

# Central Schools Trust



## INCORPORATING BALSALL COMMON PRIMARY SCHOOL AND DAMSON WOOD NURSERY AND INFANT SCHOOL

## Policy for Relationships and Sex Education (RSE)



*flourishing together*

### Document Control

Date of Policy	Policy Version/Change	Approving Body	Approval Date	Review Period
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## **Introduction**

Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (July 2025 – statutory from September 2026). This includes primary aged children learning about the '*changing adolescent body*', included in the expected outcomes for primary Health Education.

The schools within the Central Schools Trust (CST) have made the decision to include Sex Education within their PSHE curriculum, as advised by the DfE, and the details of what this curriculum will include are outlined below.

CST believes that effective Relationships and Sex Education (RSE) can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

The aims of relationships and sex education (RSE) in our trust are to:

- 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

Through teaching RSE, we want to support all children within the CST to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. Effective learning of RSE is essential for young people to make responsible and well-informed decisions about their future lives.

## **Definition of Relationships and Sex Education (RSE)**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, consent, healthy lifestyles, diversity and personal identity in a progressive way.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

## **Compulsory aspects of Relationships and Sex Education.**

As a trust of primary academies, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in Section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

The schools within the CST deliver the RSE curriculum as part of a whole programme of PSHE, called Jigsaw.

We have developed our RSE curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share any curriculum resources and materials with parents and carers upon request.

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to seek help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and offline safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Behaviour Policy
- Health and Safety Policy
- E-Safety Policy
- Safeguarding Policy
- Child Protection Policy
- Special Educational Needs Policy

### **How is RSE taught within CST Schools?**

Schools within the CST embed RSE within their PSHE curriculum and closely follow the recommended content within the Jigsaw programme of study. Jigsaw is a nationally recognised resource, which offers an integrated and comprehensive approach to the teaching of PSHE (further details about this programme can be found below).

Class teachers are responsible for teaching RSE. Each year-group is provided with a clear overview of learning objectives, learning outcomes and suggested teaching activities for RSE. This overview is overseen by each school's PSHE Subject Leader.

Staff may decide to use additional, similar age-appropriate resources in teaching these lessons, in order to best engage children and ensure they meet the objectives.

The content of these supplementary resources will be in line with that outlined below for each year group.

RSE will be taught in both single and mixed sex groups. For some content, it is appropriate to work in mixed sex groups but for the details of physical changes and for sexual reproduction, it might be deemed more appropriate for pupils to be taught in single sex groups. This can be decided by the children's teachers and the PSHE Subject Leader in order to best meet the specific needs of girls and boys in the class.

### **How is Jigsaw PSHE organised in CST schools?**

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Jigsaw is designed as a whole school approach, with all year groups working on the same theme at the same time.

Each Jigsaw lesson has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory RSE guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

For further information about this programme, please visit:

<https://www.jigsawpshe.com/>

### **What RSE subject content is taught in CST schools?**

Across the CST, we are committed to ensuring that the education provided to pupils in RSE is appropriate to the age of pupils. The subject content for RSE is detailed in Appendices 1 and 2 below.

Appendix 1 outlines the Relationships Education taught across the CST and identifies the key vocabulary and learning outcomes for children from reception to Year 6. This Relationships Education content is mandatory for pupils to learn.

Appendix 2 outlines the Sex Education taught across the CST and identifies the key vocabulary and learning outcomes for children from reception to Year 6. This Sex Education content is non-mandatory for pupils to learn and parents have the right to withdraw their child from these lessons (see below).

It is essential that clear, correct terminology must be used with children. The language used by children and staff should be consistent, appropriate and fulfil the requirements of the National Curriculum. Agreed vocabulary is scientific and is used from the earliest point in children's education; the specific terms to be taught are given in the appendices below.

Whilst there may be some embarrassment about using the correct terminology for body parts, it is important that, for safeguarding reasons, children are taught the accurate and recognised names should they ever need to make a disclosure.

## **The RSE Learning Environment in CST Schools**

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital for teaching RSE effectively. Teachers should work to create a safe environment in which pupils do not feel embarrassed or anxious about questions.

Children are often keen to talk about themselves and their experiences. Teachers cannot make promises of absolute confidentiality (see CST Safeguarding Policy CST Child Protection Policy). Children should be shown how to give anonymous examples as personal examples are rarely appropriate.

### **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

### **Answering Difficult Questions and Sensitive Issues**

Staff members are aware that views around RSE-related issues are varied. However, while personal views are respected, all RSE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead (DSL) in their school if they are concerned.

