

CHELLINGTON CHURCH OF ENGLAND FEDERATION



Happiness Through Wisdom

"Gold there is, and rubies in abundance, but lips that speak knowledge are a rare jewel."

Proverbs 20:15

St. Lawrence VA Primary School /
Christopher Reeves VA Primary School

Relationships Education Policy

July 2023

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Contents

1. Aims
 2. Statutory requirements
 3. Definition
 4. Curriculum
 5. Delivery of RSE
 6. Roles and responsibilities
 7. Parents' right to withdraw
 8. Training
 9. Monitoring arrangements
- Appendix 1: Curriculum map: Relationships and Sex Education overview
- Appendix 2: Curriculum map: Health Education overview
- Appendix 3: Vocabulary pupils should know

This policy document has been created with the support and acknowledgement of teachers, children, parents and governors. We used relevant national and local guidance and all school and staff were given the opportunity to look at the policy and make recommendations. Staff have reviewed their current practise and looked at ways of developing their PSHE coverage. Parents and any interested parties, including Governors, were invited to attend a meeting about the policy. Through a questionnaire, Key Stage 2 pupils have been encouraged to review what they feel is important to cover and discuss in RSE lessons.

The Chellington Federation Church of England Federation is a Christian learning environment at the heart of its communities. We promote care and respect, and expect high standards in all aspects of Federation life.

As a Church of England Federation, the schools promote a friendly, caring, family ethos where everyone works as a team to support each other across all areas of school life thus encouraging Happiness through Wisdom - *“There is gold and a multitude of rubies; but the lips of knowledge are a precious jewel.” Proverbs 20:15*

In each school, we aim to build communities clearly based on Christian values. At Christopher Reeves, the whole community is encouraged to ‘Live our Values’ being strong and courageous to follow God’s love and stand steadfast. *“Be strong and courageous, do not be afraid, do not be discouraged, for the Lord, your God, will be with you wherever you go.” Joshua 1:9*

At St Lawrence we encourage all children to ‘Let Their Light Shine’ through the core values of hope (Letting our light shine gives us hope for the future.), courage (We have courage to Let our Light Shine.) and perseverance (When we persevere our light can shine). *“Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.” Matthew 5: 14-16*

This policy, and its associated procedures and protocols, is based on these key principles.

Today’s children and young people are growing up in an increasingly complex world, living their lives seamlessly, on, and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. (2019 Department of Education)

Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects (PSHE & RSE) can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

1. Aims

The aims of relationships and sex education (RSE) in our schools 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

2. Statutory requirements

As maintained primary schools we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We choose to follow the National Curriculum, including the requirements to teach the science curriculum which include elements of sex education.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At St Lawrence Church of England

Primary School and Christopher Reeves Primary School, we teach RSE as set out in this policy through our PSHE scheme of work.

3. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values.

4. Curriculum

Our curriculum is set out as per Appendix 1 but during the first year of the programme we will review and adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed.

Sex education is not compulsory in primary schools, and we have determined that we will not cover any additional content on sex education. The relationship curriculum will teach pupils about changing adolescent bodies, particularly from age 9–11, including physical and emotional changes and about menstrual wellbeing including the key facts about the menstrual cycle. For more information about our curriculum, see our curriculum maps in Appendix 1 and Appendix 2.

5. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) curriculum. Biological aspects of RSE are taught within the science curriculum.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These 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, LGBTQ 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).

6. Roles and responsibilities

The governing board: The governing board will approve the RSE policy, and hold the Executive Headteacher to account for its implementation.

The Executive Headteacher: The Executive Headteacher is responsible for ensuring that RSE is taught consistently across the school.

Staff: 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 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 relationships education. Staff who have concerns about teaching relationships education are encouraged to discuss this with the Executive Headteacher. All teachers are responsible for teaching the relationships education.

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

7. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Our school does not provide any sex education that is additional to that covered in the science curriculum and relationships education. If a parent/carer has any concerns they should speak to the class teacher in the first instance or to the school's PSHE lead or to the Executive Headteacher.

