keeping governors, parents and carers informed of our plans.

The objectives from the DfE guidance can be found in appendix A. These objectives 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). Resources used will reflect this.

We have chosen to teach the objectives around puberty (Health Education) in a progressive way each year starting in Year 4.

Sex Education will be taught in Year 6 and will cover:

- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means

- how a baby develops in the womb and how babies are born (information and resources will be shared with Year 6 parents/carers before teaching commences)

## Organisation

- **Co-ordination of 'Growing and Caring for Ourselves'**

Is essential to ensure continuity, progression and evaluation. This work is co-ordinated by *Rachel Bardon and Adam Bell (Assistant Headteachers)*

- **Teaching approaches**

A variety of approaches are used to give young people relevant information; to enable moral issues to be explored and to acquire appropriate skills. These will include discussion, visual images and diagrams, key questioning, role play and case studies. Pupils' religious backgrounds and beliefs will be considered when planning and delivering the curriculum.

Ground rules will be used in lessons to ensure that issues can be discussed sensibly and sensitively.

- **Pupil groupings**

Content will be taught to single year groups and not across phases. Groups will be mixed ability and mixed gender, but when appropriate, single sex groups will be mainly used in Year 4, 5 and 6. In such cases, where possible, male staff will teach boys about being young men and female staff will teach girls about being young women. However, pupils will learn about the changing adolescent body of both boys and girls. Support staff will work alongside teachers including those working 1:1 with SEND pupils.

- **Resources**

The teaching resources are:

- ❖ Aspects of 'The Christopher Winter Project: Teaching SRE with Confidence in Primary Schools 5<sup>th</sup> Edition'
- ❖ Always Changing Program, PHE Canada 2011
- ❖ Brooke resources
- ❖ Story books (see appendix D)

These resources can also be viewed by all staff, parents, carers and governors through liaison with the co-ordinators. Visitors from outside agencies, such as the School Health Education Specialist may be used to deliver training to staff and information to parents, carers and young people.

- **Staffing**

All class teachers will deliver Relationships, Health and Sex Education in accordance with the objectives designated to their specific year groups. This will include Relationships and Health Education from Foundation Stage to Year 6 and Sex Education in Year 6. We recognise that it is vital that all staff involved in teaching 'Growing and Caring for Ourselves' are comfortable and confident to deliver the subject. All staff will be trained in teaching Growing and Caring for Ourselves strand including lesbian, gay, bi-sexual and transgender education. In service, training will be offered to all relevant staff which will include up to date information, statutory and non-statutory guidance, effective teaching methods and resources. Less experienced staff will also have the opportunity to shadow other members of the team. Staff will demonstrate by example the high standards of personal and social behaviour we expect from our pupils and their parents and carers. They will also uphold the school ethos and adhere to all school policies e.g. Code of Conduct, Safeguarding, Inclusion, etc. Staff will also be expected to have due regard to the Equalities Act 2010. Adults 'are free to hold their own religious views however must not offer any advice or guide individuals or groups to follow any particular faith or non-faith group.

### **Specific Issues**

The following issues may occur as part of Growing and Caring for Ourselves. Staff, pupils, parents and carers will follow the school's procedures:

### **Confidentiality and Advice**

This will include:

- Reassuring young people that their best interests will be maintained
- Encouraging pupils to talk to their parents or carers and giving them support to do so
- Ensuring that young people know that teachers cannot offer unconditional confidentiality (following Safeguarding Policy)
- Reassuring young people that, if confidentiality has to be broken, they will be informed first and then supported as appropriate
- If there is any possibility of abuse, follow the school's Safeguarding Procedure informing the Designated Safeguarding Lead or link senior leader
- Using ground rules in all lessons

**Female Genital Mutilation (FGM) / Child Sex Exploitation (CSE):  
As per list outlined above as well as...**

All disclosures or areas of concern related to FGM and CSE will be dealt with in the strictest of confidentiality and sensitivity. Any pupil who displays any of the following concerns e.g. withdrawal, difficulty with walking, standing or sitting, spending longer in the bathroom or toilet, anxious, depressed, acting differently after an absence from school and reluctant to go to the doctors for a medical appointment will be supported by Safeguarding Manager / Senior Leader adhering to UK Law at all times.

