

# St Helen's CE Primary School



RESPECT PATIENCE  
ACCEPTANCE TRUST CARING  
COMMUNICATION  
LAUGHTER COMFORTABLE ENCOURAGEMENT  
BOUNDARIES EXPRESS HEALTHY COLLABORATE UNDERSTAND CONSIDERATE  
RELATIONSHIPS  
LOVE APPRECIATION VALIDATION  
VALUE

RSE Curriculum

# Rationale & Intent

PHSE at St Paul's is guided by the National Curriculum and the guidance for Relationships and Sex Education (RSE) and Health Education published in 2019. We aim to ensure that by the end of the children's time with us they will have experienced a rich and balanced PHSE curriculum and will leave us as rounded individuals with open minds.

We subscribe to a programme called SCARF (which stands for Safety, Caring, Achievement, Resilience and Friendship). This provides a whole-school approach, along with an ethos of tolerance and respect, building these essential foundations – crucial for children to achieve their best, academically and socially.

Every year group covers a unit of work based around the theme of Growing and Changing which forms the basis for our RSE at St Paul's. These lessons are carefully sequenced and age appropriate. This ensures that children are learning about what is appropriate to their specific needs from labelling external body parts to dealing with issues arising in puberty and the ideas around peer pressure.

A fully inclusive and safe environment fostering a sense of belonging is provided for all children to allow good debates to take place and everyone to feel comfortable in all lessons at all times. This approach also enables coverage of the British Values by helping children to clarify values and beliefs, develop an individual identity and respect the freedom of others to express their identity.

## Progression Overview

Each year group covers a unit of work called, 'Growing and Changing.' This is loosely based around the same theme but at an age-appropriate level.

In Nursery children begin to describe seasonal changes, animal life cycles and how humans grow and change. In Reception this continues and builds on further. Children learn to develop their sense of self and about different life stages. They learn we are all unique. Children learn to name parts of the body and learn about which parts are private.

In Key Stage One this continues and is built upon further. Children learn about what humans are capable of at different life stages, what makes something belonging to someone else private and some basic first aid principles. They learn about the difference between secrets and surprises. They learn about how to be able to identify when something makes them feel uncomfortable and who they can talk to in this situation.

In Key Stage Two, learning progresses further as children continue to become more self-aware and begin to go through physical changes themselves. Children learn about menstruation, puberty and label external body parts in more detail. They learn about the importance of personal hygiene and what happens during physical changes. Children learn about body image and the influence of peer pressure. Children also learn about how babies are made in Year 6.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics.

# Overview

## Nursery

- Describe seasonal changes.
- Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot.
- Describe the life cycle of an animal.
- Talk about how babies change as they grow.
- Explain what babies need and how this changes as they grow.
- Share their own experiences and listen to those of the others.
- Talk about the similarities and differences between the males and females.
- Begin to play inclusively with their friends, regardless of their sex (if not already doing so).
- Think differently and more openly about what a family may look like.

## Specific Vocabulary

family, baby, toddler, child, adult, different, the same, male, female

## Reception

- Name the different seasons and describe their differences.
- Explain the changes that occur as seasons change.
- Talk about how they have grown in resilience.
- To understand that animals and humans change in appearance over time.
- Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals).
- Make observations and ask questions about living things.
- Retell a story and respond to questions about it.
- Use the language and describe the different life stages of: baby, child, teenager, adult, older age.
- Talk about their own experience of growing up.
- Explain that a baby is made by a woman and a man, and grows inside a mother's tummy.
- Understand that every family is different.
- Talk about similarities and differences between themselves and others.
- Talk about how they have changed as they have grown.
- Explain the differences between babies, children, and adults.
- Understand that we are all unique.
- Explain which parts of their body are kept private and safe and why.
- Tell or ask an appropriate adult for help if they feel unsafe.

## Specific Vocabulary

seasons, growing, teenager, old age, love

## Year 1

- Understand that the body gets energy from food, water and air (oxygen).
- Recognise that exercise and sleep are important parts of a healthy lifestyle.
- Identify things they could do as a baby, a toddler and can do now.
- Identify the people who help/helped them at those different stages.
- Identify things they could do as a baby, a toddler and can do now.
- Identify the people who help/helped them at those different stages.
- Explain the difference between teasing and bullying.
- Give examples of what they can do if they experience or witness bullying.
- Say who they could get help from in a bullying situation.
- Explain the difference between a secret and a nice surprise.
- Identify situations as being secrets or surprises.
- Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
- Identify parts of the body that are private.
- Describe ways in which private parts can be kept private.
- Identify people they can talk to about their private parts.