Our school believes that RSE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces (lessons) that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT+ bullying is dealt with strongly yet sensitively.

The school liaises with parents/carers on this issue to reassure them of the content and context.

Unexpected questions or comments might occur in a whole-class situation. The following guidelines may help staff:

- If the question is too personal, draw attention to the working agreement
- Clarify what the child is really asking by providing a follow-up question mirroring the child's words
- If the pupil needs further support, refer her or him to the appropriate person, such as DSL, a school counsellor or nurse
- If the teacher does not know the answer to a question, there is nothing wrong in saying so
  - Pupils and the teacher could research the question together later on, if appropriate
- If a question is too explicit, feels too old for a pupil, is inappropriate for a whole class situation or raises concerns about sexual abuse, the question should be acknowledged and a promise to attend to it on an individual basis at a later time
  - It is essential that this is followed up with both the pupil and the DSL later on and the appropriate action is taken to safeguard the child
- Teachers who are concerned in any way that a pupil is at risk of sexual or any other kind of abuse MUST follow the school's Safeguarding policies and procedures.

### **Special Educational Needs and Disabilities (SEND)**

The Education Act 1996 ensures that children with SEND have the same entitlement to sex education as their peers. Timing, methods and learning process will differ according to their needs. It is important to differentiate materials accordingly. RSE must be accessible for all pupils and this is particularly important when planning teaching for pupils with SEND.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood subjects to those with SEND. Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.

### **Equality and Diversity**

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

Areas of learning 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). Across our trust, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

### **Parents Right to Withdraw**

As outlined in the DfE guidance (July 2025, statutory from September 2026), schools within the CST are committed to support parents' right to withdraw their child from Sex Education within RSE (with the exception of the Sex Education included in the Science National Curriculum) but not from Relationships Education at Primary as this is statutory for all children.

Should a parent wish to withdraw their child from Sex Education, it is encouraged for them to meet with the school's headteacher to discuss their reasons for withdrawal. As a school, we are committed to providing parents with additional information or resources to deepen their knowledge and understanding of our RSE teaching, how this progresses and the benefits to their child. Should parents still choose to withdraw their child from Sex Education in schools, we will respect this decision and understand that parents have the right to teach Sex Education themselves in a way that is consistent with their values. We will also commit to work with these parents to provide suggested learning materials and support to help them provide this learning in a way that they feel comfortable with.

### **Use of external organisations and materials**

Across our trust, we will make sure that any external organisation and any materials used are appropriate and in line with our legal duties around political impartiality.

We remain responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Our academies will make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use are age-appropriate, are in line with pupils' developmental stage, and comply with:

- This policy
- The Teachers' Standards
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996

We will only work with external organisations where we have full confidence in its approach and the resources it uses. We will ensure that any speakers and resources meet the intended outcome of the relevant part of the curriculum. We will ask to see in advance any materials that the organisation may use and:

- Know the named individuals who will be there, and follow usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the school, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share any external materials with parents and carers

Our academies won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

### **Roles and Responsibilities**

The board of trustees will approve the RSE policy and hold the headteachers to account for its implementation.

The CEO will work with headteachers to make sure they can implement the policy in their school and will report to the board of trustees on any issues with its implementation across the trust.

Local governing bodies are responsible for supporting the implementation of the policy at their school and reporting issues to the board of trustees/CEO if they occur.

Headteachers are responsible for ensuring that RSE is taught consistently across their school, for making sure that resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

### **Monitoring and Evaluation of RSE across the CST**

It is the responsibility of the CST Headteachers and CST Governors to ensure that, as well as fulfilling their legal obligations, they also make sure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RSE;
- RSE is well led, effectively managed and well planned;
- the quality of RSE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

Each school within the CST also has a PSHE Subject Leader who takes responsibility for ensuring that teachers are delivering the RSE curriculum effectively and that there is a positive impact on pupils' understanding of the subject content. PSHE Subject Leaders carry out regular monitoring of the RSE curriculum and this information is shared with the headteacher and other senior leaders within schools to action any areas for improvement. All teachers receive regular CPD on the effective delivery of the Jigsaw programme, including the RSE subject content.

With support from the PSHE Subject Leader, headteachers in each school monitor this policy on a regular basis and report to governors, when requested, on the effectiveness of the policy.

Parents across the CST are consulted on the RSE policy and have the opportunity to express their views. They are also informed of the limits of their right to withdraw their child from sex education and have the opportunity to do so within these limits.

This policy will be reviewed annually and will be approved by the CST Trust Board.