Any concern related to CSE e.g. unhealthy or inappropriate sexual behaviour, being frightened of some people, places and situations, being secretive, sharp changes in mood or character, having money or things they can't or won't explain and physical signs of abuse, like bruises or bleeding in their genital or anal areas will also be investigated by Safeguarding Manager / Senior Leader adhering to UK Law at all times.

Any concern will be addressed to parents and carers where an individual's cultural and religious backgrounds will be respected however challenged if FGM / CSE is observed or reported.

FGM/CSE are not explicitly referenced in lessons. However, pupils are equipped with the skills and language to report abuse, a feeling of being worried or unsafe and being inappropriately touched in order to be able to speak out on behalf of themselves or a friend.

**Special Educational Needs**

Young people with special educational needs will NOT be withdrawn from Growing and Caring for Ourselves lessons, but will be given further help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not acceptable. Activities may be delivered in different ways in order to meet the individual needs of young people with special educational needs. Co-ordinators and the Inclusion Team will consult before any change of provision is agreed then put into practice. Parents and carers will be consulted ensuring them that their child's needs will be met.

**Dealing with difficult questions**

Ground rules are essential for providing an agreed structure to answering sensitive or difficult questions. An anonymous question box will be used as a distancing technique (in KS2). Adults will endeavour to answer questions as honestly as possible with regard to the age, development and needs of the child. Adults will use general terms and will not include any personal information or experiences when answering questions. If adults are faced with questions which go beyond the agreed Growing and Caring for

Ourselves curriculum (see Appendix A) then adults will discreetly decline to answer the question and will notify the parents so that they can follow it up at home if they choose.

### **Parental, Governor Partnership**

There will be an opportunity for parents to be consulted on the Growing and Caring for Ourselves curriculum during an academic year. This will take the form of a detailed letter to parents and carers informing them of the content of the curriculum. Parents and carers will also have an opportunity to view the resources to be used. There will also be opportunities for parents or carers to consult with co-ordinators and link governor before planned lessons for their child.

### **Right to withdraw**

Relationships Education, Health Education and Science are statutory and are therefore not subject to the right to withdrawal. The agreed content within these subjects is vital for pupils development and to give them the tools to keep themselves safe.

Sex Education is not statutory in the Primary phase and therefore if a parent or carer wishes to withdraw their child from the non-statutory elements of 'Growing and Caring for Ourselves' their request must be made in writing to the headteacher and an appointment arranged to discuss all queries or concerns. Sex Education is only taught in Year 6. Parents/carers will be advised that while pupils may be withdrawn from lessons, we cannot police conversations which might take place on the playground or on the way to or from school. As a school we feel that the facts are better to be shared by a trained adult, rather than through playground gossip.

If parents/carers still choose with withdraw pupils from Year 6 Sex Education lessons then alternative work will be given to those pupils. Correspondence will be kept in a file for future reference named 'parental requests' in the headteacher's office.

Support will also be offered to parents who feel unsure about addressing the topic of relationships and sex education with their child at home. This support may be offered by the Family Worker, Co-ordinators or child's class teacher/support staff.

### **Monitoring and Evaluation**

Monitoring and evaluation will be an on-going process. Questionnaires and learning walks will be used to evaluate the effectiveness of the policy and the curriculum. The curriculum will be revised in 2 year's time in consultation with stakeholders (2022). Monitoring will include pupil, staff, parent and carers' voice to capture evaluation from all stakeholders.

## Appendices

- **A - Curriculum Map for all year groups**
- **B – Key vocabulary list**
- **C - Book List**

This policy was written with reference to:

- Education Act 1996 (section 403 and 405)
- Stonewall Training Resources
- The Marriage (same sex couples) Act 2013: The Equality and Human Right Implications for the Provision of School Education
- Sexting in Schools and Colleges: Responding to Incidences and Safeguarding Young People
- Relationships education, relationships and sex education (RSE) and health education: Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leaders and teachers (DfE May 2019)
- NSPCC FGM signs (2021)

Written by-Co-ordinators:

*Rachel Bardon*

*Assistant Headteacher*

*Adam Bell*

*Assistant Headteacher*

*July 2020*

**Date of review 2022**

## Appendix A – Curriculum

Growing and Caring for Ourselves is part of our whole school PSHE curriculum or 'Happy Centred School Curriculum'

The statutory objectives have been divided up amongst the year groups as below:

### Relationships Education

Area	Objectives	Year group(s) taught	Subject
Families and people who care for me	That families are important for children growing up because they can give love, security and stability.	F5	PSHE - Spring 1
	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.	Y3	PSHE - Spring 1
	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.	Y6	PSHE - Spring 1
	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.	Y4	PSHE - Spring 1
	That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	Y5	PSHE - Spring 1
	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Y1 Y3	PSHE - Spring 1
Caring friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends.	Y2, Y3	PSHE – Autumn 1
	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Y1 Y2 Y3	PSHE – Autumn 1

	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Y4 Y6	PSHE – Autumn 1
	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.	Y1 Y6	PSHE – Autumn 1
	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.	Y4 Y5 Y6	PSHE – Autumn 1
Respectful relationships	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.	Y6	PSHE – Autumn 1 RE lessons throughout school
	Practical steps they can take in a range of different contexts to improve or support respectful relationships.	Y2 Y3	PSHE – Autumn 1
	The conventions of courtesy and manners.	Foundation Stage	PSHE – Autumn 1 Every day in all year groups
	The importance of self-respect and how this links to their own happiness	Y2 Y5	PSHE – Autumn 2
	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.	Y5	PSHE – Autumn 1
	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.	All year groups	Antibullying week
	What a stereotype is, and how stereotypes can be unfair, negative or destructive.	Y6	PSHE – Spring 1
	The importance of permission-seeking and giving in relationships with friends, peers and adults.	Y2 Y4 Y6	PSHE – Autumn 1
Online relationships	That people sometimes behave differently online, including by pretending to be someone they are not.	KS2	Computing
	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.	KS1 & KS2	Computing
	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	KS2	Computing
	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	KS2	Computing
	How information and data is shared and used online.	KS2	Computing
		KS2	Computing

Being Safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Y2 Y5 Y6	PSHE – Summer 1
	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.	Y3 Y4	PSHE – Summer 1
	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	FS Y1 Y2 Y3 Recapped in KS2	PSHE – Summer 1
	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	Y1 Y2 Y3	PSHE – Summer 1
	How to recognise and report feelings of being unsafe or feeling bad about any adult.	FS Y5	PSHE – Summer 1
	How to ask for advice or help for themselves or others, and to keep trying until they are heard.	FS Y5	PSHE – Summer 1
	How to report concerns or abuse, and the vocabulary and confidence needed to do so.	FS Y5	PSHE – Summer 1
	Where to get advice e.g. family, school and/or other sources	FS Y4 Y5	PSHE – Summer 1

### Physical Health and Mental Wellbeing

Area	Objectives	Year group(s) taught	Subject
Mental wellbeing	That mental wellbeing is a normal part of daily life, in the same way as physical health.	Y4 Y5	PSHE – Summer 1
	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.	KS1 Y3	PSHE – Summer 1
	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.	KS1 KS2	PSHE – Summer 1
	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Y3	PSHE – Summer 1
	The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Y4	PSHE – Summer 1
	Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	Y2	PSHE – Summer 1
	Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	Y5	PSHE – Summer 1
	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	Y4	PSHE – Summer 1
	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	Y5 Y6	PSHE – Summer 1

	(including issues arising online). 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.	Y4 Y5 Y6	PSHE – Summer 1
Internet safety and harms	That for most people the internet is an integral part of life and has many benefits.	KS1 & KS2	Computing
	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.	KS2	Computing
	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.	KS2	Computing
	Why social media, some computer games and online gaming, for example, are age restricted.	KS2	Computing
	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.	KS2	Computing
	How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	KS2	Computing
	Where and how to report concerns and get support with issues online.	KS1 & KS2	Computing
Physical health and fitness	The characteristics and mental and physical benefits of an active lifestyle.	Y2 Y3 upwards each year	Science – Animals <del>and</del> Humans PE
	The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	Y3 upwards Each year	PE (also revisited in school events such as 'walk to school week')
	The risks associated with an inactive lifestyle (including obesity).	Y5 and 6	PE
	How and when to seek support including which adults to speak to in school if they are worried about their health.	FS Y5	PSHE – Summer 1
	Healthy Eating	What constitutes a healthy diet (including understanding calories and other nutritional content).	Y2, Y3

