

Welcome to our Relationships, Sex and Health Health Curriculum Parent Event

Welcome, parents, to this important session dedicated to discussing our school's approach to Relationships, Sex, and Health Education (RSHE). We believe it is essential to have open and honest conversations about these vital topics with our students, equipping them with the knowledge and skills they need to navigate life's challenges.



Aims of Our School's Approach to RSHE Education

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies



Statutory Guidance

Department for Education Guidance 2020 :

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Draft Department for Education Guidance 2023:

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

RSHE is taught within the **personal, social, health and citizenship education** (PSHCE) curriculum. Biological aspects of RSHE are taught within the **science curriculum**, and other aspects are included in **religious education** (RE) and **computing**.

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including the playground.

Key Topics Covered in Our RSHE Curriculum

Families and Relationships

- How to form and maintain friendships
- Importance of family
- Different types of families
- Dealing with problems in friendships
- Online relationships, including staying safe
- Stereotyping

Health and Wellbeing

- Mental health and wellbeing
- Healthy eating
- Physical activity
- Dental health
- Importance of sleep
- Medicines
- Tobacco
- Alcohol
- First aid

Safety and the Changing Body

- Online safety
- Safety around adults
- Understanding their body
- Physical changes during puberty
- Emotional changes during puberty
- Asking for help when needed
- How babies are conceived

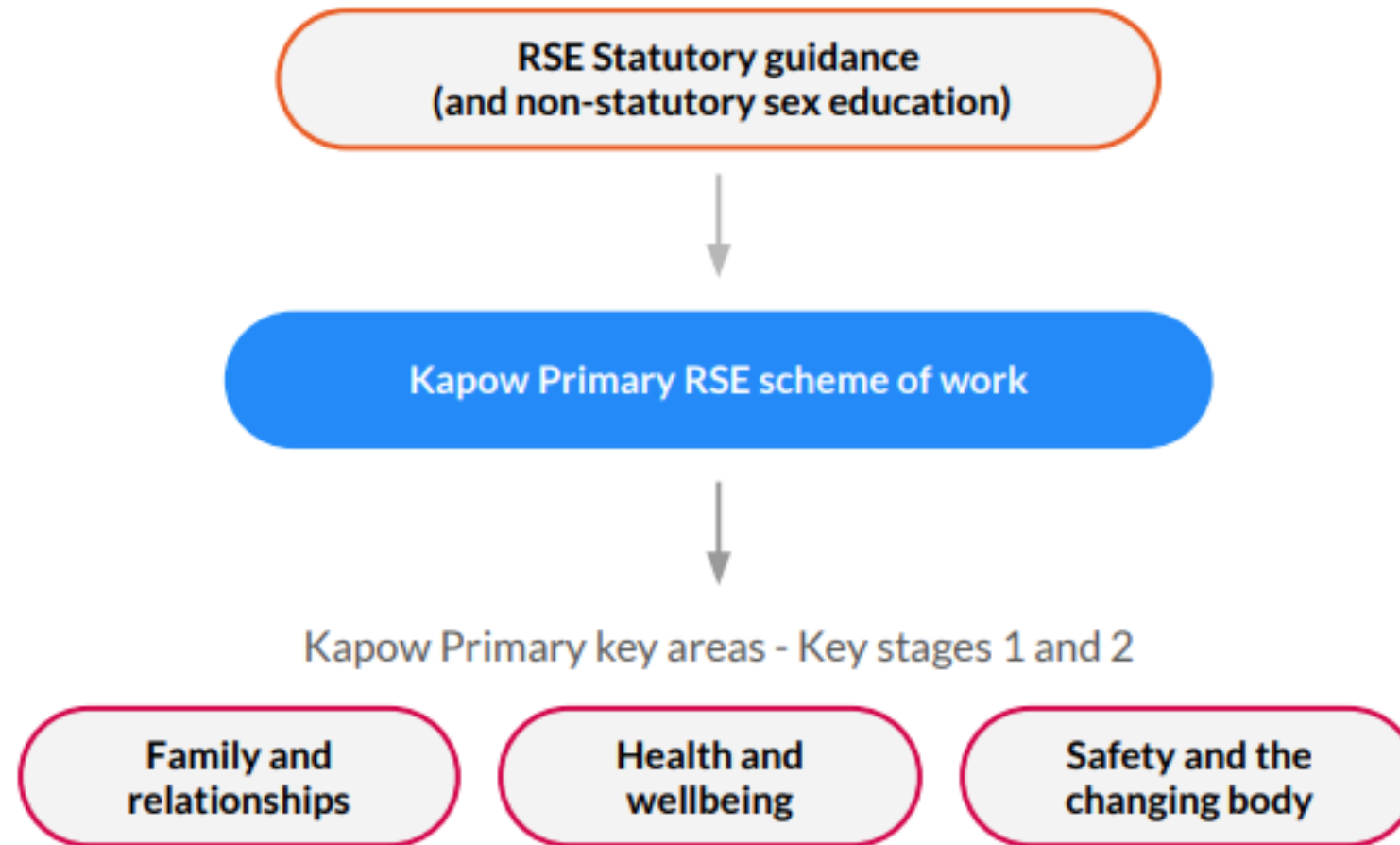
Kapow
Primary

Used in 7,572
schools!

