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Dear Parents and carers,

Statutory Relationships and Health Education

We previously communicated the changes that came into force for compulsory Relationships and Health Education in Summer Term 2021 and we wanted to remind parents that we are now delivering this curriculum to all of our pupils in the **second half of the summer term** each year.

There were significant changes to the level of detail and the age at which particular concepts and terminology are introduced to pupils and we would like to ensure that you are fully aware of the content that your child or children will be accessing with this updated curriculum.

This unit covers objectives from both the Science, and Relationships and Health Curriculum.

Science objectives	Relationships and Health Education objectives
<p>Key Stage 1:</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults be introduced to the processes of reproduction and growth in animals. (The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.) 	<p>By the end of Primary Education:</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle.
<p>Key Stage 2:</p> <ul style="list-style-type: none"> describe the life process of reproduction in some plants and animals. describe the changes as humans develop to old age. (Use a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.) 	

We are not teaching any Sex Education above and beyond the areas covered in the statutory Primary Science curriculum, from which pupils cannot be withdrawn.

The DfE have produced a guide for parents, it can be found here:

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

The following page outlines specifically the concepts and terminology outlined in each year group for the unit of work 'Growing and Changing' which is to be delivered in the **second half of the summer term**.

At Parsons Down, we are committed to working alongside parents to keep children safe and healthy. If this information raises any questions for you then please contact the school.

Yours sincerely,

Miss L Shepherd
Deputy Headteacher

PSHE – Relationships and Health Education (Primary) Progression of Concepts – ‘Growing and Changing’ (following CORAM SCARF curriculum)

Year group	Coverage
EYFS	<p>Children consider how seasons change. They are introduced to the concept of life cycles, and understand the stages of a human life cycle (baby, child, adolescent, adult, old age). Children will be introduced to the fact that babies grow in a woman’s tummy. Through story, they will hear about a baby with a birth mother and father, but will also be introduced to the fact that some babies have another special person as a mummy or daddy (an introduction to the process of adoption and surrogacy). Children consider how we change as we grow, not only in physical looks but in the skills we have and the things we like to do. Children will learn that there are parts of their bodies that should be private to them, children are introduced to the words penis and vulva. Children use age appropriate images of a girl’s and boy’s body to identify which parts are the same, and encouraged to think about how the differences are the private parts that we don’t allow others to see/touch without permission. Children consider why we have physically different bodies - in order to reproduce when we are adults.</p>
1	<p>Children will be able to name major internal body parts (heart, lungs, blood, stomach, intestines, brain) and understand and explain the simple bodily processes associated with them. Children will consider what a new baby needs, and some of the tasks that you have to do to care for a new baby. They will reflect upon new skills they have developed since being a baby, and who has helped them to achieve these. Children recall the concepts of unkind, teasing and bullying and consider who they could go to for help if they were experiencing any of these. The concepts of surprises and secrets will be discussed and children will be taught that some things are not ok to keep to ourselves - we shouldn't keep something to our self if we don't feel ok about it. Children will be reminded that our body has ways of telling us that something isn't right (physical signs). Children will identify adults who they can talk to in this situation.</p>
2	<p>Children will take part in activities where they need to support and encourage each other, and will be taught to recognise the need for praise and encouragement. Through the example of a friend moving away, the children will explore the feeling of loss and will learn strategies to help them cope with this. Children will consider how they have changed since they were babies, learning new skills and physically looking different, and will also think ahead to how they will be different when they are older. The children will re-visit the term penis and vulva, and will be introduced to the terms testicles and nipples, when learning about the differences between girls and boys bodies and the reasons for these. The message about private parts only being touched by themselves will be re-iterated, and who to go to if they feel uncomfortable about others touching them. Through a story about a Year 2 who is still bed-wetting, the children will understand why they may have private</p>