		Y6	Science – Animals <u>and</u> Humans
	The principles of planning and preparing a range of healthy meals.	Y6	Science – Animals <u>and</u> Humans (plus also in other year groups where cookery takes place as part of DT)
	The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	Y6	Science – Animals <u>and</u> Humans
Drugs, alcohol and tobacco	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	Y6	Science – Animals <u>and</u> Humans
Health and Prevention	Pupils should know: How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Y6	PSHE – Summer 1
	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Foundation Stage	PSHE – Summer 1
	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	Y2	PSHE – Summer 1
	About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	Y1 Y4	PSHE – Summer 1 Science
	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Y4 Y5	PSHE – Summer 1 PSHE – Summer 1
	The facts and science relating to allergies, immunisation and vaccination.	Y3	PSHE – Summer 1
	Basic First Aid	How to make a clear and efficient call to emergency services if necessary.	Y1 onwards
	Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	All year groups	PSHE – Spring 2
Changing adolescent body	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	Y4	PSHE – Summer 1
		Y5	Science - Animals <u>and</u> Humans

		Y6	PSHE – Summer 1
	About menstrual wellbeing including the key facts about the menstrual cycle.	Y5 Y4 Y6	Science – Animals <u>and</u> Humans PSHE – Summer 1

Additional objectives taught in Year 6 under Sex Education – Summer 1

- How do humans reproduce?
- How is a baby born?

## Appendix B - agreed vocabulary list (this list is cumulative)

### Growing and Caring for Ourselves Vocabulary

#### Foundation Stage - Safeguarding

Private parts  
Bottom

#### Year 1 - Safeguarding/Health Education

Private parts  
Bottom  
*Penis*  
*Vulva*

#### Year 2 - Safeguarding/Health Education

Private parts  
Bottom  
Penis  
Vulva

#### Year 3 - Safeguarding/Health Education

Private parts  
Bottom  
Penis  
Vulva

#### Year 4 - Health Education – onset of puberty

Private parts  
Bottom  
Penis  
Vulva  
*Testicles*  
*Vagina*  
*Urethra*  
*Uterus*  
*Endometrium*  
*Breasts*  
*Anus*  
*Puberty*  
*Sanitary towels*  
*Washing*  
*Sweat glands*  
*Spots*  
*Growing*  
*Bra*  
*Period / menstrual cycle*

## **Year 5 - Health Education/Science – puberty**

Penis  
Vulva  
Testicles  
Vagina  
Urethra  
Uterus  
Endometrium  
Breasts  
Anus  
Puberty  
Sanitary towels  
Washing  
Sweat glands  
Spots  
Growing  
Bra  
Period / menstrual cycle  
Ovary  
Eggs  
Sperm  
Fallopian tube  
Foreskin  
Pubic hair  
Body hair  
Facial hair  
Voice breaking  
Hormones/testosterone/estrogen  
Mood  
Reproduction  
Fertilisation

## **Year 6 - Health Education – puberty**

*As above for Year 5*

## **Year 6 - Sex Education - consent needed**

*Sexual intercourse  
Pregnancy  
Birth canal  
Birth  
Labour  
Conception  
Foetus  
Umbilical cord  
Erection - only if it appears in the children's questions  
Wet dreams - only if it appears in the children's questions*

## **Appendix C - Book List**

*(please note that this book list is not exhaustive and other texts available in the classroom may be used by teachers to support the teaching of RHSE where links are made to the agreed objectives)*

It's Ok to be different by Todd Parr

The Family Book by Todd Parr

The Great Big Book of Families by Mary Hoffman and Ros Asquith

Ruby's Worry by Tom Percival

The Worrysaurus by Rachel Bright and Chris Chatterton

My Many Coloured Days by Dr Seuss

The Queen's Knickers by Nicholas Allan

Aliens Love Underpants by Claire Freedman

Peace at Last by Jill Murphy