8. Training

Staff are trained on the delivery of RSE as part of our continuing professional development calendar. We will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

9. Monitoring arrangements

The delivery of relationships education is monitored by the subject leader through lesson observations, work scrutiny exercises and gathering the voice of the child
Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Appendix 1

Christopher Reeves Thematic Model – Whole School Overview

	Autumn: Relationships			Spring: Living in the Wider World			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Willow Year A	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Willow Year B	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Juniper Year A	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights and freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Juniper Year B	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal identity; recognising individuality and different qualities; mental wellbeing	Medicines and household products; drugs and common to everyday life
Oak Year A	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types; their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Oak Year B	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting others points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

St Lawrence Thematic Model – Whole School Overview

	Autumn: Relationships			Spring: Living in the Wider World			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights and freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal identity; recognising individuality and different qualities; mental wellbeing	Medicines and household products; drugs and common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types; their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting others points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That 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 • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That 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	<ul style="list-style-type: none"> • 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 • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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 • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • 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	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • 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 • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • 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 • That 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, including online) whom 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 themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3:

Progression and key vocabulary

KS/Year	Science Programme of study- statutory requirements	Science Programme of Study- Non statutory Notes and Guidance	Vocabulary
Year 1	Pupils should be taught to: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.	Head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, penis, testicles, vulva
Year 2	Pupils should be taught to: Notice that animals, including humans, have offspring which grow into adults. (growing into adults' should include reference to baby , toddler, child, teenager, adult)	They should also be introduced to the process of reproduction and growth in animals. The focus at this stage should be on helping pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used : egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult.	Baby, toddler, child, teenager, adult
KS/Year	PSHE Association Programme of Study Core Theme 1: Health and Wellbeing	PSHE Association Programme of Study Core Theme 2 Relationships	Vocabulary
Key Stage 1	Pupils have the opportunity to learn: about change and loss and the associated feelings (including moving home, losing toys, pets or friends, making new friends, new baby) about the process of growing from young to old and how people's needs change. About growing and changing and new opportunities and responsibilities that increasing independence may bring.	Pupils have the opportunity to learn: communicate their feelings to others, to recognise how others show feelings and how to respond. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. To judge what kind of physical contact is acceptable, comfortable, unacceptable, and uncomfortable and how to respond (including who to tell and how to tell them).	Boy, girl, gender, penis, testicles, vulva, pregnant, baby, child, teenager, elderly, life cycle, change, grow, feelings, love, care, comfortable feeling, uncomfortable feeling.

	The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls.		
KS/Year	Science Programme of Study – Statutory requirements	Science Programme of Study – Non Statutory notes and Guidance	Vocabulary
Year 3	<p>Animals, including humans</p> <p>Pupils should be taught to:</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.</p>	Food, nutrition, eat, digest, skeleton, bones, muscles,
Year 4	<p>Animals, including humans</p> <p>Pupils are taught to:</p> <p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>Pupils should be introduced to the main body parts associated with the digestive system, for example: mouth, tongue, teeth, oesophagus, stomach, and small and large intestine, and explore questions that help them to understand their special functions.</p> <p>Pupils might work scientifically by: comparing the teeth of carnivores and herbivores and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.</p>	Digest, teeth, molars, pre-molars, canines, incisors, predator, prey
KS/Year	<p>PSHE Association Programme of Study</p> <p>Core Theme 1:</p> <p>Health and Wellbeing</p>	<p>PSHE Association Programme of Study</p> <p>Core Theme 2: Relationships</p>	Vocabulary
Year 3	<p>Pupils have the opportunity to learn:</p> <p>about change, including transitions (between key stages and schools) loss, separation, divorce and bereavement.</p>	<p>Pupils have the opportunity to learn:</p> <p>to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p>	Change, grow, mature, feelings, emotions, excited, up and down, worried, reproductive organs, sperm , egg