## Appendix 1

### **Relationships Education Overview**

<b><u>Reception</u></b>	<b>Key Vocabulary:</b> <i>friendship, kindness, conflict, problem-solving</i>	
<b>Relationships</b>	<b>Social and emotional development learning intention</b>	I can identify some of the jobs I do in my family and how I feel like I belong.
		I know how to make friends to stop myself from feeling lonely.
		I can think of ways to solve problems and stay friends.
		I am starting to understand the impact of unkind words.
		I know how to be a good friend.
<b><u>Year 1</u></b>	<b>Key Vocabulary:</b> <i>protection, kindness, life cycles, respect, unique</i>	
<b>Relationships</b>	<b>Social and emotional development learning intention and the PSHE learning intention</b>	I can identify the members of my family and understand that there are lots of different types of families. I know how it feels to belong to a family and care about the people who are important to me.
		I can identify what being a good friend means to me. I know how to make a new friend.
		I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I can recognise which forms of physical contact are acceptable and unacceptable to me.
		I know who can help me in my school community. I know when I need help and know how to ask for it.
		I can recognise my qualities as a person and a friend. I know ways to praise myself.
		I can tell you why I appreciate someone who is special to me. I can tell you how I feel about them.
<b><u>Year 2</u></b>	<b>Key Vocabulary:</b> <i>conflict, physical contact, solve, trust, appreciation, respect, boundaries</i>	
<b>Relationships</b>	<b>Social and emotional development learning intention and the PSHE learning intention</b>	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. I accept that everyone's family is different and understand that most people value their family.
		I understand that there are lots of forms of physical contact within a family and that some is acceptable and some is not.

		I know which types of physical contact I like and don't like and can talk about this.
		I can identify some of the things that cause conflict with my friends. I can demonstrate how to use the positive problem solving technique to resolve conflict with my friends.
		I understand that sometimes it is good to keep a secret and sometimes it is not. I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.
		I can recognise and appreciate people who can help me in my family, school and community. I understand how it feels to trust someone.
		I can express my appreciation for my special people. I am comfortable accepting appreciation from others.

***The following information is for Key Stage 2 ONLY:***

<b><u>Year 3</u></b>	<b>Key Vocabulary:</b> <i>expectations, gender, differences, citizen, global, appreciation, concern</i>	
<b>Relationships</b>	<b>Social and emotional development learning intention and the PSHE learning intention</b>	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. I can describe how taking some responsibility in my family makes me feel.
		I can identify and put into practice some of the skills of friendship: e.g. taking turns, being a good listener. I know how to negotiate in conflict situations to try to find a win-win solution.
		I know and can use some strategies for keeping myself safe online. I know who to ask for help if I am worried or concerned about anything online.
		I can explain how some of the actions and work of people around the world help and influence my life. I can show an awareness of how this could affect my choices.
		I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. I can empathise with children whose lives are different to mine and appreciate what I may learn from them.
		I know to express my appreciation to my friends and family.

		I enjoy being part of a family and friendship groups.
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<b>Year 4</b>	<b>Key Vocabulary:</b> <i>jealousy, girlfriend, boyfriend, negotiate, compromise, personal, respect</i>	
<b>Relationships</b>	<b>Social and emotional development learning intention and the PSHE learning intention</b>	I can recognise situations, which can cause jealousy in relationships. I can identify feelings associated with jealousy and suggest strategies to problem solve when this happens.
		I can identify someone I love and can express why they are special to me. I know how most people feel when they lose someone or something they love.
		I can tell you about someone I know that I no longer see. I understand that we can remember people even if we no longer see them.
		I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. I know how to stand up for myself and how to negotiate and compromise.
		I understand what having a boyfriend/girlfriend means and that it is a special relationship for when I am older. I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend.
		I know how to show love and appreciation for people and animals that are special to me. I can love and be loved.

<b>Year 5</b>	<b>Key Vocabulary:</b> <i>self-esteem, confidence, community, online safety, social media, social network, support, characteristics</i>	
<b>Relationships</b>	<b>Social and emotional development learning intention and the PSHE learning intention</b>	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. I know how to keep building my own self esteem.
		I understand that belonging to an online community can have positive and negative consequences. I can recognise when an online community feels unsafe or uncomfortable.
		I understand there are rights and responsibilities in an online community or social network. I can recognise when an online community is helpful or unhelpful to me.
		I know there are rights and responsibilities when I play a game online. I can recognise when an online game is becoming unhelpful or unsafe.

