West Wold Federation

Relationship and Sex Education Policy

AGREED BY GOVERNORS ON ……Spring 2025

SIGNED BY…… CHAIR

TO BE REVIEWED ON Spring 2026

MEMBER OF STAFF RESPONSIBLE Trudie McCarthy

GOVERNOR RESPONSIBLE Chris Turner

SUB-COMMITTEE RESPONSIBLE CPN

1. Introduction

At West Wold Federation, our vision states that we will provide *'rich opportunities for learners to engage and expand their world views and are inspired to make positive change in the world'.* With this vision in mind, it is important that every child should have access to effective health, relationship and sex education in support of that offered by parents, who are also educators of their children in this area.

This policy has been written with regard to the DfE Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 making Relationships and Health Education compulsory for children receiving primary education. RSE teaching contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSE will be taught in an age-appropriate manner.

At West Wold Federation, our RSE teaching constitutes wellbeing and loving care for ourselves (physical and mental health education), how we show loving care for others (relationships education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with (sex education). We teach RSHE within a moral (but not moralistic) framework. Everyone will be treated with dignity as all people who are made in the image of God and are loved equally by God. It is important that our RSE education seeks to be faith-sensitive and inclusive. It is underpinned by two key Biblical passages:

"So God created humankind in his image, in the image of God he created them"
(Genesis 2:7)

"I have come in order that you might have life - life in all its fullness"
(John 10:10)

2. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty.
- 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
- Develop the personal skills needed by pupils for them to establish and maintain relationships
- Prepare pupils for puberty, by giving them an understanding of the importance of health and hygiene
- Enable children to make responsible and informed decisions about their health and well-being.

3. How this Policy was developed

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

1. Review – The PSHE lead pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parents informed – The policy was made available to parents and they were invited to discuss any points

4. Pupil voice – we investigated what exactly pupils want from their RSE

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

4. Curriculum

At West Wold Federation, we use SCARF, a scheme of work for PSHE and Wellbeing education. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six half-termly units and adapt the scheme of work where necessary to meet the local circumstances of our school. Pupil voice is considered and fed into the planned programme.

Our PSHE subject lead works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the six half-termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross-curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis. In the appendices can be found the SCARF medium term planning for both Key Stage 1 and 2 and the Early Years Foundation Stage as well an overview of our science programmes of study.

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it is strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. **Me and My Relationships**: includes content on feelings, emotions, conflict resolution and friendships;
2. **Valuing Difference**: a focus on respectful relationships and British values;
3. **Keeping Myself Safe**: looking at keeping ourselves healthy and safe
4. **Rights and Responsibilities**: learning about money, living the wider world and the environment;
5. **Being My Best**: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. **Growing and Changing**: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside, then collaboratively with their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

5. **Teaching and Learning**

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy.

Support is provided to children experiencing difficulties on a one-to-one basis, via our ELSA coordinator. Relevant websites will be shared with pupils to sources of help and advice, alongside suitable books that can be found in the school library.

6. Delivery of RSE

RSE lessons build upon children's prior learning. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using SCARF Progress, this enables the teacher and the child to see progress that has been made over the course of each half-termly unit of lesson plans. For each unit there is a specially designed pre and post unit assessment activity.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

7. Accessibility

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Pupil Passports.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Our PSHE education acknowledges offers a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

8. Parental concerns and withdrawal

Parents have the right to request that their child be withdrawn from some or all of the non-statutory sex education but not relationships education. They do not have a right to withdraw their children from those aspects of sex education that are taught in the statutory National Curriculum science and health education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead).

9. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE co coordinator.

10. Policy Review and Development Plan

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

Appendix

Science and Sex Education

Under the National Curriculum, the **basics of Sex Education fall within the science curriculum**. The statutory content requires maintained schools to teach children about human development, including puberty, and reproduction. Please see the DfE Science Programme of Study below which includes specific content for each year group.

In Key Stage 1, pupils will:

Be introduced to the process of reproduction and growth in animals. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs.

