



# Abbey Primary School

## RSE (Relationship and Sex Education) & PSHE (Personal, Social, Health and Economic Education) Policy 2022

### Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

### Rationale- PSHE

At Abbey our aim is to ensure we teach Personal, Social, Health and Economic Education as a whole-school approach to support children's personal development. This approach is reflected in the wellbeing elements of our Vision 25. Through our PSHE teaching and learning pupils are taught to value themselves and others, have the opportunity to discuss personal issues in a safe environment and realise how their own choices and behaviour impacts on themselves and those around them. The Jigsaw Programme we use offers us a comprehensive Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

Personal development and behaviour and attitudes, both key aspects required under the Ofsted Inspection Framework, as well as school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development are all integral parts of the programmes of study.

### Curriculum Aims

The Jigsaw scheme we use at Abbey Primary School ensures we have access to the most up to date teaching materials and that our teachers are well-supported.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) which are taught across the school; with learning that deepens and broadens every year.

| Term     | Puzzle (unit)          | Content  |
|----------|------------------------|--|
| Autumn 1 | Being Me in My World   | Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.             |
| Autumn 2 | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and developing understanding.  |
| Spring 1 | Dreams and Goals       | Includes goal setting, aspirations, who do I want to become, what would I like to do for work and how will I contribute to society.          |
| Spring 2 | Healthy Me             | Includes drugs and alcohol education, self-esteem and confidence, as well as healthy lifestyle choices, sleep, nutrition, rest and exercise. |

|          |               |  |
|----------|---------------|--|
| Summer 1 | Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss. |
| Summer 2 | Changing Me   | Includes Relationships and Sex Education in the context of coping positively with change.  |

At Abbey primary School, we allocate one lesson per week to PSHE where the knowledge and skills are delivered in a sequential and age-appropriate way.

### At Abbey Primary School we aim to use the Jigsaw scheme of work to:

- Develop confidence, independence and for the children to take responsibility for themselves and their actions.
- Prepare them to play an active role as citizens.
- Develop a healthy, safe lifestyle including the physical and emotional aspects.
- Develop good relationships and respect the differences between people.
- Have worthwhile and fulfilling relationships, within which they are able to communicate their ideas and feelings.
- Value and make the most of their own and others' abilities.
- Express their opinions and understand that others' opinions may differ from their own.
- Explore values, morals and beliefs.
- Explore how all actions have outcomes for themselves and others.
- Develop a positive attitude towards themselves, their peers and the wider school community.
- Learn about the physical changes they will go through on their journey to adulthood.
- Help pupils move more confidently and responsibly into adolescence.
- Help pupils to learn about the full range of different relationships in modern Britain.
- Help pupils to keep themselves safe from inappropriate behaviour.

### Consent

At a really basic level, consent means asking for and waiting to hear a 'yes'. Consent is seeking and giving permission. School-age children are never too young to learn this in ways that make sense to them. Borrowing toys or hugging their friend, all require consent. Linking permission-seeking to physical contact is an important part of safeguarding children. Children need to be taught about boundaries, saying no to unwanted touch and seeking help when they are worried or upset by anything they have been asked to do or by how they have been touched. Relationships, Sex and Health Education for primary schools contains several objectives which are linked to:

- Boundaries.
- Privacy and keeping secrets.
- Inappropriate or unsafe contact.
- Recognising feelings of being unsafe.
- Asking for help.
- Reporting concerns.

These objectives are compulsory and must be covered adequately through a spiral curriculum (such as Jigsaw) ensuring that important information isn't missed by any children or forgotten after a one-off lesson. Children at Abbey Primary are told they can say 'stop' to any behaviour that makes them uncomfortable for whatever reason. They are under no obligation to explain why and their views and wishes will be respected.

## RSE

From September 2020, Relationships and Health Education are compulsory in all primary schools in England. For primary aged children this includes curriculum content under two headings: sex education and health education. At Abbey Primary, we have reviewed our PSHE curriculum to make sure that our lessons meet the requirements that the government has set out for the content of Relationships and Health Education. The DfE recommends, 'that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils.' This is taught through our Jigsaw PSHE programme; delivered through the 'Relationships' and 'Changing Me' puzzle pieces which are covered in the summer term. Each year group will be taught content which is appropriate to their age and developmental stage. Individual children or classes will not get answers to questions if it is outside the remit of that year group's programme. RSE is not about the promotion of sexual activity.