RSE & PSHE



How Kapow Primary's RSE subject is structured



Age-Appropriate Coverage and Learning Objectives

Objectives

Click on the appropriate year group to find out more about:

- Which RSHE statutory requirements are being taught at each age
- How the content is covered in lessons using the Kapow Scheme of Work
- How puberty and human reproduction is taught in the year group, if appropriate
- Top Tips – How you can help at home

[Nursery and Reception \(EYFS\)](#)

[Year One](#)

[Year Two](#)

[Year Three](#)

[Year Four](#)

[Year Five](#)

[Year Six](#)

EYFS: PSED

Personal, social and emotional development is one of the three Prime Areas in the Statutory framework for the early years foundation stage. The early learning goals (ELG) below summarise the knowledge, skills and understanding that all young children should have gained by the end of reception year. These are referenced in our Kapow Primary RSE & PSHE lesson plans, along with the relevant non-statutory Development Matters guidance.



Which RSE statutory requirements are we working towards in Year 1?

Kapow Primary's RSE scheme takes a spiral approach to the curriculum and therefore these areas will be revisited and further developed in the subsequent year group.

Families and people who care about me:

- Families are important for children growing up because they can give love, security and stability.
- 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.

Caring friendships:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

Respectful relationships:

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The importance of self-respect and how this links to their own happiness.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.

Being safe:

- Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.

Year 1: How is RSE covered in Kapow Primary's RSE lessons?

Strands within the Kapow Primary scheme will explore the following topics and concepts:

Families and relationships:

- Exploring how families can be different.
- Characteristics and impact of positive friendships.
- Learning that issues can be overcome.
- People show feelings differently.
- Issues around stereotyping.

Safety and the changing body:

- Learning how to respond to adults in different situations.
- Distinguishing appropriate and inappropriate physical contact.

Health and wellbeing:

- Exploring personal qualities.
- Strategies to manage feelings.

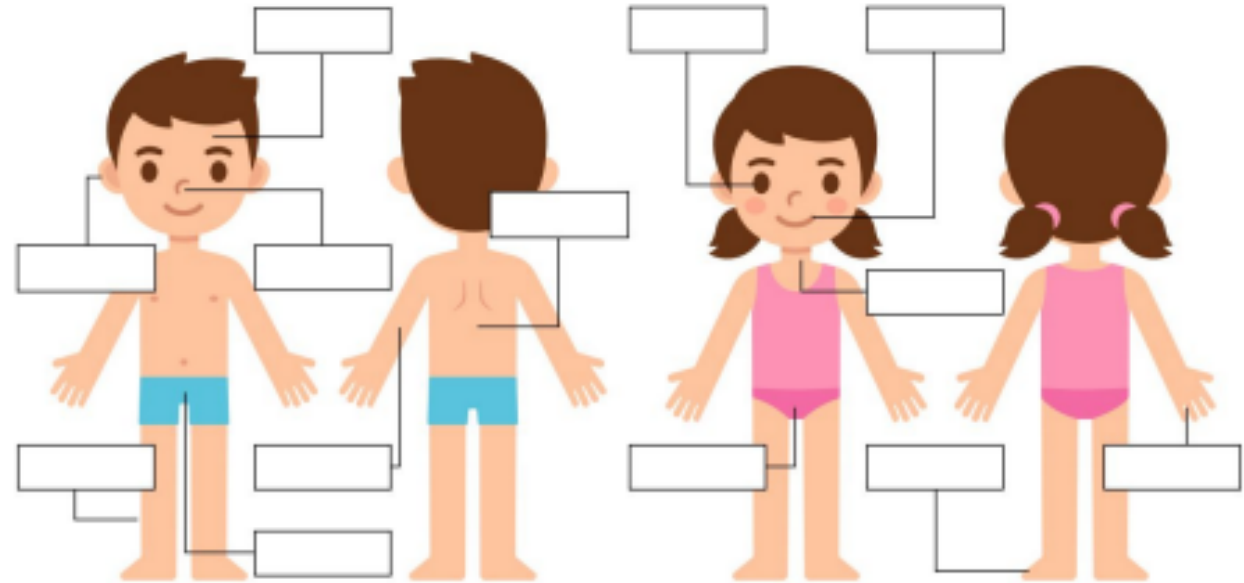
How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children of ages 5-6 are taught:

- Acceptable and unacceptable physical contact.
- The differences between boys' and girls' bodies.
- Scientific names for body parts (mixed-age lessons will also include the teaching of the following body part names: testicles, penis, vulva and vagina).

All lessons are taught using the correct, scientific terminology, child-friendly language and diagrams.