		<p>I can recognise when I am spending too much time using devices (screen time). I can identify things I can do to reduce screen time, so my health isn't affected.</p>
		<p>I can explain how to stay safe when using technology to communicate with my friends. I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.</p>

<b><u>Year 6</u></b>	<b>Key Vocabulary:</b> <i>loss, grief, ashamed, mental health, strategies, technology, online community, online safety, power, control, fake, control</i>	
<b>Relationships</b>	<b>Social and emotional development learning intention and the PSHE learning intention</b>	<p>I know that it is important to take care of my mental health. I understand that people can get problems with their mental health and that it is nothing to be ashamed of.</p>
		<p>I know how to take care of my mental health. I can help myself and others when worried about a mental health problem.</p>
		<p>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. I can recognise when I am feeling those emotions and have strategies to manage them.</p>
		<p>I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p>
		<p>I can judge whether something online is safe and helpful for me. I can resist pressure to do something online that might hurt myself or others.</p>
		<p>I can use technology positively and safely to communicate with my friends and family. I can take responsibility for my own safety and well-being.</p>

## Appendix 2

### Sex Education Overview

<b><u>Reception</u></b>	<b>Key Vocabulary:</b> <i>nose, mouth, ears, head, neck, eyes, legs, arms, baby, mother, grown, developed, changed,</i>	
<b>Relationships</b>	<b>Social and emotional development learning intention and the PSHE learning intention</b>	I can name parts of the body.
		I understand that we all grow from babies to adults.

<b><u>Year 1</u></b>	<b>Key Vocabulary:</b> <i>penis, vagina, change, growth, similar, different</i>	
<b>Changing Me</b>	<b>Social and emotional development learning intention and the PSHE learning intention</b>	I am starting to understand the life cycle of animals and humans.
		I understand that changes happen as we grow and that 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 something 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 parts of the body that make boys different to girls and can use the correct name for these.
		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.

<b><u>Year 2</u></b>	<b>Key Vocabulary:</b> <i>penis, testicles, vagina, respect, private</i>	
<b>Changing Me</b>	<b>Social and emotional development learning intention and the PSHE learning intention</b>	I can recognise cycles of life in nature.
		I understand there are some changes that are outside of 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.

		<p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body 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.</p>
		<p>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.</p>
		<p>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 when I am in Year 3 and know how to go about this.</p>

***The following information is for Key Stage 2 ONLY:***

<b><u>Year 3</u></b>	<b>Key Vocabulary:</b> <i>changes, mother, eggs, womb, fertilisation, sperm, male, female, baby, reproduction, birth</i>	
<b>Changing Me</b>	<b>Social and emotional development learning intention and the PSHE learning intention</b>	<p>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.</p>
		<p>I understand how babies grow and develop in the mother's uterus and what a baby needs to live and grow. I can express how I might feel if I had a new baby in my family.</p>
		<p>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.</p>
		<p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and know how to cope with these feelings.</p>
		<p>I can start to recognise stereotypical ideas I might have about parenting and family roles.</p>

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

<b><u>Year 4</u></b>	<b>Key Vocabulary:</b> <i>changes, mother, eggs, womb, fertilisation, sperm, male, female, baby, reproduction, birth, puberty, conception, penis, vagina</i>	
<b>Changing Me</b>	<b>Social and emotional development learning intention and the PSHE learning intention</b>	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 their sperm. I appreciate that I am a truly unique human being.
		I can correctly label the internal and external parts of the male and female body 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 move to a new class. I can reflect on the changes I would like to make next year and can describe how to go about this.

<b><u>Year 5</u></b>	<b>Key Vocabulary:</b> <i>changes, mother, eggs, womb, fertilisation, sperm, male, female, baby, reproduction, birth, puberty, conception, penis, vagina, intercourse, IVF</i>	
<b>Changing Me</b>	<b>Social and emotional</b>	I am aware of my own self-image and how my body fits into that.

	<b>development learning intention and the PSHE learning intention</b>	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 to go about this.

<b>Year 6</b>	<b>Key Vocabulary:</b> <i>changes, mother, eggs, womb, fertilisation, sperm, male, female, baby, reproduction, birth, puberty, conception, penis, vagina, intercourse, IVF</i>	
<b>Changing Me</b>	<b>Social and emotional development learning intention and the PSHE learning intention</b>	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 understand how a baby develops from conception through the nine months of pregnancy, and how it is born. I can 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 about having a boyfriend/girlfriend. I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel

		<p>pressured into doing something I don't want to.</p>
		<p>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'.</p>
		<p>I can identify what I am looking forward to and what worries me about the transition to secondary school or moving to my next class. I know how to prepare myself emotionally for the changes next year.</p>