Below is a summary of RSE coverage within the Jigsaw scheme for each year group:

- Year 1 – Boys' and girls' bodies; naming body parts
- Year 2 – Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)
- Year 3 – How babies grow and how boys' and girls' bodies change as they grow older
- Year 4 – Internal and external reproductive body parts, body changes in girls and menstruation
- Year 5 – Puberty for boys and girls, and conception
- Year 6 – Puberty for boys and girls and understanding conception to birth of a baby

Information regarding the content taught and key vocabulary can be found in appendix 1.

## Relationships Education

Relationships Education is designed to help children to have positive and safe relationships with family, friends and online. All primary schools are required by the government to teach Relationships Education. The curriculum covers:

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

## Health Education

Health Education supports the development of personal health and wellbeing. Children will learn about keeping safe and well and who to talk to if health issues arise for themselves or others. The curriculum covers:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- The changing adolescent body

The DfE guidance clearly states the statutory requirements, i.e. what children MUST be taught by the end of primary school. Health Education includes learning about 'the changing adolescent body' to equip children to understand and cope with puberty. The National Curriculum for Science (also a compulsory subject), includes learning the correct names for the main external body parts, learning about the human

body as it grows from birth to old age and reproduction in some plants and animals (which could include human beings). Relationships Education, Health Education and Science are compulsory subjects.

## Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools'. (p. 23) Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'. At Abbey Primary School, we believe children should understand the facts about human reproduction before they leave primary school, we teach this to the children separately, following the Jigsaw guidance as part of the unit Changing Me.

## Parents' right to request their child be excused from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education (DfE Guidance p.17). At Abbey Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' unit. We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception and birth)

We are of course happy to discuss the content of the curriculum and invite you to contact the school. A form will need to be completed if a child is withdrawn from a lesson.

## Assessment, recording and reporting

All teachers will:

- Evaluate children's progress through observation, discussion and assessment of their knowledge, skills and attributes in RSE & PSHE.
- Obtain evidence by direct observations of children at work, questioning pupils or listening to their conversations.
- Use photographic evidence where appropriate.

## All teachers will:

- Present RSE & PSHE as a meaningful, relevant, thoughtful and practical subject with applications to everyday experiences.
- Have opportunities for children to explore, discover and solve problems, both independently and co-operatively.
- Provide a stimulating environment in which to learn, displaying children's work and visual prompts.
- Use questions to promote independent and group discussions on given topics allowing sufficient time for dialogue and discussion.
- Use the Jigsaw scheme of work to plan RSE & PSHE lessons, with a variety of creative activities, drama, circle time, and opportunities for discussion, in which the activities challenge all children and enable them to gain success and develop their personal attributes.
- Follow the half termly and weekly plans to ensure progression and continuity for all children.
- Refer a child to ELSA or the nurture group if considered appropriate.

## Use of ICT

At Abbey Primary we will use information and communication technology to enhance the teaching and learning, wherever appropriate, in all key stages.

## Equal Opportunities and Inclusion

Abbey Primary seeks to provide a differentiated curriculum which is sufficiently broad, balanced and relevant to meet the needs of each pupil and ensure quality of access to all. Children are encouraged to reflect on their own views and the views of those around them, to always be respectful and to learn from their mistakes.

Abbey Primary will be sensitive to all issues surrounding different racial and ethnic groups and will be aware of the different cultures from which the children come. It is important that all children and adults in the school understand and value the skills and attributes of others.

Pupils with special educational needs will be catered for relative to their support plan or EHCP.

## Role of the Subject leader

The subject leader will:

- Lead and manage RSE & PSHE within the school.
- Provide a good role model in the teaching of RSE & PSHE.
- Support, guide and motivate colleagues in the teaching and planning.
- Monitor and evaluate planning and children's work to ensure curriculum coverage, consistency, progression and standards.
- Evaluate the effectiveness of teaching and learning in RSE & PSHE in the school, use this analysis to identify effective practice and areas for improvement and take action to further improve the quality of teaching.
- Inform newly appointed colleagues of school policy and practices.
- Establish staff and resource needs.
- Attend appropriate training.
- Be aware of developments.