	<p>information about themselves that they only want family and their special people to be aware of. They will be taught that they must respect each other's privacy in relation to private parts, private belongings and private information. Children will learn the beginnings of basic first aid, using British Red Cross resources, particularly focusing on Giving First Aid; What kindness and coping mean; Calling 999; Skills for treating bleeding and treatment of a casualty who is unresponsive and not bleeding; Emotions and Comforting others and Giving words of kindness and comfort.</p>
3	<p>Children identify things need for a positive and healthy relationship, what they can do to achieve these, who they have positive relationships with, and anything that can be negative towards relationships with others. The children will consider the idea of body (personal) space, and what to do if they feel uncomfortable about others in their personal space. The idea of keeping privates private will be re-visited, building on all previous years, and reiterating the message that if they feel uncomfortable about someone else touching them, they must tell a trusted adult. The idea of safe and unsafe secrets will be re-visited, and the children will be reminded that if they feel uncomfortable about an unsafe secret they can sure with their trusted adults. The children will be taught that a baby is created when a sperm (male) and egg (female) meet. They will learn about the female reproductive organs and what happens when an egg does not meet a sperm (which is most of the time) – the menstrual cycle. They will learn that this is a normal part of puberty for girls. A 'question box' will be used for children to raise any questions they have anonymously. Children will learn the beginnings of basic first aid, using British Red Cross resources, particularly focusing on: Why First Aid is important; What kindness and coping mean; Safety Stories; Treatments for casualties with a Broken Bone, and Unresponsive and Bleeding; Keeping calm/Creating a calm and kindness plan.</p>
4	<p>The children will discuss how 'changes' in life can make us feel, some positive and some negative. They will understand that when a change is not their choice it can be harder to deal with, and will identify ways in which a person could cope with a difficult change (such as moving house, the arrival of a new sibling, the blending of two families). The concept of 'compromise' will be taught through the scenario of a teenager (going through puberty) disagreeing with their family. The children will understand that puberty brings about hormonal changes in our bodies that can make us behave differently. They will explore ways in which the teenager and other family members can reach a compromise. Children will revisit the information about the menstrual cycle (taught in Year 3) revising what happens during the menstrual cycle, re-iterating that it is a normal part of girls growing up, and looking at ways in which girls manage their periods. The children will be taught what 'marriage' is, and will consider who might marry and the reasons for choosing to do this. They will understand that a civil partnership is an alternative. They will also discuss the reasons that couples choose not to marry, or to have a civil partnership. They will understand that some people can be forced to marry, that this is against the law in this country, and where someone in this situation could get help.</p>

5	<p>Children will understand that we all feel a range of emotions, and that each emotion can be experienced at different intensities. They will consider how someone's wellbeing may be affected by negative emotions, and will discuss ways in which they can build resilience to overcome negative emotions. The children will revisit the idea of confiding in trusted adults when they experience uncomfortable feelings, or are made to feel unsafe by somebody. They will apply the idea of resilience through a role-play activity, focusing on communicating their worry to a trusted adult. Through the use of a story the children will consider how people may feel if they have had to be separated from loved ones. They will understand that it can be difficult for those of us who have never experienced being separated from loved ones to imagine what it might be like. They will give thought to the impact it can have and how this might help us be more understanding and supportive of those who have been separated. The children will re-visit the theme of 'puberty', building on the previous year's learning. They will understand some of the products that they will need during puberty (e.g. deodorant, skin care products, and sanitary products) and will revise their knowledge of the menstrual cycle. They will understand the correct words for the external sexual organs for male and females, linking these to age appropriate images. They will explore how their feelings will change as they go through puberty. They will discuss common myths linked to puberty, and will understand who they can go to if they have worries about puberty. Children will explore how when someone does something that they might be embarrassed or uncomfortable about, they could think about how their reactions might affect them and how they can be a caring friend. They will consider how puberty can cause changes in feelings that can give rise to conflicts with family and friends, they will discuss ways to manage these feelings. The children will use a range of scenarios to help them explore the idea of 'secrets' and when it would be appropriate to share a secret because of concern for the people involved. The concept of 'gender identification' will be revised, with children considering how there are often stereotypes around the issues of sex, gender and sexual orientation. They will understand how this can cause some people to be 'bullied' because they are considered different. They will look at ways to address bullying and where to go to for help.</p>
6	<p>The children will consider how they react emotionally when they experience changes – both those that they have chosen, and those changes that they have no choice over. They will consider who can help them when they are going through periods of change, and what they can do to help others who are experiencing change in their lives. The children will understand that the media portray 'celebrities' in particular ways, usually highlighting their looks and material wealth. They will recognise that this does not give an accurate picture of anybody. They will complete an exercise that creates a collection of positive statements for each class member about their looks and personalities, helping to raise self-esteem. The children will consider how the media can manipulate images of people to enhance their appearance, and how this creates false aspirations surrounding</p>

appearance. They will consider how gender stereotyping can be challenged, and will organise an event to highlight this issue. Through the use of a short film, highlighting the risks involved in going to meet someone you have met online in person, the children will discuss what risks are involved and who they can go to for help if they feel at risk because of online friendships. The message about unwanted 'touch' from another person, particularly in relation to private parts, will be reiterated with a reminder to confide in a trusted adult. The children will discuss the physical, emotional and psychological changes that they will experience as they go through puberty. They will understand that only they can decide what happens to their own body, and this will be discussed through the issue of female genital mutilation (FGM). They will be reminded who they can go to should they have worries about puberty, or wider concerns about uncomfortable feelings and relationships with others. **The children will revise their understanding of puberty as changes that happen to enable adults to reproduce, should they choose to. They will watch, and discuss, a video clip showing the different stages of the process for sexual intercourse, conception and pregnancy. They will also consider how same-sex couples, or couples who are unable to reproduce for medical reasons, would be able to have a child (or children) of their own. Children will understand that sexual intercourse does not always lead to pregnancy as contraception can be used. They will be reminded that it is illegal to have sexual intercourse under the age of 16, and if they are in a situation where they are underage and someone wants to have sex with them they must tell a trusted adult. The children will explore the fact that infections can be passed between individuals during sexual intercourse, and they will focus on HIV and its symptoms and the consequences for those infected. They will understand that some contraception can prevent the spread of infections.**