



## All Saints' Church of England Primary School

### PSHE and RSE 2023-2024

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Our vision is to be a nurturing and inclusive school, proudly reflecting the diversity of our community, where every child is treated like an individual and no matter what their starting point will achieve their true potential, within a safe and secure environment.

By the end of their journey, we want our children to be respectful, resilient role-models, having a self-belief in themselves and abilities, ready to go from strength to strength.

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All Saints' Primary School is a Rights Respecting School. The articles in the United Nations Convention on the Rights of a Child have been used as a reference point for this policy. The following articles are considered to be the most relevant:

- *Article 2 – The convention applies to everyone, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from.*
- *Article 3 – The best interests of the child must be a top priority in all things that affect children.*
- *Article 12 – Children have the right to give their opinion, and for adults to listen and take it seriously.*
- *Article 14 – Children have the right to think and believe what they want, as long as they are not stopping other people from accessing their rights.*
- *Article 28 – Every child has the right to an education.*
- *Article 29 – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.*

## **Intent:**

PSHE is at the heart of our All Saints' family. We intend for PSHE to not be seen as an hourly weekly lesson, but rather, to run through everything we do to support and nurture our children to be compassionate, confident and active members of society. Through our sequential curriculum, we aim to instil in our children the self-worth and self-esteem to encourage them to aim high in their academic and personal achievements and goals, and also to have the knowledge and confidence to ask for help when needed and know where to find it. We want our children to be healthy in both body and mind and to understand what a healthy relationship encompasses. When faced with societal challenges, we want our children to show resilience and feel empowered through the knowledge, skills, attitudes and attributes that PSHE has embedded during their time at All Saints'. We feel that our PSHE curriculum supports our children to embrace and learn from our inclusive and diverse community and to have the courage to speak out when they witness unjust treatment of others. We want our children to demonstrate respect for all, to have an awareness of global issues and to understand how they can contribute to change, not just locally, but also around the world. Our teaching of PSHE both embraces and supports our school values of Koinonia, Compassion and Love and ensures that our children are well-equipped to take responsibility for their own wellbeing and to stay safe in our ever-changing society.

## **Implementation**

**EYFS:** Our intent is embedded through daily teaching based around the most relevant statements from the *2020 Development Matters* and *Early Learning Goals*, supported by the *Jigsaw* scheme of work and quality texts. By the end of this stage of learning, we anticipate all of our children to be well equipped and inspired to transition smoothly to a further program of study that builds on their knowledge, skills and confidence in PSHE.

**KS1 & KS2:** At KS1 and 2, PSHE continues to be taught through *Jigsaw*, a clear and comprehensive scheme of work in line with the National Curriculum. *Jigsaw* is a spiral, progressive scheme of work from Nursery to Year6, covering the themes:

Autumn 1 – Being me in my World

Autumn 2 – Celebrating Difference

Spring 1 – Dreams and Goals

Spring 2 – Healthy Me

Summer 1 – Relationships

Summer 2 – Changing Me

Through a careful and considered analysis, we believed *Jigsaw* to be most representative and aligned with our school ethos and supportive of crucial areas of learning such as British Values, inclusion and diversity, whilst identifying with us as a Rights Respecting school. Our PSHE curriculum is ambitious and sequential. As well as meeting statutory guidelines, it nurtures our children to go from strength to strength in the spiritual, moral, cultural and social aspects of their learning in a safe and appropriate learning environment.

As a Rights Respecting school, we provide many purposeful opportunities for the children to learn about the world around them and to engage in meaningful ways. We passionately believe that pupil

voice should help to drive a school forward, and there are many opportunities for interactive participatory pupil voice, not only in PSHE class lessons but across the school through cross-curricular activities and school bodies such as our Ambassadors and Eco Warriors.

We believe relationships and sex education is important and define it in line with the Church of England's aims for pupils being,

*"In Church of England schools, and in all schools, we want young people to flourish and to gain every opportunity to live fulfilled lives. For church schools, RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life."* Church of England Education Office Response to a Call for Evidence on RSE Curriculum.

