

# Relationships, Sex and Health Education at Hart Plain Junior School



# Statutory Content

- Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- Understand how to recognise and report feelings of being unsafe or feeling bad about any adult.
- Know where to get advice e.g. family, school and/or other sources.
- Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- Know how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- Know about menstrual wellbeing including the key facts about the menstrual cycle
- Understand that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- Know how to report concerns or abuse, and the vocabulary and confidence needed to do so.

# Science Curriculum

- The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

**Children must participate in all statutory content – there is not an option to opt out.**

# Non-Statutory Content

- Know how babies are conceived (Years 5 and 6)
- Know how babies are born (Year 6)
- Know how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. (Years 5 and 6)
- Know that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. (Year 6)

**We strongly believe that by us working together in order to educate children on these aspects, children will be best equipped for the future. However if you do wish to withdraw your child from the non-statutory areas of the curriculum please put this in writing to Mrs Faithfull.**

# Year 3

- **Lesson 1** – Boundaries – know what sorts of boundaries are appropriate with peers (including online)
- **Lesson 2** – Keeping Safe – recognising when situations are safe or unsafe
- **Lesson 3** – My Brilliant Body – children to recognise that all bodies are different and all bodies can do different things
- **Lesson 4** – Naming Body Parts – naming external body parts including private and personal body parts (penis, vulva, anus, nipples, testicles, bottom)
- **Lesson 5** – Personal and Private Parts of the Body – understand and learn the PANTS rule (NSPCC) in order to know which parts of the body should be kept private
- **Lesson 6** – Keeping Clean – know how to keep their body clean

# Year 4

- **Lesson 1** – Keeping Safe – recognising when situations are safe or unsafe
- **Lesson 2** – Naming Body Parts – naming external body parts including private and personal body parts (penis, vulva, anus, nipples, testicles, bottom, ovaries, uterus, fallopian tube)
- **Lesson 3** – Personal and Private Parts of the Body – remind of the PANTS rule (NSPCC)
- **Lesson 4** – Puberty Changes including mood swings, hair growth, body odour and wet dreams
- **Lessons 5 and 6** – Periods – what are they? Managing periods and overcoming possible problems

# Year 5

- **Lesson 1** – Keeping safe – recognising when situations are safe or unsafe
- **Lesson 2** – Naming body parts (including penis, vulva, anus, nipples, testicles, breasts, bottom, ovaries, uterus, fallopian tube) and puberty changes.
- **Lesson 3** –Periods – what are they? Managing periods and over coming possible problems
- **Lesson 4** – Recognising the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- **Lessons 5 and 6** – Making babies (Non-statutory)

# Year 6

- **Lesson 1** – Keeping safe – recognising when situations are safe or unsafe
- **Lesson 2** – gender stereotypes/media and peer pressure/boundaries including sexting (non-statutory)
- **Lesson 3** – Puberty including periods and wet dreams
- **Lesson 4** – Making babies (non-statutory)
- **Lesson 5** – Making babies including assisted conception (non-statutory)
- **Lesson 6** - How babies are born (non-statutory)

A document will be uploaded to the school website which includes links to any videos we plan to use in these lessons.



# Teaching in mixed groups

**We will avoid segregating by gender** unless there is a clear rationale for doing so in order to meet the needs of pupils (e.g. giving girls a chance to ask questions about menstruation in a female-only environment).

We will ensure pupils have **opportunities to ask teachers questions in small groups** or individually if they have personal concerns about topics.

## **STATUTORY GUIDANCE**

Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach. (p14)

# Class Ground Rules

Teachers will create clear class ground rules in order to help when teaching about sensitive topics. They will also support confidentiality and safeguarding of pupils.

Ground rules will be:

- **discussed** and understood by all
- **clear** and practical
- **modelled** by the teacher
- **followed** consistently and enforced
- **updated** when needed
- **visible** in lessons (for example, posters)

# Example Ground Rules

**Respect privacy.** We can discuss examples but don't use names or descriptions that identify anyone, including ourselves. We never put anyone 'on the spot' (no personal questions or pressure to answer).

**Listen to others.** It is okay to challenge a view or disagree, but we listen properly before making assumptions or deciding how to respond. Everyone has the right to feel listened to.

**No judgement.** We can explore beliefs and misunderstandings about a topic without fear of being judged.

**Right to pass.** Every pupil has the right to choose not to answer a question or join the discussion if a topic makes them uncomfortable.