Key Stage 2, pupils will:

Be taught about different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

PSHE and RSE Long Term Plan – West Wold Federation

2025-2026	Autumn		Spring		Summer	
	Me and My Relationship	**Valuing differences**	**Keeping myself safe**	**Rights and responsibilities**	**Being my best**	**Growing and changing**
Nursery/Reception	Marvellous Me People who are special to me Me and my special people My feelings	Me and My friends Same and different families Same and different homes	Safety Indoors and Outdoors What's safe to go into my body Listening to my feelings Keeping safe online People who keep me safe	Looking after myself Looking after my special people Looking after my friends Being helpful at home… Caring for our world	I can keep trying What does my body need Yes I can Healthy eating My healthy mind	**Nursery** Growing and changing in nature When I was a baby **Reception** Seasons Life stages – plants, animals humans Who will I be? Getting bigger
Year 1	Why we have classroom rules Thinking about feelings Feelings and bodies Bullying or teasing Don't do that Good friends How are you listening	It's not fair An act of kindness When someone is feeling left out Who are our special people	Healthy me Super sleep What could Harold do? Good or bad touches? Harold's picnic How safe would you feel? Should I tell? Some secrets should never be kept	Around and about the school Getting on with others When I feel like erupting How should we look after money Basic first aid	Eat well Catch it! Bin it ! Kill it! Harold's bathroom Harold's postcard Healthy me Harold has a bad day	Harold learns to ride his bike Then and now Inside my wonderful body Keeping privates private Taking care of a baby
Year 2	Why we have classroom rules Thinking about feelings Feelings and bodies Bullying or teasing Don't do that Good friends How are you listening	It's not fair An act of kindness When someone is feeling left out Who are our special people	Healthy me Super sleep What could Harold do? Good or bad touches? Harold's picnic How safe would you feel? Should I tell? Some secrets should never be kept	Around and about the school Getting on with others When I feel like erupting How should we look after money Basic first aid	Eat well Catch it! Bin it ! Kill it! Harold's bathroom Harold's postcard Healthy me Harold has a bad day	Sam moves away Haven't you grown! My body, your body

2025-2026	**Me and My Relationship**	**Valuing differences**	**Keeping myself safe**	**Rights and responsibilities**	**Being my best**	**Growing and changing**
Year 3	As a rule My special pet Ok or not ok (1 and 2) Human machines Different feelings Friends are special Looking after our special people	Family and Friends Our friends and neighbours Let's celebrate our differences Can you sort it? Islands That is such a stereotype	Safe or unsafe? Danger or risk? Alcohol and cigarettes: the facts Raisin challenge Help or harm? Know the norms	Our helpful volunteers Who helps us stay healthy and safe It's your right Earning money How do we make a difference? Harold's expenses Why pay taxes?	Derek cooks dinner Poorly Harold I am fantastic What makes me ME! Making choices My school community	My special pet Top talents I am fantastic Recap My Body, your body (Y2 Unit)
Year 4	As a rule My special pet Ok or not ok (1 and 2) Human machines Different feelings Friends are special Looking after our special people	Family and Friends Our friends and neighbours Let's celebrate our differences Can you sort it? Islands That is such a stereotype	Safe or unsafe? Danger or risk? Alcohol and cigarettes: the facts Raisin challenge Help or harm? Know the norms	Our helpful volunteers Who helps us stay healthy and safe It's your right Earning money How do we make a difference? Harold's expenses Why pay taxes?	Derek cooks dinner Poorly Harold I am fantastic What makes me ME! Making choices My school community	Moving House An email from Harold My changing body (y3 All change!
Year 5	Collaboration challenge Working together Give and take How good a friend are you? Relationship cake recipe Our emotional needs Behave yourself Acting appropriately It's a puzzle	Qualities of friendship Ok to be different We have more in common than not Tolerance and respect for others It could happen to anyone Boys will be boys	Thunking about habits Jay's dilemma Ella's diary dilemma Think before you click Traffic lights Play, like, share Drugs: true or false What sort of drug is…? Joe's story	What's the story? Fact or opinion? Rights, responsibilities and duties Mo makes a difference What's it worth? Jobs and taxes Project Pitch Happy shoppers	Getting fit It all adds up five ways to Wellbeing project This will be your life Independence and responsibility Star qualities? Our recommendations -Basic first aid, including Sepsis Awareness	Dear Hetty How are they feeling? Preparing for puberty (y4 unit) Growing and changing bodies Changing bodies and feelings
Year 6	Collaboration challenge Working together Give and take How good a friend are you? Relationship cake recipe Our emotional needs Behave yourself Acting appropriately It's a puzzle	Qualities of friendship Ok to be different We have more in common than not Tolerance and respect for others It could happen to anyone Boys will be boys	Thunking about habits Jay's dilemma Ella's diary dilemma Think before you click Traffic lights Play, like, share Drugs: true or false What sort of drug is…? Joe's story	What's the story? Fact or opinion? Rights, responsibilities and duties Mo makes a difference What's it worth? Jobs and taxes Project Pitch Happy shoppers	Getting fit It all adds up five ways to Wellbeing project This will be your life Independence and responsibility Star qualities? Our recommendations -Basic first aid, including Sepsis Awareness	Boys will be boys. – challenging stereotypes Is it normal? Helpful or unhelpful? Media manipulation Making babies*