Resources

- Jigsaw Scheme of work- online resource

## **Appendix 1**

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the Changing Me Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for supporting learning at home.

Ages 3-5

### **Knowledge**

- Know the names and functions of some parts of the body (see vocabulary list)
- Know that we grow from baby to adult
- Know who to talk to if they are feeling worried
- Know that sharing how they feel can help solve a worry
- Know that remembering happy times can help us move on

### **Social and Emotional Skills**

- Can identify how they have changed from a baby
- Can say what might change for them they get older
- Recognise that changing class can elicit happy and/or sad emotions
- Can say how they feel about changing class/ growing up
- Can identify positive memories from the past year in school/ home • Which parts of your body do you know the same of?

### **Questions for Family Learning**

- Who can you talk to if you ever feel worried or frightened? (at school / at home)
- Can you tell me about a time when you felt really happy?

Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change as we get older in lots of different ways. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.

### **Key Vocabulary**

Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories.

Ages 5-6

### **Knowledge**

- Know that animals including humans have a life cycle
- Know that changes happen when we grow up
- Know that people grow up at different rates and that is normal
- Know the names of male and female private body parts
- Know that there are correct names for private body parts and nicknames, and when to use them
- Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these
- Know who to ask for help if they are worried or frightened
- Know that learning brings about change

### **Social and Emotional Skills**

- Understand and accepts that change is a natural part of getting older
- Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)
- Can express why they enjoy learning
- Can suggest ways to manage change e.g. moving to a new class

### **Questions for Family Learning**

- What is a life cycle?
- How will you change as you grow up?
- Who is the tallest / smallest in your class?
- Which parts of your body are private?
- Who is allowed to see your private body parts?
- What should you do if you don't like the way someone is touching you?
- Who can you talk to if you ever feel worried or frightened? (at school / at home)
- What is the best part about being your age?

Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.

### **Key Vocabulary**

Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.

Ages 6-7

### **Knowledge**

- Know that life cycles exist in nature
- Know that aging is a natural process including old-age
- Know that some changes are out of an individual's control
- Know how their bodies have changed from when they were a baby and that they will continue to change as they age
- Know the physical differences between male and female bodies
- Know the correct names for private body parts
- Know that private body parts are special and that no one has the right to hurt these
- Know who to ask for help if they are worried or frightened
- Know there are different types of touch and that some are acceptable and some are unacceptable

### **Social and Emotional Skills**

- Can appreciate that changes will happen and that some can be controlled and others not
- Be able to express how they feel about changes
- Show appreciation for people who are older
- Can recognise the independence and responsibilities they have now compared to being a baby or toddler
- Can say what greater responsibilities and freedoms they may have in the future
- Can say who they would go to for help if worried or scared
- Can say what types of touch they find comfortable/ uncomfortable
- Be able to confidently ask someone to stop if they are being hurt or frightened
- Can say what they are looking forward to in the next year

### **Questions for Family Learning**

- What is a life cycle?
- How have you changed since you were a baby?
- How will you change over the next year / 5 years / 20 years?
- What changes can you / can't you control?
- Which parts are your private parts?
- Who is allowed to see them?
- What would you do if someone was touching you and you didn't like it?
- Who can you talk to if you ever feel worried or frightened? (at school / at home)
- What is your favourite part of Jigsaw lessons?

In this Puzzle children look at different life cycles in nature including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old -age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina,



anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.

### **Key Vocabulary**

Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy.

Ages 7-8

### **Knowledge**

- Know that in animals and humans lots of changes happen between conception and growing up
- Know that in nature it is usually the female that carries the baby
- Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops • Know that babies need love and care from their parents/carers
- Know some of the changes that happen between being a baby and a child
- Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults
- Know some of the outside body changes that happen during puberty
- Know some of the changes on the inside that happen during puberty

### **Social and Emotional Skills**

- Can express how they feel about babies
- Can describe the emotions that a new baby can bring to a family
- Can express how they feel about puberty
- Can say who they can talk to about puberty if they have any worries
- Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry
- Can identify changes they are looking forward to in the next year
- Can suggest ways to help them manage feelings during changes they are more anxious about

### **Questions for Family Learning**

- Can you tell me about some of the changes that happen to a puppy / kitten / baby as they grow up?
- Can we talk about some of the changes that are going to happen to you as you grow up? How do you feel about these changes?
- Do you have any questions about the changes that are

This Puzzle (Puzzle) begins with an exploration about babies and what they need to grow and develop including parenting. Children learn that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grownup. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm it passes out of the body as a period. Sexual intercourse and the birth of the baby is not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.

