

National curriculum and/or guidance documents
Health ed, RSE, British values

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[Relationships Education, Relationships and Sex Education and Health
Education guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Relationships Education

Sex Education

Citizenship

British values

▪ inclusion and equality of opportunity

Development of character, confidence and resilience

Physical Health and mental Well-being

spiritual, moral, social and cultural development

Safety

Economic understanding

Parents have the legal right to withdraw their children from the non-statutory/non-science components of sex education within Relationship and Sex Education.

At St John's Meads, sex education (how a baby is conceived and born) is taught in the following Year groups (highlighted in yellow in this document):

Year 4: Jigsaw Puzzle Piece 2 - Having a baby

Year 5: Jigsaw Puzzle Piece 4 - Conception

Year 6: Jigsaw Puzzle Piece 3 - Babies: Conception to Birth

Parents will be invited to view resources prior to these lessons taking place. Requests for withdrawal should be put in writing using the form found in Appendix 3 of SJM RSHE policy and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

Forest School (term 5 and 6)

Theme: Nature and identification

Skills: knots, nature and wildlife

When talking about transition to new class, Forest School is one of the things that remains the same.

Knowledge	Early Years	Year 1	Year 2
Citizenship	n/a	n/a	n/a
British values • Inclusion and equality of opportunity	n/a	n/a	n/a
Development of character, confidence and resilience	To talk about my worries and/or the things I am looking forward to about being in Year 1	To know that changes are OK and that sometimes they will happen whether I want them to or not	To feel proud about becoming more independent
Physical Health and mental Well-being spiritual, moral, social and cultural development	<p>To name parts of the body</p> <p>To speak about some things I can do and foods I can eat to be healthy</p> <p>To understand that we all grow from babies to adults</p> <p>To express how I feel about moving to Year 1</p> <p>To share my memories of the best bits of this year in Reception</p>	<p>To start to understand the life cycles of animals and humans</p> <p>To understand that changes happen as we grow and that this is OK</p> <p>To speak about some things about me that have changed and some things about me that have stayed the same</p> <p>To speak about how my body has changed since I was a baby</p> <p>To understand that growing up is natural and that everybody grows at different rates</p> <p>To identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus</p>	<p>To recognise cycles of life in nature</p> <p>To understand there are some changes that are outside my control and recognise how I feel about this</p> <p>To speak about the natural process of growing from young to old and understand that this is not in my control</p> <p>To identify people I respect who are older than me</p> <p>To recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>To recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private</p>

		<p>To understand that every time I learn something new I change a little bit</p> <p>To enjoy learning new things</p> <p>To talk about changes that have happened in my life</p> <p>To know some ways to cope with changes</p>	<p>To speak about what I like/don't like about being a boy/girl</p> <p>To identify what I am looking forward to when I move to my next class</p> <p>To start to think about changes I will make when I am in Year 3 and know how to go about this</p>
Safety		To respect my body and understand which parts are private	<p>To understand there are different types of touch and tell you which ones I like and don't like</p> <p>To be confident to say what I like and don't like and ask for help</p>
Economic understanding	n/a	n/a	n/a
Vocabulary	body healthy unhealthy choice treat grow change excited nervous scared	life cycle baby adult mature male female vagina penis testicles vulva anus anxious coping	old young respect appearance toddler teenager independent responsibilities public private acceptable unacceptable comfortable uncomfortable
Texts	Look Inside Your Body' by Louie Stowell Tell Me What It's Like To Be Big', by Joyce Dunbar	Leaving Mrs Ellis	

	'I Wonder Why Kangaroos Have Pouches', by Jenny Wood The Huge Bag of Worries' by Virginia Ironside The Very Hungry Caterpillar', by Eric Carle		
Enhancements How the curriculum is enriched.	Transition visits to next class Extra transition visits for specific children Chicks?	Transition visits to next class Extra transition visits for specific children Growing butterflies from caterpillars	Transition visits to next class Extra transition visits for specific children

Knowledge	Year 3	Year 4	Year 5	Year 6
Citizenship	n/a	n/a	n/a	n/a
British values • Inclusion and equality of opportunity	n/a	n/a	n/a	n/a
Development of character, confidence and resilience	To recognise how I feel about these changes (puberty) happening to me and know how to cope with those feelings	To appreciate that I am a truly unique human being To have strategies to help me cope with the physical and emotional changes I will experience during puberty	To know how to develop my own self esteem To understand that puberty is a natural	To know how to develop my own self esteem To express how I feel about the changes that will happen to me during puberty

		<p>To be confident enough to try to make changes when I think they will benefit me</p> <p>To express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</p>	<p>process that happens to everybody and that it will be ok for me</p> <p>To express how I feel about the changes that will happen to me during puberty</p> <p>To appreciate how amazing it is that human bodies can reproduce in these ways (sexual intercourse and IVF)</p> <p>To be confident that I can cope with the changes that growing up will bring</p>	<p>To recognise how I feel when I reflect on the development and birth of a baby</p>
<p>Physical Health and mental Well-being spiritual, moral, social and cultural development</p>	<p>To understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby</p> <p>To express how I feel when I see babies or baby animals</p> <p>To understand how babies grow and develop in the mother's uterus</p> <p>To understand what a baby needs to live and grow</p> <p>To express how I might feel if I had a new baby in my family</p>	<p>To understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</p> <p>To correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>To understand that having a baby is a personal choice and can express how I feel about having children when I am an adult</p> <p>To 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</p>	<p>To be aware of my own self-image and how my body image fits into that</p> <p>To explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>To describe how boys' and girls' bodies change during puberty</p> <p>To understand that sexual intercourse can lead to conception and</p>	<p>To be aware of my own self-image and how my body image fits into that</p> <p>To explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>To describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p>

	<p>To understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>To identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>To start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>To express how I feel when my ideas are challenged and be willing to change my ideas sometimes</p> <p>To identify what I am looking forward to when I move to my next class</p> <p>To start to think about changes I will make next year and know how to go about this</p>	<p>(having periods) is a natural part of this</p> <p>To know how the circle of change works and can apply it to changes I want to make in my life</p> <p>To identify changes that have been and may continue to be outside of my control that I learnt to accept them</p> <p>To identify what I am looking forward to when I move to a new class</p> <p>To reflect on the changes I would like to make next year and can describe how to go about this</p>	<p>that is how babies are usually made</p> <p>To understand that sometimes people need IVF to help them have a baby</p> <p>To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p> <p>To identify what I am looking forward to when I move to my next class.</p> <p>To start to think about changes I will make next year and know how to go about this.</p>	<p>To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</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>To identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p> <p>To know how to prepare myself emotionally for the changes next year.</p>
Safety	n/a	n/a	To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	To understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured

				into doing something I don't want to
Economic understanding	n/a	n/a	n/a	n/a
Vocabulary	birth uterus womb nutrients survive love affection care puberty control sperm ovaries egg stereotypes	making love having sex sexual intercourse fertilise conception menstruation periods acceptance	body image self-esteem affirmation sanitary towels tampons oestrogen erection ejaculation growth spurt hormones conception fallopian tube fertilisation embryo umbilical cord contraception fertility treatment (IVF)	self-image celebrity opportunities freedoms responsibilities placenta labour contractions cervix midwife attraction relationship pressure love sexting negative body-talk choice mental health transition (to secondary school)
Texts	SJM has lots of books kept in Mrs Weeks's office available for parents to borrow, children to read and school staff to use to support this unit. These books will be available for the parents to view during our SRE meetings.			
Enhancements How the curriculum is enriched.	Transition visits to next class Extra transition visits for specific children	Transition visits to next class Extra transition visits for specific children	Transition visits to next class Extra transition visits for specific children	Transition visits to next school and extra sessions on this outside of the PSHE timetabled lesson. Extra transition visits for specific children