Top tips - how to help at home

- Listen to your child's joys, concerns and worries without judgement and spend time with them talking about life in and outside of school.
- Model the appropriate language for body parts, reinforcing the terminology taught within school.
- Remind children that appropriate contact should make a person feel cared for and important. Explain that it might also include touch that hurts or is uncomfortable, but these instances should only be to keep the person safe and healthy (e.g. getting an injection, or pulling someone back from a passing car).
- Encourage children to communicate any unwanted touches. For example, respect their wishes if they say they do not want to be kissed, cuddled or tickled, or ask someone to stop. Showing children that their boundaries are respected is an important part of them understanding how to respect others.

Which RSE statutory requirements are we working towards in Year 2?

Kapow Primary's RSE scheme takes a spiral approach to the curriculum and therefore these areas will be revisited and further developed in the subsequent year group.

Families and people who care about me:

- Families are important for children growing up because they can give love, security and stability.
- 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 for them.
- 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.
- Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

Caring friendships:

- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.

Respectful relationships:

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.

Online relationships:

- People sometimes behave differently online, including by pretending to be someone they are not.
- 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.

Being safe:

- 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.
- Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
- How to report concerns or abuse, and the vocabulary and confidence to do so.
- Where to get advice from e.g. family, school and/or other sources.

Year 2: How is this covered in Kapow Primary's PSHE and RSE lessons?

Strands within the Kapow Primary scheme will explore the following topics and concepts:

Families and relationships:

- Learning that families are composed of different people who offer each other care and support.
- How other people show their feelings and how to respond.
- Looking at conventions of manners and developing an understanding of self-respect.

Safety and the changing body:

- Introduction to online safety.
- Distinguishing secrets from surprises.
- Naming body parts and looking at the concept of privacy.

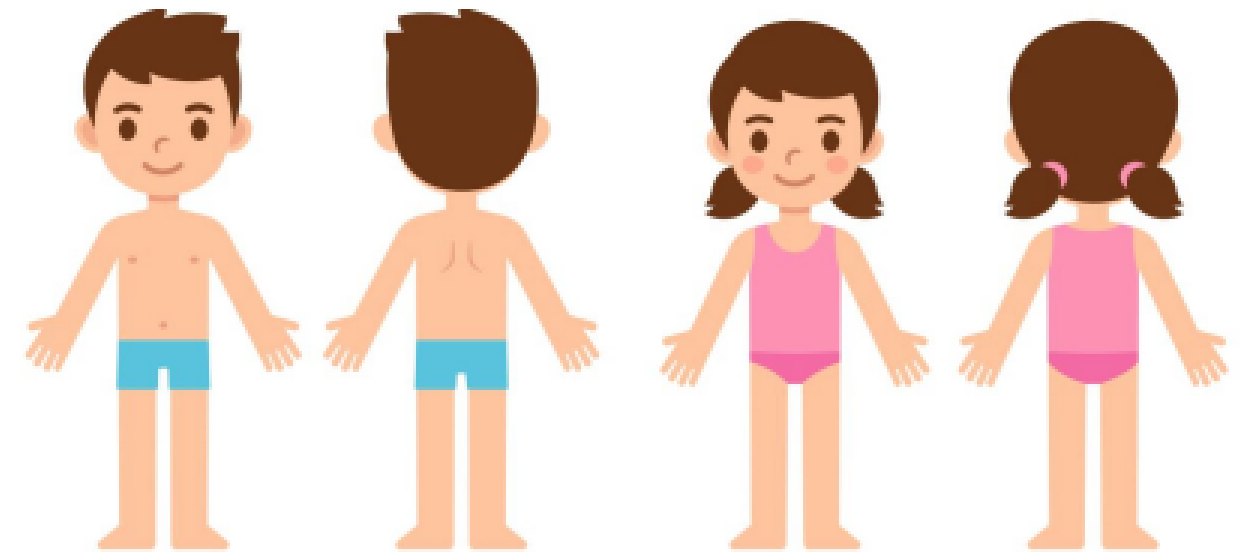
How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 6-7 will:

- Learn about 'boys' and girls' bodies.
- Scientific names for body parts.
- Understand that private parts are private.

All lessons are taught using the correct, scientific terminology, child-friendly language and diagrams.



Head Neck Hand Arm Leg Foot Eye
Ear Nose Mouth Back Penis Vulva

Top tips - How to help at home

- Through your words and tone, welcome your child's curiosity for new activities and interests. Ask gentle questions to see what your child already knows, before adding new information. Don't assume that they know things because they use certain words. If you don't have the answer to your children's questions, it's OK to say that you don't know but will find out.
- Take time to play the online games your children like to play so that you can understand the features. You can find out if there is anything concerning you need to be aware of, such as safety features or parental controls which should be enabled.
- Use appropriate language for body parts at home so it reinforces what is taught at school.
- Remind your child that their body is their own and they don't have to let anyone touch it in a way that is unsafe and/or unwanted. Everyone else also has that right. This is the beginning of giving a child control over their body and teaching them about consent.