With recurrent training given to staff and the encouragement of parental engagement both through workshops and consultation regarding policy development, we aim for our relationships education to be a partnership between home and school. Children are taught key facts about puberty and the changing body with the use of correct terminology, following DFE guidance. Using aspects of the *No Outsiders* scheme alongside *Jigsaw*, we teach our children about different kinds of relationships and gender identity because we feel that it is important that our children should understand the full diversity of the world in which they live and show love and compassion to all members of society. Our transparent approach ensures that trust, consent and respect is fostered between the school and families that we serve.

Our weekly PSHE collective worship covers elements of the curriculum and also highlight areas of priority for our school such as healthy eating, road safety, safety around railway lines, and the provision of cultural experiences. British values are referred to and discussed alongside our school Christian values, equipping children to be able to approach a range of real-life situations with skills and attributes that navigate them through modern life.

## **Impact**

Our long-term pupils:

- are equipped with the skills and attributes they need to navigate life in the modern world and empowered with a positive attitude and resilience that enables them to face and overcome societal challenges.
- leave school with the knowledge and values needed when encountering new experiences.
- are equipped with the emotional and social competencies that form a bridge between health and education.
- Understand what discrimination means and how to stand against it.
- are equipped with ways to self-regulate and soothe.
- are prepared for the physical and emotional changes of puberty.
- Know what to do when faced with peer pressure.
- understand what hate crime is and are kind and respectful to all members of society.
- are given frequent opportunities to practice positive behaviour and understand what this looks like.
- are committed learners for life.
- understand what a respectful relationship looks like and know how to assert themselves when needed.
- are responsible, reflective and active citizens both locally and globally.

- are aware of online and offline risks to their well-being.
- are prepared for secondary school.

## **Curriculum**

Our PSHE curriculum is delivered across all years and on a regular timetabled basis, in line with all other subjects in the basic school curriculum. **Teachers are required to teach a one-hour PSHE lesson every week and the lessons must always be taught by the class teacher**, in order to ensure that the children feel comfortable and safe when contributing to discussions.

The inclusion and promotion of British values taught through our curriculum, collective worship and many areas of school life also ensure that our children understand the importance of respect and leave school fully prepared for life in modern Britain and ready to make a positive contribution to society.

To teach PSHE, we follow the Jigsaw scheme of work. Jigsaw meets all of the requirements of the statutory guidance for Relationships and Health Education (England, 2020), including Relationships and Sex Education (RSE). The Jigsaw curriculum brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. A variety of teaching strategies are used, with a focus on mindfulness. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (puzzle) at the same time, with the skills following a spiral approach across the year groups, so that children's learning is built upon each year. There are six half-term units of work, each with six lessons. Every year group studies the same theme at the same time, allowing for whole school themes. Each year group is taught one lesson per week and all lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

The 6 themes taught, in sequential order, through Jigsaw are:

1. **Being Me in My World** – covering topics such as a sense of belonging, welcoming others, being part of the school, wider and global communities, children's rights, working with others and pupil voice.
2. **Celebrating Difference** – covering topics such as similarities and differences, diversity, disability, racism, power, friendships, conflict, tolerance, acceptance and bullying (including cyber and homophobic bullying).
3. **Dreams and Goals** – covering topics such as hopes and dreams, goals for success, personal strengths, how to overcome challenges, team work, enterprise and fundraising.
4. **Healthy Me** – covering two main areas of health: *Emotional health* (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and *physical health* (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid).
5. **Relationships** – covering topics such as families, friendships, stereotypes, pets and animals, cyber safety and social networking, self-esteem, learning how to dealing with conflict, love and loss.
6. **Changing Me** – covering topics such as growing young to old, becoming a teenager, assertiveness, self-respect, safeguarding, body image, puberty, attraction, accepting change and transition to new year groups (or secondary school for Year 6). This unit links

with the Science curriculum when teaching children about life cycles, babies and puberty, and all lessons are age-appropriate.

The Jigsaw scheme also has a strong focus on mindfulness. Jigsaw teaches children to understand their thoughts and feelings and through both taught lessons and the Calm Me time exercises (using the Jigsaw chime), helping to develop their awareness, and their capacity to be mindful human beings.

Parents who wish to see more of the content from PSHE lessons, are encouraged to do so by contacting their child's class teacher.

The PSHE curriculum is also supported by weekly PSHE collective worship, which provides the opportunity to consolidate the learning covered in class, and explore significant dates and celebrations around the world. PSHE collective worship is also linked to our work as a Rights Respecting School, allowing the students to focus on the 'right of the month' and develop their understanding of the United Nations Convention on the Rights of the Child.

### **Roles and Responsibilities**

The PSHE curriculum is led by the PSHE Subject Leader (Mrs Victoria Bradbury) and taught by the class teacher. Regular training will be given to ensure that staff are using the correct language and addressing difficult questions, tackling prejudice with confidence and competence. Parents and carers are very much seen as partners and will be informed about what is being taught, so that there can be discussion at home about the topics.

The Church of England recognises that,

*"The role of parents and carers in the development of children's understanding about relationships is vital and they hold the responsibility of ensuring their children grow and mature into healthy relationships."*

Church of England Education Office Response to call for evidence on RSE curriculum.

The lessons that children receive in school will provide balanced views underpinned by relevant aspects of the law.

### **Legislation**

Department for Education statutory guidance states that from September 2020, all primary schools must deliver relationships education.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)

- Supplementary Guidance SRE for the 21<sup>st</sup> century (2014)
- Keeping Children Safe in Education- Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

We are required to teach relationships education as part of our PSHE curriculum. Current regulations and guidance from the Department for Education state that parents do not have a right to withdraw their child from relationships education. Parents have the legal right to withdraw their child from all or part of any sex education within the RSE curriculum **but not the biological aspects included in national curriculum science.**

### **Assessment and Marking**

Children's understanding of PSHE will be assessed and evaluated in a number of ways, including through teacher observations and questioning, as well as student self-assessment. Each child has a PSHE journal, where they can record their understandings and thoughts in a variety of different ways. (e.g. Posters, leaflets, writing, thinking maps, photos from small group discussion, role plays, debates, and artwork.) At the end of each lesson, the children are expected to complete a self-assessment of their learning against the objectives for that lesson. In KS1, this is through images, and in KS2 this is through a short, written response.

Regular informal assessment and feedback is seen as important, so that teachers have a good understanding of how their children are progressing in PSHE and can identify any areas that may need to be further addressed. Teachers are required to look at the children's PSHE journals at the end of every lesson and mark using stickers, stampers, or a short positive praise comment in green pen. Marking should remain brief and positive and should not be focused on other areas of learning, such as spelling, as this is not the focus.

At the conclusion of each PSHE unit, teachers are required to assess whether each child is working towards, secure, or mastering in their learning, using an assessment tracking sheet.

### **Monitoring and Evaluation**

The PSHE subject leader (Mrs Victoria Bradbury) is responsible for monitoring the standards of children's progress and achievement, as well as the quality of teaching. Teacher confidence in teaching the PSHE curriculum, as well as the children's progress and learning, will be monitored through book scrutinies, lesson drop-ins and monitoring of teacher assessment. This monitoring will be completed in line with All Saints' Primary School's monitoring schedule. Where it is identified that support is needed in a particular area, the subject leader will provide support to the relevant teaching staff through mentoring, modelled teaching and team teaching.

The subject leader will regularly provide professional development for teaching staff and support staff on all areas of teaching PSHE and Relationships and Sex Education (RSE), as well as how to educate the children to be active and respectful global citizens (in line with our Rights Respecting School ethos) through regular staff meetings and INSET days.

The PSHE curriculum will be monitored and evaluated on a regular basis, with feedback obtained from staff and children through staff-feedback surveys and pupil voice surveys. This feedback will

be used to inform the subject leaders' action plan and the further development of PSHE across the school.

### **Supporting Difference and Diversity – Inclusion statement**

PSHE can make a significant contribution to inclusion, particularly in its focus on promoting respect for all. All pupils at All Saints' Primary School will have the opportunity to access the PSHE curriculum, irrespective of social background, culture, race, religion, gender or ability. Where appropriate, activities will be differentiated to facilitate this. Staff and Governors at All Saints' are committed to removing barriers to learning and raising educational achievement for all children at the school. They are committed to equality of opportunity for all members of the school community regardless of special educational need, socio-economic background, gender identity, race, religion and sexual orientation. Members of staff are sensitive to the needs of children and their families and endeavour to preventing stereotyping that may promote sexism, racism and homophobia, biphobia or transphobia.