PSHE and RSE Long Term Plan – West Wold Federation

2024-2025	Autumn		Spring		Summer	
	Me and My Relationship	**Valuing differences**	**Keeping myself safe**	**Rights and responsibilities**	**Being my best**	**Growing and changing**
Nursery/Reception	I'm special What makes me special Me and my special people Who can help me My feelings	Friends and family I'm special, you're special Same and different I am caring I am a friend	What's safe to go onto my body Safe indoors and outdoors Keeping myself safe People who keep me safe	Looking after others Looking after my environment Looking after money	I'm special What makes me special Me and my special people Who can help me My feelings	**Nursery** Growing and changing in nature When I was a baby **Reception** Seasons Life stages – plants, animals humans Who will I be? Getting bigger
Year 1	Our ideal classroom Our feelings How are you feeling today? Our special people balloons Types of bullying -Being a good friend	Same or different What makes us who we are How do we make other feel Unkind, tease of bully? Harold's school rules -My special people	Who can help? Harold loses Geoffrey Sharing pictures What should Harold say? I don't like that! Fun or not?	Taking care of something Harold's money Harold saves for something special Basic first aid Feeling safe -How can we look after our environment -Harold goes camping	My body needs My day What does my body do? Harold's bathroom Harold learns to ride a bike Pass on the praise!	Harold learns to ride his bike Then and now Inside my wonderful body Keeping privates private Taking care of a baby
Year 2	Our ideal classroom Our feelings How are you feeling today? Our special people balloons Types of bullying -Being a good friend	Same or different What makes us who we are How do we make other feel Unkind, tease of bully? Harold's school rules -My special people	Who can help? Harold loses Geoffrey Sharing pictures What should Harold say? I don't like that! Fun or not?	Taking care of something Harold's money Harold saves for something special Basic first aid Feeling safe -How can we look after our environment -Harold goes camping	My body needs My day What does my body do? Harold's bathroom Harold learns to ride a bike Pass on the praise!	Sam moves away Haven't you grown! My body, your body

2024-2025	**Me and My Relationship**	**Valuing differences**	**Keeping myself safe**	**Rights and responsibilities**	**Being my best**	**Growing and changing**
Year 3	Tangram team challenge An email from Harold When feelings change Under pressure Dan's dare Thanks How can we solve this problem?	My community Respect and challenge Zeb Friend or acquaintance What would I do The people we share our world with.	Danger, risk or hazard? The risk robot Super searcher None of your business Picture wise How dare you! Medicines: check the label Keeping ourselves safe	Recount task Harold's environment project Can Harold afford it? In the news Safety in numbers Logo quiz	For or against? Getting on with your nerves! Body team work Top talents SCARF Hotel Harold's Seven R's Basic first aid.	My special pet Top talents I am fantastic Recap My Body, your body (Y2 Unit)
Year 4	Tangram team challenge An email from Harold When feelings change Under pressure Dan's dare Thanks How can we solve this problem?	My community Respect and challenge Zeb Friend or acquaintance What would I do The people we share our world with.	Danger, risk or hazard? The risk robot Super searcher None of your business Picture wise How dare you! Medicines: check the label Keeping ourselves safe	Recount task Harold's environment project Can Harold afford it? In the news Safety in numbers Logo quiz	For or against? Getting on with your nerves! Body team work Top talents SCARF Hotel Harold's Seven R's Basic first aid.	Moving House An email from Harold My changing body (y3 All change!
Year 5	Let's negotiate Solve the friendship problem Assertiveness skills Being assertive Our emotional needs Dan's day Don't force me Communication	Kind conversations Happy being me Respecting differences The land of the Red People Is it true? Advertising friendships	Spot bullying To share or not to share? Rat pack Decision dilemmas Drugs: it's the law! Alcohol: what is normal? Smoking: what is normal? Would you risk it?	Two sides to every story Fakebook friends Spending wisely Lend us a fiver! Local councils Action stations Democracy in Britain	Different skills My school community (2) What's the risk? Basic first aid, including Sepsis Awareness	Dear Hetty How are they feeling? Preparing for puberty (y4 unit) Growing and changing bodies Changing bodies and feelings
Year 6	Let's negotiate Solve the friendship problem Assertiveness skills Being assertive Our emotional needs Dan's day Don't force me Communication	Kind conversations Happy being me Respecting differences The land of the Red People Is it true? Advertising friendships	Spot bullying To share or not to share? Rat pack Decision dilemmas Drugs: it's the law! Alcohol: what is normal? Smoking: what is normal? Would you risk it?	Two sides to every story Fakebook friends Spending wisely Lend us a fiver! Local councils Action stations Democracy in Britain	Different skills My school community (2) What's the risk? Basic first aid, including Sepsis Awareness	Boys will be boys. – challenging stereotypes Is it normal? Helpful or unhelpful? Media manipulation Making babies*