Which RSE statutory requirements are we working towards in Year 3?

Kapow Primary's RSE scheme takes a spiral approach to the curriculum and therefore these areas will be revisited and further developed in the subsequent year group.

Families and people who care about me:

- 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 for them.
- 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.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships:

- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.

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.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- 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.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.

Online relationships:

- 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.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

Being safe:

- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.

Year 3: How is this covered in Kapow Primary's PSHE and RSE lessons?

Strands within the Kapow Primary scheme will explore the following topics and concepts:

Families and relationships:

- How to resolve relationship problems.
- Effective listening skills and about non-verbal communication.
- Looking at the impact of bullying and what action can be taken.
- Exploring trust and who to trust and that stereotyping can exist.

Safety and the changing body:

- Be a responsible digital citizen.
- Cyberbullying, identifying unsafe digital content.
- Influences and making independent choices.

Top tips - How to help at home

- Find time to talk, just the two of you – ‘check in’ with them while you’re doing things together, so they get used to talking about their feelings.
- Play together – play helps children to be curious, learn new things, solve problems and express feelings without words.
- You can help your children learn how to deal with their emotions in a healthy way by modeling coping skills at home. You can engage in these skills with your child or talk them through doing them on their own. Activities such as deep breathing, using stress balls, art (painting, coloring, doodling) or going for walks can be great strategies for coping with feelings.
- Uncertainty about day-to-day schedules can lead to a lot of stress or anxiety in a child’s life. Creating a general routine at home can provide some relief and peace for your child, whether it’s a schedule for daily meals or a weekly movie night. Having clear boundaries is also important for your child to know what is expected of them at home and can minimise feelings of frustration from both parent and child.

Which RSE statutory requirements are we working towards in Year 4?

Kapow Primary's RSE scheme takes a spiral approach to the curriculum and therefore these areas will be revisited and further developed in the subsequent year group.

Families and people who care about me:

- 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.
- 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 for them.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships:

- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

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.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- 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.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships:

- How information and data is shared and used online.

Being safe:

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.

Year 4: How is this covered in Kapow Primary's PSHE and RSE lessons?

Strands within the Kapow Primary scheme will explore the following topics and concepts:

Families and relationships:

- Learning that families are varied and differences must be respected.
- Understanding physical and emotional boundaries in friendships.
- The roles of bully, victim and bystander.
- How behaviour affects others.
- Appropriate manners and bereavement.

Health and wellbeing:

- Developing emotional maturity.
- Learning that we experience a range of emotions and are responsible for these.
- Appreciating the emotions of others.

Safety and the changing body:

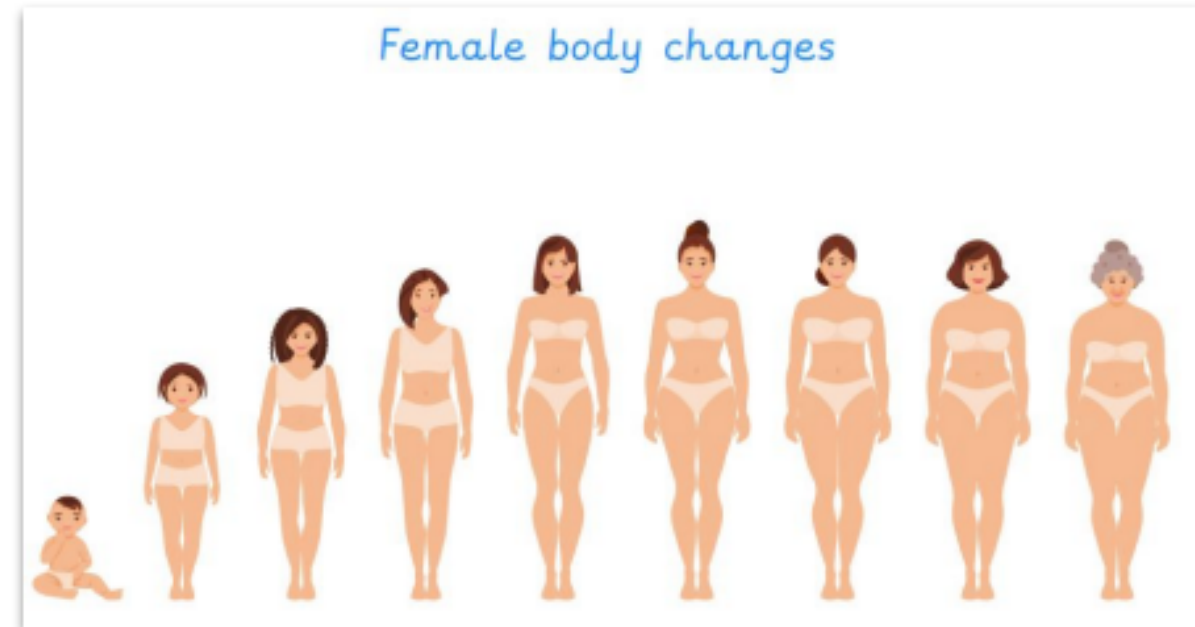
- Building awareness of online safety and benefits and risks of sharing information online.
- Difference between private and public.
- Age restrictions.
- Physical and emotional changes in puberty.