### **Rights Respecting School (RRS)**

We want children at All Saints' to learn about their rights and to feel empowered throughout their education. We teach children that it is important to respect the rights of others and we encourage our children to develop an awareness of how they affect the rights of others. Rights respecting values and language are included as part of lessons, playtimes, collective worship and all aspects of school life. Class Charters and a Whole School Charter created by the students, help to guide the children on how they can respect other people's rights and ensure that our school is a safe and happy place to be. We have student-elected class Ambassadors, and we endeavour to provide opportunities for our Ambassadors to contribute to decision making in all areas of school life. They act as respectful role-models for their peers and play an active role in educating the children and staff about the United Nations Convention on the Rights of the Child. We believe in the power of pupil voice and encourage our ambassadors to play an active part in our Rights Respecting School journey.

### **Delivery of RSE lessons:**

RSE teaching at All Saints' is set in the context of clear values, most importantly the value of loving and stable relationships based upon mutual respect. It teaches children to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and choices when they are adults.

RSE teaching at All Saints' recognises and acknowledges the diversity of people, faiths, cultural backgrounds, family structures and relationships. It promotes awareness and understanding of the wide range of practices and beliefs relating to relationships and sex within our society without promoting any particular practice or belief as right or wrong.

RSE teaching takes place during PSHE lessons and follows the Jigsaw Program. The lessons support and promote our Rights Respecting ethos of respect and uphold our Christian values of kindness and compassion.

The training and guidance given to teachers ensures that the personal beliefs and attitudes of teachers will not influence their teaching of RSE. The teachers have a clear plan of what they are teaching and resources they have been given fit with the school's policy. The teachers will use biological language to name and describe body parts and the children will be expected to do the same.

Children will be encouraged to ask questions and teachers have clear guidance on how to handle children's questions accurately whilst also being sensitive to the range of knowledge, beliefs and attitudes in the class:

1. Questions which are about the objective and content of the lesson and are generally age appropriate will be answered for the whole class.
2. Questions which ask for more detail than the whole class needs or which are not about the lesson focus will be answered later, one to one and away from the other children.
3. Questions which require a great deal of detail and are much more advanced than the lesson focus will be referred back to the parent/carer so that they can judge how much and what they want their child to know at this stage.

During RSE lessons, a range of cartoons, diagrams, stories and videos will be used at an age appropriate level.

An informative letter is provided to families prior to all year levels beginning their RSE units of work during the summer term (See Appendix 1). All parents are welcome to view the content of the lessons and are encouraged to discuss any concerns they may have with their child's class teacher, or with our PSHE lead (Mrs Victoria Bradbury).

### **Right to withdraw from RSE lessons**

In 2018 the government passed an amendment to the Children and Social Work Bill to make RSE and Health Education statutory from Sept 2020. From September 2020, all primary schools must teach relationships and health education. Expectations of Primary Health Education are that it covers:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

Lessons on puberty are considered statutory at Primary level because they have been included within compulsory Health Education.



Expectations of Primary Relationships Education are that it covers:

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

The DfE continues to **recommend** that **all** primary schools should have a sex education program 'tailored to the age and physical and emotional maturity of the pupils... drawing on knowledge of the human life cycle set out in National Curriculum Science- how a baby is conceived and born'. The Jigsaw Program meets all the expectations of the DfE guidance (published April 2019).

If families are considering withdrawing their child from part of the RSE lessons, or they have any other questions, they are asked to discuss this with their child's class teacher, either in person or by phone.

**This policy is reviewed every 12 months.**

***Date of last review: 11/06/23***

## **Appendix 1 – RSE Letter to Families**

### **Personal, Social and Health Education (PSHE)**

Dear Family,

In the summer term we will be looking at 'Changes and Relationship and Sex Education (RSE)' in your child's PSHE lessons in school. The lessons on changes focus on different types of changes that can happen in our lives and how to cope with change. The latter lessons of the half term will focus on the RSE elements of learning.

#### **Why do we teach Relationships and Sex Education (RSE)?**

Children can start to go through puberty from the ages of 8 to 16 and the physical and emotional changes that take place can be very confusing, and even frightening, if they do not accurately understand what to expect.

Children need help to make sense of the messages they may have picked up (including from the media) about our bodies, puberty and how a variety of relationships work. Being aware of and able to talk about their body, relationships and feelings is vital for children to stay safe and seek help if they feel at risk or are being harmed.