RSE – Overview

RSE- Growing and changing lessons will be taught in discrete year groups during the summer term.

Although there have been changes to RSHE statutory guidance, parents retain the right to withdraw their child from Sex Education. The right to withdraw refers only to the Sex Education element of RSHE. Following this guidance parents have the right to withdraw their children from the following units in this scheme of work: ***Y6 Making babies***

	Unit	Overview	Vocabulary	Suggested texts/websites
Pre-school	Growing and changing in nature	Seasons walk Collecting natural objects Weather watch Seasons songs Growing plants Caterpillar to Butterfly Setting up a growing station	Changes Seasons Spring Summer Autumn Winter	The Very Hungry Caterpillar – Eric Carle The tiny seed – Eric Carle The Teeny Weeny Tadpole - Sheridan Cain Tadpole's promise - Jeanne Willis Seasons – Helen Pang
	When I was baby	Sharing baby photos What does a baby need? When I grow up	Baby Growing Changes	The new baby – Rachel Fuller Ten Little fingers and ten little toes by Mem Fox Babies don't eat pizza by Diane Danzig

Reception	Seasons	The four seasons My special season The seasons go round and round Explore the concept of cycles through play e.g waterwheels, toy cars, hula hoops.	Seasons Spring Summer Autumn Winter cycle	Seasons – Helen Pang Tree: Seasons Come, Seasons Go – Patricia Hegarty
	Life stages – plants, animals, humans	Life cycles of frog, butterfly or chicken Growing Life cycle hunt	Growing Life-cycles	The very hungry caterpillar – Eric Carle Monkey Puzzle – Julia Donaldson Oscar and the frog (a book about growing)
	Life – stages: Human Life stages – who will I be?	Read Once there were giants story Stages of life Sorting the ages Opportunities for role play/dress up/dolls Insect lore caterpillars	Baby Child Teenager Adult Old Age	Once there were giants -
	Getting bigger	Comparing photos of babies, children, teenagers and adults. Comparing sizes of hands and feet. Opportunities to play with dolls of naked boys and girls	Baby Child Teenager Adult Grow *terms penis, testicles, vagina and vulva will be encouraged to be used at home during EYFS.	Jim and the beanstalk Raymond Briggs

Y1	Then and Now	Harold's photo album – looking at how Harold has changed. Then and now – changes from baby to toddler to now	Change Growing	Who's a cheeky baby Ian Whybrow Lucy and Tom go to school The not so perfect baby
	Inside my wonderful body	What is inside our body? Learn about heart, stomach, lungs, intestine, brain	Organ Heart Lungs Intestines Brain Stomach Oxygen Digested	
	Keeping Privates private	What changes have happened since you were a baby? Compare how things have changed when needing the toilet from being a baby and being a toddler. Compare who helps. Name external genitals. Boys – penis. Girls – vulva. Explain the term private parts. The importance of hygiene after you have been to the toilet.	Privates Private Penis Vulva Hygiene	
	Taking care of a baby	What do babies need? Things babies don't need. What do babies eat? Where do babies sleep? How do babies move? Consider inviting in a parent and baby to answer questions about babies.	Caring Love Attention	

Y2	Haven't you grown	Compare themselves now and to when they started school. Consider changes that may happen when they are 11yrs and when they are 21yrs. What makes us grow? Who helps us to grow?	Growing Food Rest Sleep Care Learning	
	My body, your body (*we are not teaching elements of **why** do boys have a penis and girls have a vulva and what are testicles for – in Y2 we are labelling and naming these parts only)	Name the main body parts. Vocabulary in this lesson will include penis, vulva, testicles and nipples. Which parts do boys and girls have the same? Which parts do they have that are different? My body. Your body. Why are our bodies unique and special? The importance of keeping our private parts private.	Unique Special Penis Testicles Vulva Nipples	