How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 8-9 will:

- Learn about some of the physical changes pupils will experience as they go through puberty.
- Understand that physical change is part of growing up.
- Identify the changes that males and females go through as they grow and develop from being a child to an adult.



Top tips - How to help at home

- Children love to receive positive feedback and praise. Knowing they've done something well increases feelings of pride and confidence, which can stick with a child long-term. Providing positive reinforcement for behaviours will often encourage children to repeat that behaviour.
- Parental controls and privacy settings can help you manage how your child spends time online and help to keep them safe. Talk to your child before implementing any new settings and explain to them how different strategies can help to keep them safe.
- Show children it's important to take care of their physical and mental health. Model good habits to them (e.g. "I can feel myself getting a bit wound up about that parking ticket again, so I'm going to have a walk / bath (or both!) to calm myself down!").
- Start talking with your child about relationships, body changes, and growing up from a young age. This helps to normalise conversations and build healthy habits.

Which RSE statutory requirements are we working towards in Year 5?

Kapow Primary's RSE scheme takes a spiral approach to the curriculum and therefore these areas will be revisited and further developed in the subsequent year group.

Families and people who care about me:

- 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 for them.
- Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- 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.

Respectful relationships:

- The importance of self-respect and how this links to their own happiness.
- 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.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.

Online relationships:

- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

Being safe:

- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.

Year 5: How is this covered in Kapow Primary's PSHE and RSE lessons?

Strands within the Kapow Primary scheme will explore the following topics and concepts:

Families and relationships:

- Developing an understanding of families, including marriage, of what to do if someone feels unsafe in their family.
- Issues can strengthen a friendship.
- Exploring the impact of bullying and what influences a bully's behaviour.
- Learning to appreciate our attributes.

Safety and the changing body:

- Exploring the emotional and physical changes of puberty, including menstruation.
- Learning about online safety, influence.
- Strategies to overcome potential dangers.

How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 9-10 will learn about:

- The menstrual cycle and other changes that happen during puberty.
- Emotional changes that occur during puberty.

Label or draw on Figure 1 to show some of the hygiene issues someone going through puberty might experience e.g. greasy hair, spots, smelling differently.

Label or draw on figure 2 what someone could do to help address these issues e.g. washing their hair more often, showering frequently and using deodorant.



Figure 1



Figure 2

Top tips - How to help at home

- Make time and space to be able to give your child your full attention to share stories, have discussions and work through challenges.
- Explain that everyone is human and makes mistakes. Model effective ways to deal with difficult situations (e.g. calming down, saying you are sorry, explaining that you recognise you made a mistake and what you'll do to make sure it doesn't happen again). They will learn from you that it's okay to make mistakes, build resilience and identify healthy ways to cope with emotions.
- Find ways to include your child in decision-making processes. This can help children feel that they are heard and valued. Something as simple as asking them whether they think you should prepare rice or pasta for dinner can show them they have a voice and give them the confidence to use it.

Which RSE statutory requirements are we working towards in Year 6?

Kapow Primary's RSE scheme takes a spiral approach to the curriculum and therefore these areas will be revisited and further developed in the subsequent year group.

Families and people who care about me:

- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships:

- 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.

Respectful relationships:

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- 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.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships:

- People sometimes behave differently online, including by pretending to be someone they are not.
- 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.

Being safe:

- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.

Year 6: How is this covered in Kapow Primary's PSHE and RSE lessons?

Strands within the Kapow Primary scheme will explore the following topics and concepts:

Families and relationships:

- To resolve conflict, through negotiation and compromise.
- Respect.
- Understanding that everyone deserves to be respected.
- Grief.

Safety and the changing body:

- The reliability of online information.
- The changes experienced during puberty.
- How a baby is conceived and develops.

How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 10-11 will:

- Further develop their understanding of the physical and emotional changes that happen during puberty.
- Learn about the biology of conception. (Parents have the right to withdraw their child from the 'Main event' part of this lesson.)
- Learn how a baby develops in the womb and is born. (Parents have the right to withdraw their child from the lesson.)

Top tips - How to help at home

- Model safe and healthy internet use by using digital media and the internet in the way you want your child to use it now and in the future. For example, you might keep internet-connected devices out of bedrooms, and use technology for positive purposes.
- You might find that your child is more up to date with changing privacy and safety settings than you are! Ask your child to share what they know about online safety and the risks associated with using online platforms or the internet. Work together to adjust settings on devices and apps, emphasising the importance of keeping your child safe.
- Emotional ups and downs are a part of life. One of the best ways to address the concept of mental health and wellbeing is to let your child know that sometimes you feel flat too. It's important for your child to know that you'll be there for them when they're feeling flat or having a tough time. It can help just to say, 'I can see you're having a difficult day' letting your child know you are there to support them.
- Check any age restrictions on applications and social media as many should not be used by children under 13 years old. Discuss social media with your child and the risks of inappropriate content that they might see online. Encourage children to report anything that makes them feel uncomfortable to you, or via platforms, and take time to talk through why this content is offensive or inappropriate together.

Teaching Methods and Classroom Activities



Interactive Discussions

Encouraging open and honest communication among students.



Age-Appropriate Videos

Visual aids to explain complex concepts and facilitate understanding.



Role-Playing Scenarios

Practicing communication and conflict resolution skills in a safe environment.



Creative Activities

Art, music, drama and games to explore emotions, relationships and other topics.

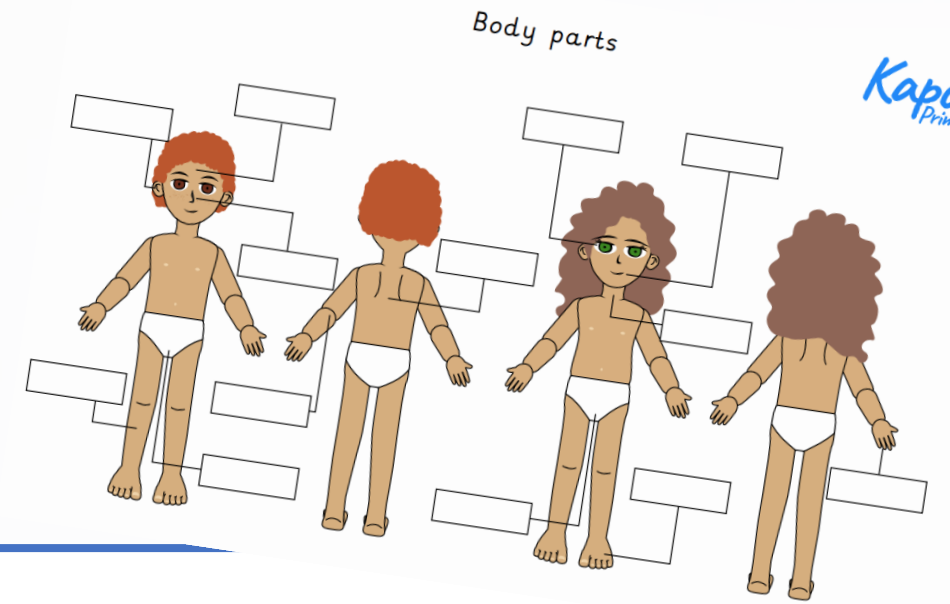


Year 2 – Safety and the Changing Body

Lesson 4: Appropriate Contact: My Private Parts

Attention Grabber

- Children sing 'Heads, Shoulders, Knees and toes.
- Teacher points to other body parts for children to name focussing on what they already know, e.g. arm, wrist, hand, leg, neck, knee, foot ankle.



Main Event

- Children have a copy of a worksheet with a body to label parts and asked to label all except the “private parts”. The teacher explains that we will look at these parts later in the lesson. Teacher explains that in these pictures and probably most pictures we see, some parts of the body are covered, and these are sometimes called ‘private parts’.
- Children are asked:
 - What does the word private mean
 - Who do our private parts belong too?
- Teacher explains that although we keep our private parts covered, they are still parts of our body and nothing to be embarrassed about. Like all the other parts of our body, these parts have names.
- Teacher explains that the children might have names they use to refer to these body parts at home but at school they are going to learn the proper names. Unlike the other parts we have looked at so far, these parts are different for a boy and girl. Using the images from the work sheet, the teacher points to the parts of the bodies covered by pants and explain that a girl’s private part is called a vulva and a boy’s private part is called a penis.
- The children are then asked to label these on their sheet
- The teacher reinforces the names of the parts with children and explains if they ever have a problem with those parts, knowing the correct names for them will help them tell someone about the problem.
- The children are told that their body belongs to them only. If anyone makes them feel uncomfortable or upset by talking, looking at or touching their private parts, then they are to tell a trusted adult straight the way. They will never be in trouble for reporting this. Emphasise that children must continue to tell an adult or trusted person until they have listened.

Wrapping Up

- Children shown the '[NSPCC - Pantosaurus](#)' vide and are told that we will be learning more about this next lesson.

Example Lesson

Year 4 – Families and Relationships

Lesson 3: Marriage

Attention Grabber

- Children are shown a presentation including pictures of different types of weddings and asked to decide what they all have in common.
- Teacher explains that we will be thinking about marriage and its meaning in the lesson.
- Look at the pictures again and discuss in a bit more detail.