	<p>that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> <p>about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact.</p>	<p>to be aware of different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>to judge what kind of physical contact is acceptable or unacceptable and how to respond.</p>	
KS/ Year	Science Programme of Study- Statutory requirements	Science Programme of Study – Non statutory notes and Guidance	Vocabulary
Year 5	<p>Animals, including humans</p> <p>Pupils are taught to:</p> <p>Describe the changes as humans develop to old age.</p> <p>Living things and their habitats</p> <p>Pupils are taught to:</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life processes of reproduction in some plants and animals.</p>	<p>Pupils draw a timeline to indicate changes in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals.</p>	<p>Gestation period, pregnancy, live birth</p> <p>Sexual reproduction, sperm, ovum, internal fertilisation, egg, live birth, gestation period</p>
Year 6	<p>Animals including humans</p> <p>Pupils should be taught to:</p> <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>describe the ways in which nutrients and water are transported within animals, including humans</p> <p>Living things and their habitats</p> <p>Pupils should be taught to:</p>	<p>Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.</p> <p>Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</p> <p>Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They should be</p>	

	<p>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>give reasons for classifying plants and animals based on specific characteristics</p>	<p>introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another. Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification</p>	
KS/Year	PSHE Association Programme of Study	PSHE Association Programme of Study	Vocabulary
	Core Theme 1 : Health and Wellbeing	Core Theme 2: Relationships	
Year 4/5	<p>Pupils have opportunities to learn:</p> <p>How their body will, and emotions may change as they approach and move through puberty.</p> <p>About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact.</p>	<p>Pupils have the opportunity to learn:</p> <p>to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>to be aware of different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>to judge what kind of physical contact is acceptable or unacceptable and how to respond.</p>	<p>Puberty, change, grow, mature, private parts, genitals, vagina, labia, vulva, clitoris, penis, testicles, breasts, feelings,</p> <p>Excited, up and down, attraction, worried, internal, inside, reproductive organs, menstruation, uterus, fallopian tubes, ovary/ ovaries, cervix, menstrual cycle, period, blood, discharge, Adam's apple, scrotum, sperm, semen, erection, ejaculation, wet dream, masturbation, sweat, body odour, sanitary towel, tampon</p>
Year 6	<p>How their body will, and emotions may, change as they approach and move through puberty.</p> <p>about human reproduction and birth</p> <p>about taking care of their body, understanding that they have autonomy and the right to protect their</p>	<p>to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>to be aware of different types of relationships, including those between acquaintances, friends, relatives and families.</p>	<p>Puberty, change, grow, mature, private parts, genitals, strong feelings, reproductive organs, menstruation, uterus, fallopian tubes, ovary/ovaries, cervix, vagina, labia, clitoris, vulva, penis, testicles, scrotum, sperm, semen, erection, ejaculation, egg, sexual intercourse,</p>

	body from inappropriate and unwanted contact.	to judge what kind of physical contact is acceptable or unacceptable and how to respond.	conception, embryo, pregnant, birth, contraception, condom, consent
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Mixed Age Classes

Content as above but taught on a two-yearly Programme:

Year 5 and 6	Science Programme of Study	PSHE Association Programme of Study
Year A	<p>Animals, including humans Pupils are taught to: Describe the changes as humans develop to old age. identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>Health and Wellbeing Pupils have opportunities to learn: How their body will, and emotions may change as they approach and move through puberty. About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact.</p> <p>Relationships Pupils have the opportunity to learn: to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families. to judge what kind of physical contact is acceptable or unacceptable and how to respond.</p>
Year B	<p>Living things and their habitats Pupils should be taught to: describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life processes of reproduction in some plants and animals, including humans.</p>	<p>Health and Wellbeing How their body will, and emotions may, change as they approach and move through puberty. about human reproduction and birth about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact.</p> <p>Relationships Pupils have the opportunity to learn: to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. to be aware of different types of relationships, including those between acquaintances, friends, relatives and families. to judge what kind of physical contact is acceptable or unacceptable and how to respond.</p>