Relationships and Sex Education (RSE) is important to help and support children through their physical, emotional and moral development. It helps children grow up able to enjoy the positive benefits of loving, rewarding and responsible relationships. It makes sure they are informed and comfortable with their bodies; that they understand the changes during puberty; that they are healthy and are physically and emotionally safe.

#### **How is RSE taught at All Saints'?**

RSE teaching at All Saints' is set in the context of clear values, most importantly the value of loving and stable relationships based upon mutual respect. It teaches children to develop values, attitudes, personal and social skills, and increases their knowledge and understanding to make informed decisions and choices when they are adults.

RSE teaching at All Saints' recognises and acknowledges the diversity of people, faiths, cultural backgrounds, family structures and relationships. It ***promotes awareness and understanding of the wide range of practices and beliefs relating to relationships and sex within our society, without promoting any particular practice or belief as right or wrong.***

RSE teaching takes place during our PSHE lessons and follows the *Jigsaw* Program. This scheme of work has been well researched and specifically chosen by our school due to its spiral and progressive approach, drip feeding information that is both age and stage appropriate. The lessons support and promote our Rights Respecting ethos of *respect* and uphold our Christian Values of *Kindness* and *Compassion*.

### **What will be taught in RSE and how will it be taught?**

The training and guidance given to teachers ensures that the personal beliefs and attitudes of teachers will not influence their teaching of RSE. The teachers have a clear plan of what they are teaching and the resources they have been given fit with the school's policy. The teachers will use biological language to name and describe body parts and the children will be expected to do the same.

Children will be encouraged to ask questions and teachers have clear guidance on how to handle children's questions accurately, whilst also being sensitive to the range of knowledge, beliefs and attitudes in the class:

1. Questions that are about the objective and content of the lesson and are generally age appropriate will be answered for the whole class.
2. Questions that ask for more detail than the whole class needs, or which are not about the lesson focus, will be answered later, one to one and away from the other children.
3. Questions that require a great deal of detail, and are much more advanced than the lesson focus, will be referred back to you as parent/carer so that you can judge how much and what you want your child to know at this stage.

The planned lesson content for each year group is attached to this letter for your information and so that you can see how the lessons progress as the children get older. A range of cartoons, diagrams, stories and videos will be used at an age-appropriate level.

### **The role of Parents and Carers in teaching children about Relationships and Sex**

Parents and carers are the key people in educating their children about relationships and sex. Often, children want their parents/carers to be the first people who talk to them about relationships and sex. Parents and carers have a unique emotional relationship with their child and knowledge of their maturity and they can respond to their questions about relationships and sex more spontaneously as they arise.

### **Right to withdraw from RSE lessons**

In 2018 the government passed an amendment to the Children and Social Work Bill to make RSE and Health Education statutory from Sept 2020. From September 2020, all primary schools must

teach relationships and health education. Expectations of Primary Health Education are that it covers:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

Lessons on puberty are considered statutory at Primary level because they have been included within compulsory Health Education.

Expectations of Primary Relationships Education are that it covers:

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

The *Jigsaw* Program meets all the expectations of the DfE guidance (published April 2019). The DfE continues to “recommend that all primary schools should have a sex education program tailored to the age and physical and emotional maturity of the pupils...drawing on knowledge of the human life cycle set out in National Curriculum Science- how a baby is conceived and born”.  
(*Statutory Guidance, Relationships Education – September 2021*)

As per the Department for Education’s statutory guidance, relationships education is now compulsory in all primary schools; however, sex education (which goes beyond the national curriculum for science) is not. If you are considering withdrawing your child from the sex education elements of the RSE lessons, or you have any other questions, please discuss this with your child’s class teacher, either in person or by phone, at least **a week before the sessions are planned to be taught**.

### More information

During the Summer 2 term, a presentation run by the PSHE Lead will be offered to families for the opportunity to find out more about how we teach Relationships and Sex Education at All Saints’. The time and date of this presentation will be sent out in due course, via parent mail. A creche will be provided. If you need more information, or have any questions, please speak to your child’s class teacher in the first instance. If this does not answer your query, please feel free to contact Mrs Bradbury via the school office.