Photo 1 – Church wedding

Photo 2 – Registry office wedding

Photo 3 – Sikh wedding

Photo 4 – Same sex female couple in a licensed venue

Photo 5 – Muslim wedding

Photo 6 – Jewish wedding

Photo 7 – Same sex male couple in registry office



Main Event

- Teacher explains that weddings and marriages have changed and are different in different cultures. Teacher stresses that marriage is a formal and legal commitment of two people to each other, intended to be lifelong. Children are shown a presentation on the History of Marriage. Discussions focus around: the age at which people can get married; different venues; changes to the law around same sex marriage; how forced marriage is illegal but in some cultures there may be 'arranged marriages' stressing that the people involved still have a choice.
- Children asked to make a poster to share some of the facts they've learnt about marriage and discuss whether it is something they might decide to do in the future.

Wrapping Up

- Teacher explains that not everyone will decide to get married. People might remain single and not have a partner, or they might live with someone but choose not to get married. Ask the children if they have any strong feelings about getting married and if they wish to share them with the class.
- Divorce and separation may come up during this discussion. Explain to the children that not all marriages will last, and that separation and divorce can be difficult for everyone involved. If children worry about this, they should talk to an adult at home they trust or someone in school.



Example Lesson

Year 6 – Safety and the Changing Body

[Y5 menstruation video link and Y6 Conception Video](#) – only accessible on school computers

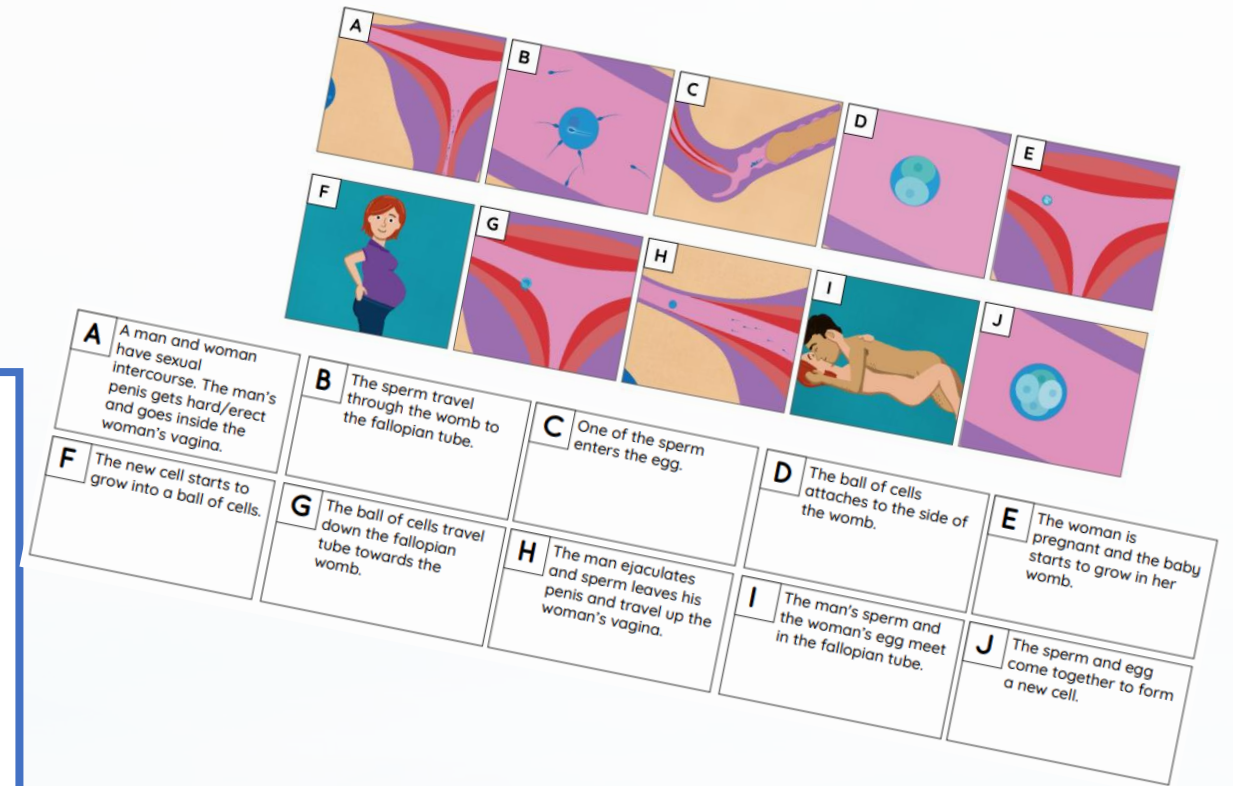
Lesson 5: Conception

Attention Grabber

- Recap with the class the ground rules that were created at the beginning of the year/topic.
- Answer any questions from the Question box that the children may have asked since the previous lessons, focusing on those questions that will not be covered during this lesson.
- Show the *Pupil video: Menstruation* (which the children watched in Year 5) to remind the children of what happens during the menstrual cycle.

Attention Grabber

- Explain that the children are going to learn how a baby is conceived. Put this into context by saying that for most couples, this is a big decision and something they will have thought about for a long time.
- Show the *Pupil video: Conception*.
- Take any questions that the children have.
- Explain to children that the age at which you can legally have intercourse in this country is 16 and this law is designed to protect us. Explain that 16 is sometimes called the age of consent. Ask children if they know what consent means.
- Discuss the children's answers and make sure they understand that it is giving permission, that a person needs to know what they are giving permission for and that someone can withdraw consent i.e. change their mind.
- Consent does not just apply to intercourse but to other situations such as going on a school trip or lending an item to someone.
- Bring the conversation back to intercourse and emphasise that the children should never feel pressured or pressurise anyone else into having intercourse or doing anything else they don't want to. Consent should be freely given.
- Rewatch the video so children can further consolidate their understanding.
- Arrange the children in pairs and give each pair a copy of the Activity: Sequencing and display slide 2 of the Presentation: Sequencing. Children to sequence the sentences.



Wrapping Up

Remind children that intercourse is something adults do and tell them that the legal age they can have intercourse is 16 and that they should never feel pressured or pressurise anyone else into having intercourse or doing anything else they don't want to. Remind the children what consent means. Allow time for questions to be answered now or to be put into the Question box.

Contraception

Children may ask about contraception or ask if there are ways to not get pregnant if someone has intercourse. It is recommended to give simple and concise answers. The key information children need at this stage is that:

- Contraception can prevent a pregnancy, but it is never 100% effective.
- A condom can be worn over the penis to stop the sperm entering the female.
- The Pill can be taken by the woman, which stops the eggs being released each month.

For more detailed information about what is taught in each year group, including key vocabulary covered, please refer to the Knowledge and Skills Organisers, which are published on the PSHCE page of the Ashwell School Website.

[Ashwell Primary School - PSHCE](#)

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. At Ashwell School we also include Citizenship making PSHCE.

At Ashwell School we use the **KAPOW PSHCE** Scheme of work to teach children PSHCE.

The scheme provides teachers with week-by-week lessons for each year group in the school, from ages 5-11. It is ideal for specialist and non-specialist teachers and provides **lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources for every lesson.** The Scheme supports all the requirements of the national curriculum.

Following a consultation with our parents and children, we have updated our PSHCE Scheme of work to comply with the new statutory guidance.

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Relationships and Sex Education (RSE) and Health Education is an important part of PSHE education. Relationships education is compulsory for all primary school pupils. Please view our scheme of work to see the specific details of what content is covered in each Year group.

Curriculum Enrichment

- On an annual basis we celebrate the following events:
 - Feeling Good Week
 - Anti-Bullying Week
 - Diversity Week

PSHCE Downloadable Documents

The following documents are to help parents understand what we teach, when we teach it and why we teach it. To view the National Curriculum Programme of Study for KS1 and KS2 please see here: <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

- PSHCE - Intent, Implementation & Impact Overview PDF
- PSHCE Curriculum Overview PDF
- PSHCE - Skills Progression PDF
- PSHCE - Health and Wellbeing Knowledge and Skills Organiser PDF
- PSHCE - Families and Relationships Knowledge and Skills Organiser PDF
- PSHCE - Economic Wellbeing Knowledge and Skills Organiser PDF
- PSHCE - Citizenship Knowledge and Skills Organiser PDF



Parents have a right to see any teaching resources, including videos and worksheets that are used to teach any part of the statutory relationships, sex and health curriculum.

Should you wish to do so, please contact Mrs Andrews, (PSHCE Subject Leader), via the school office to discuss.

Sex Education – What is statutory and what is not?

Our Sex Education closely follows the Science curriculum. This is a statutory part of the National Curriculum.

In Early Years Foundation Stage, children learn about life cycles, and through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle



In addition to the Science curriculum, by the end of Key Stage 2 children are taught, through the statutory RSHE:

- To understand the physical changes to both male and female bodies as people grow from children to adults.
 - About the emotional changes during puberty.
 - To identify reliable sources of help with puberty.
 - To discuss problems which might be encountered during puberty and use knowledge to help.
 - To know that puberty happens at different ages for different people.
 - To understand the process of the menstrual cycle.
 - To know the names of the external sexual parts of the body and the internal reproductive organs.
- To understand how a baby is conceived and develops ← this part is non-statutory and parents have a right to withdraw their child from these two lessons, which are covered in Y6. We encourage any parent who has concerns around this to meet with Mrs Andrews to discuss together before making a decision.



Questions and Feedback?

Thank you for attending

Should you have any questions or feedback on the RSHE policy or curriculum, please contact Mrs. Andrews, or provide feedback via this Google Form.

<https://forms.gle/z3S1dNVePsw5zS5a9>

Next Steps

1

Open Dialogue

We encourage ongoing communication with parents and guardians.

2

Curriculum Review

We will regularly review the curriculum based on feedback.

3

Resources

We will continue to make resources available for parents should they wish to see them.

4

Together

Let's work together to support our children's well-being.