Y3	My body, your body (*we are not teaching elements of **why** do boys have a penis and girls have a vulva and what are testicles for – in Y3 we are labelling and naming these parts only)	Name the main body parts. Vocabulary in this lesson will include penis, vulva, testicles and nipples. Which parts do boys and girls have the same? Which parts do they have that are different? My body. Your body. Why are our bodies unique and special? The importance of keeping our private parts private.	Unique Special Penis Testicles Vulva Nipples	

Y4	My Changing Body (Y3 unit)	Discuss kittens grow inside their mother in a special place called a womb. Mammals grow babies inside their mother. Puberty changes Wet dreams Menstrual cycle Increased sweating and hygiene Sanitary protection	Eggs Sperm Puberty Period Ovary Fallopian tube Uterus Womb Lining Vagina Menstruation pad Tampon Menstruation cup Breasts Genitals Testicles Womb Wet dream penis	Hair in funny places Babette Cole* Have you started yet? Ruth Thompson **Useful websites** Kids' Health - Menstruation Male puberty - including wet dreams
	All change	Body parts. Name: vulva, womb, vagina, eggs, clitoris, labia, breasts Penis, testicles, sperm, pubic hair. Explain that puberty is the body changing from a child to an adult.		

Y5	Preparing for changes at puberty (Y4 Unit)	Recap puberty What happens with periods? Period Quiz – true or false Managing wet dreams	Puberty Menstrual cycle Eggs Periods Menstruation Pads Tampons Wet dreams Testicles Sperm	Hair in funny places Babette Cole* Have you started yet? Ruth Thompson *Girls Only* by V Parker *How your Body Works* by Judy Hindley *Let's Talk About Sex* by R H Harris *Living with a Willy* by N Fisher *Sex is a Funny Word* by C Silverberg and F Smyth *The Period Book* by K Gravelle *The Puberty Book* by W Darvill *What's Happening to Me?* by P Mayle
	Growing and changing bodies	Discuss puberty Emphasise that everyone is unique Discuss the following objects deodorant, shower gel, tissues, washing powder, facial wash, spot cream, period products. Discuss ways female bodies grow and change. Breast develop, hips widen, height increases, periods begin, body hair grows around the genitals and under the arms. Discuss ways male bodies change, height increases, chest and shoulder grow bigger, body hair grows on face, under arms and around genitalia, penis and testes grow in size, semen begins to be produced, involuntary erections and wet dreams may be experienced. Recap menstruation		
	Changing bodies and feelings	Labelling external body parts Emotions and feelings – True or false	Pubic hair Clitoris Vulva Urinary opening Labia Penis Scrotum Anus Wet dream Erection Crush	
	How are they feeling?	Emotions bingo How are they feeling? How does this affect a person's wellbeing Resilience – building resilience	Wellbeing Resilience	

Y6	**Boys will be boys? Challenging gender stereotypes**	What do we mean by 'the media'? How are we influenced by the media? Discuss the term stereotype Gender roles and stereotypes	Stereotype Gender Media influence Assumption	Mummy Laid an egg – Babette Cole Where willy went. Allan Nicolas **Useful websites** Amaze.org- Puberty section (Age 9+) BBC Teach –The Big Talk (age 9-12)
	Helpful or unhelpful? Managing change	Describe recent changes in their lives. Sophie's story- separation of parents.	Change Conversation Support Discuss	
	Is this normal?	Questions about puberty Puberty – True or false Puberty Agony Aunt letters	Puberty Physical changes Emotional changes Rights	
	Making babies (* we will not teach elements of contraception)	Puberty for reproduction – recap what changes take place during puberty so that bodies can reproduce Conception – most babies are made when a man and woman have sexual intercourse, emphasise that this usually happens when a man and woman are in a loving relationship and agree to make a baby. Conception and pregnancy timeline. Arrange conception and pregnancy timeline cards. Legal facts Other options – adoption, surrogacy, IVF	Eggs Ovaries Sperm Testicles Puberty Vagina Penis Orgasm Embryo Womb Sexual intercourse Consensual Surrogacy Adoption IVF Age of consent miscarriage	