Yours Sincerely,

Mrs Victoria Bradbury

**'Changing Me' and Relationships and Sex Education (RSE) Overview 2023**

Year 1	Year 2	Year 3
<p>Start to understand the life cycles of animals and humans</p> <p>Understand that changes happen as we grow and that this is OK</p>	<p>Recognise cycles of life in nature</p> <p>Understand there are some changes that are outside my control and to recognise how I feel about this</p>	<p>Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</p> <p>Express how I feel when I see babies or baby animals</p>
<p>Tell you some things about me that have changed and some things about me that have stayed the same</p> <p>Know that changes are OK and that sometimes they will happen whether I want them to or not</p>	<p>Tell you about the natural process of growing from young to old and understand that this is not in my control</p> <p>Identify people I respect who are older than me</p>	<p>Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow</p> <p>Express how I might feel if I had a new baby in my family</p>
<p>Know how my body has changed since I was a baby</p> <p>Understand that growing up is natural and that everybody grows at different rates</p>	<p>Recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>Feel proud about becoming more independent</p>	<p>Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>Identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>Recognise how I feel about these changes happening to me and know how to cope with those feelings</p>
<p>Identify the parts of the body that make boys different to girls and use the correct</p>	<p>Recognise the physical differences between boys and girls, use the correct names for parts</p>	<p>Identify how boys' and girls' bodies change on the inside during the growing up process and</p>

<p>names for these: penis, testicles, vagina</p> <p>Respect my body and understand which parts are private</p>	<p>of the body (penis, testicles, vagina, vulva, anus) and appreciate that some parts of my body are private.</p> <p>Tell you what I like/don't like about being a boy/girl</p>	<p>why these changes are necessary so that their bodies can make babies when they grow up</p> <p>Recognise how I feel about these changes happening to me and how to cope with these feelings</p>
<p>Understand that every time I learn something new I change a little bit</p> <p>Enjoy learning new things</p>	<p>Understand there are different types of touch and tell you which ones I like and don't like</p> <p>Be confident to say what I like and don't like and ask for help</p>	<p>Start to recognise stereotypical ideas that some people have about parenting and family roles</p> <p>Express how I feel when my ideas are challenged and be willing to change my ideas sometimes</p>
<p>Tell you about changes that have happened in my life</p> <p>Know some ways to cope with changes</p>	<p>Identify what I am looking forward to when I move to my next class</p> <p>Start thinking about changes I will make in my next year at school and know how to go about this</p>	<p>Identify what I am looking forward to when I move to my next class</p> <p>Start to think about changes I will make next year and know how to go about this</p>

Year 4	Year 5	Year 6
<p>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>Appreciate that I am a truly unique human being</p>	<p>Be aware of my own self-image and how my body image fits into that</p> <p>Know how to develop my own self esteem</p>	<p>Be aware of my own self-image and how my body image fits into that</p> <p>know how to develop my own self-esteem</p>
<p>Correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p>	<p>Explain how a girl's body changes during puberty and understand the importance</p>	<p>Explain how girls' and boys' bodies change during puberty and understand the importance of looking after</p>

Understand that having a baby is a personal choice and express how I feel about having children when I am an adult	of looking after myself physically and emotionally Understand that puberty is a natural process that happens to everybody and that it will be OK for me	myself physically and emotionally Express how I feel about the changes that will happen to me during puberty
Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty	Describe how boys' and girls' bodies change during puberty Express how I feel about the changes that will happen to me during puberty	Describe how a baby develops from conception through the nine months of pregnancy, and how it is born Recognise how I feel when I reflect on the development and birth of a baby
Know how the circle of change works and can apply it to changes I want to make in my life Am confident enough to try to make changes when I think they will benefit me	Understand that sexual intercourse can lead to conception and that is how babies are usually made Understand that sometimes people need IVF to help them have a baby Appreciate how amazing it is that human bodies can reproduce in these ways	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend I 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
Identify changes that have been and may continue to be outside of my control that I learnt to accept Express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively	Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) Be confident that I can cope with the changes that growing up will bring	Be aware of the importance of a positive self-esteem and what I can do to develop it Express how I feel about my self-image and know how to challenge negative 'body-talk'



<p>Identify what I am looking forward to when I move to a new class</p> <p>Reflect on the changes I would like to make next year and can describe how to go about this</p>	<p>Identify what I am looking forward to when I move to my next class</p> <p>To think about changes I will make next year and know how to go about this</p>	<p>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>Know how to prepare myself emotionally for the changes next year</p>
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