### Specific Vocabulary

change, surprise, unkindness, secret, tease, uncomfortable, bully/bullying

Specific organs – heart, lungs, brain, intestines, brain, stomach

## Year 2

- Demonstrate simple ways of giving positive feedback to others.
- Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
- Identify different stages of growth (e.g. baby, toddler, child, teenager, adult).
- Understand and describe some of the things that people are capable of at these different stages.
- Identify which parts of our body are private;
- Explain that our genitals help us make babies when we are older.
- Understand that we mostly have the same body parts but how they look is different from person to person.
- Explain what privacy means.
- Know that you are not allowed to touch someone's private belongings without their permission.
- Give examples of different types of private information.
- Identify how inappropriate touch can make someone feel.
- Understand that there are unsafe secrets and secrets that are nice surprises.
- Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.

### Specific Vocabulary

unique, genitals, penis, vagina, nipples, danger, hazard, frightened, privacy, accident, emergency

### Year 3

- Identify different types of relationships.
- Recognise who they have positive healthy relationships with.
- Understand what is meant by the term body space (or personal space).
- Identify when it is appropriate or inappropriate to allow someone into their body space.
- Rehearse strategies for when someone is inappropriately in their body space.
- Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens.
- Recognise and describe appropriate behaviour online as well as offline.
- Identify what constitutes personal information and when it is not appropriate or safe to share this.
- Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.
- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret.
- Recognise how different surprises and secrets might make them feel.
- Know who they could ask for help if a secret made them feel uncomfortable or unsafe.

#### Specific Vocabulary

angry, inappropriate, uncomfortable, personal space

### Year 4

- Describe some of the changes that happen to people during their lives.
- Explain how the Learning Line can be used as a tool to help them manage change more easily.
- Suggest people who may be able to help them deal with change.
- Name some positive and negative feelings.
- Suggest reasons why young people sometimes fall out with their parents.
- Take part in a role play practising how to compromise.
- Identify parts of the body that males and females have in common and those that are different.
- Know the correct terminology for their genitalia.
- Understand and explain why puberty happens.
- Recognise that babies come from the joining of an egg and sperm.
- Explain what happens when an egg doesn't meet a sperm.
- Understand that periods are a normal part of puberty for girls.
- Identify some of the ways they can cope better with periods.
- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret.
- Recognise how different surprises and secrets might make them feel.
- Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
- Recognise that marriage includes same sex and opposite sex partners.
- Know the legal age for marriage in England or Scotland.
- Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

#### Specific Vocabulary

hormones, pubic hair, menstrual cycle, eggs, sperm, breasts, marriage, civil partnerships, live together, forced marriage

## Year 5

- Use a range of words and phrases to describe the intensity of different feelings.
- Distinguish between good and not so good feelings, using appropriate vocabulary to describe these.
- Explain strategies they can use to build resilience.
- Identify people who can be trusted.
- Describe strategies for dealing with situations in which they would feel uncomfortable.
- Explain the difference between a safe and an unsafe secret.
- Identify situations where someone might need to break a confidence in order to keep someone safe.
- Identify some products that they may need during puberty and why;
- Know what menstruation is and why it happens.
- Know the correct words for the external sexual organs.
- Discuss some of the myths associated with puberty.
- Recognise how our body feels when we're relaxed.
- List some of the ways our body feels when it is nervous or sad.
- Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.

### Specific Vocabulary

separation, prejudice, mood swings, unwanted touch, reactions, gender identity, gender expression, sexual orientation, biological sex

## Year 6

- Understand that fame can be short-lived.
- Recognise that photos can be changed to match society's view of perfect.
- Identify qualities that people have, as well as their looks.
- Define what is meant by the term stereotype.
- Recognise how the media can sometimes reinforce gender stereotypes.
- Recognise that people fall into a wide range of what is seen as normal.
- Challenge stereotypical gender portrayals of people.
- Understand the risks of sharing images online and how these are hard to control, once shared.
- Understand that people can feel pressured to behave in a certain way because of the influence of the peer group.
- Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
- Recognise some of the changes they have experienced and their emotional responses to those changes.
- Suggest positive strategies for dealing with change.
- Identify people who can support someone who is dealing with a challenging time of change.
- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it.
- Suggest strategies that would help someone who felt challenged by the changes in puberty.
- Understand what FGM is and that it is an illegal practice in this country.
- Know where someone could get support if they were concerned about their own or another person's safety.
- Identify the changes that happen through puberty to allow sexual reproduction to occur.
- Know a variety of ways in which the sperm can fertilise the egg to create a baby.
- Know the legal age of consent and what it means.

### Specific Vocabulary

media manipulation, peer pressure, embryo, consensual, condom, sexual intercourse, surrogacy, adoption, IVF, age of consent, miscarriage