### **Key Vocabulary**

Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Control, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum / ova, Womb / uterus, Vagina, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy.

Ages 8-9

### **Knowledge**

- Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm
- Know that babies are made by a sperm joining with an ovum
- Know the names of the different internal and external body parts that are needed to make a baby • Know how the female and male body change at puberty
- Know that personal hygiene is important during puberty and as an adult
- Know that change is a normal part of life and that some cannot be controlled and have to be accepted
- Know that change can bring about a range of different emotions

### **Social and Emotional Skills**

- Can appreciate their own uniqueness and that of others
- Can express how they feel about having children when they are grown up
- Can express any concerns they have about puberty
- Can say who they can talk to about puberty if they are worried
- Can apply the circle of change model to themselves to have strategies for managing change
- Have strategies for managing the emotions relating to change

### **Questions for Family Learning**

- Which of your characteristics did you get from your birth parents?
- Do you have any questions about the changes that happen to a girl when they grow up?
- Do you have any questions about how babies are made?
- How do you feel about the changes that will happen to you as you grow?

In this Puzzle bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The unit (Puzzle) ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.

### **Key Vocabulary**

Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.

Ages 9-10

### **Knowledge**

- Know what perception means and that perceptions can be right or wrong
- Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally
- Know that sexual intercourse can lead to conception
- Know that some people need help to conceive and might use IVF
- Know that becoming a teenager involves various changes and also brings growing responsibility

### **Social and Emotional Skills**

- Can celebrate what they like about their own and others' self- image and body-image
- Can suggest ways to boost self-esteem of self and others
- Recognise that puberty is a natural process that happens to everybody and that it will be OK for them
- Can ask questions about puberty to seek clarification
- Can express how they feel about having a romantic relationship when they are an adult
- Can express how they feel about having children when they are an adult
- Can express how they feel about becoming a teenager
- Can say who they can talk to if concerned about puberty or becoming a teenager/adult

### **Questions for Family Learning**

- Can you tell me how you feel about yourself? What can people do if they don't feel great about themselves? Can I share with you how I see you and how I care about you?
- Do you have any worries about puberty?
- Do you have any questions about puberty?
- Do you have any questions that you'd like to ask me about how babies are conceived?
- What do you think it will be like when you are a teenager?
- What kinds of things do you think you will be allowed to do when you are a teenager that you're not allowed to do now?
- What do you enjoy about being your age now?

In this Puzzle the children revisit self-esteem and self/body-image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited with further detail explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also look at the perceptions that surround teenagers and reflect whether they are always accurate e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend etc.

## **Key Vocabulary**

Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights

Ages 10-11

### **Knowledge**

- Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally
- Know how a baby develops from conception through the nine months of pregnancy and how it is born
- Know how being physically attracted to someone changes the nature of the relationship
- Know the importance of self-esteem and what they can do to develop it
- Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class

### **Social and Emotional Skills**

- Recognise ways they can develop their own self-esteem
- Can express how they feel about the changes that will happen to them during puberty
- Recognise how they feel when they reflect on the development and birth of a baby
- Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to
- Can celebrate what they like about their own and others' self- image and body-image
- Use strategies to prepare themselves emotionally for the transition (changes) to secondary school

### **Questions for Family Learning**

- Can we talk about the changes that will happen to your body over the next few years?
- How do you feel about these changes?
- What does mutual respect mean? Why is that important in a relationship?
- What are you excited about in secondary school?
- What are you worried about in secondary school? What can we do with these worries?

In this Puzzle the class learn about puberty in boys and girls and the changes that will happen – they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They talk about being physically attracted to someone and the effect this can have upon the relationship. They discuss relationships and the importance of mutual respect and not pressuring / being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to / are worried about and how they can prepare themselves mentally.

### **Key Vocabulary**

Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative body-talk, mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, midwife, labour, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement.