

12<sup>th</sup> May 2023

Dear Parents/carers,

### **Our RSE curriculum**

From September 2020, relationships and health education became compulsory in all primary schools in England. For primary aged children this includes curriculum content under two headings (DfE 2019): Relationships and Health Education.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- ☐ Families and people who care for me
- ☐ Caring friendships
- ☐ Respectful relationships
- ☐ Online and media
- ☐ Being safe
- ☐ Preparing children for the changes that adolescence brings

Health Education includes learning about the characteristics of good physical health and mental wellbeing.

Sex Education is tailored to the age and the physical and emotional maturity of pupils. Sex Education in primary school is designed to prepare children for the changes that adolescence brings. Primary Sex Education will lead to the following:

- ☐ preparing children for the changes that adolescence brings
- ☐ understanding how a baby is conceived and born

The National Curriculum for science (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).

In primary school, parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. Further details of this can be found in our Relationships and Sex Education Policy ([RSE Policy](#))

At Charlton, we teach RSE through PSHE, using our scheme of work *Jigsaw*. The Jigsaw scheme weaves the expectations of the DfE Relationships and Health Education guidance throughout but specifically covers them in three units of learning: *Relationships, Healthy Me, and Changing Me*.

In Term 6, we will begin the *Changing Me* units across the school; this unit of work is where children are taught correct body terminology (in Key Stage 1) and puberty and human reproduction in Key Stage 2. Each year group will be taught appropriate to their age and

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developmental stage, building on the previous learning. Please note: at no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home. The question will not be answered to the child or class if it is outside the remit of that year group's programme.

This unit of learning is all about coping positively with change and includes:

Foundation Stage	Growing up: how we have changed since we were babies.
Year 1	Boys' and girls' bodies; correct names for 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. Introduction to puberty and menstruation.
Year 4	Internal and external reproductive body parts. Recap about puberty and menstruation. Conception explained in simple terms.
Year 5	Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms.
Year 6	Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager. All lessons are taught using correct terminology, child-friendly language and diagrams.

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What children learn at school is only part of the curriculum, and children can continue to learn from you at home. As such, children may come home and wish to discuss their learning with you. Accompanying this letter, you will find an overview of each lesson so that your discussions at home can continue to complement learning taking place in school. Jigsaw have produced a helpful guide to RSE for parents which includes a short section on talking to your child: [RSE: A guide for parents and carers](#)

If you have any questions about RSE teaching in Term 6, please do not hesitate in making contact with us or your child's teacher via the school office.

Yours faithfully,  
 Jenny Garbutt and Vanda Harris  
 PSHE leads

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## Foundation Stage PSHE Overview- Term 6

Lesson	Learning intentions
1	I can name parts of the body
2	I can tell you some things I can do and foods I can eat to be healthy
3	I understand that we all grow from babies to adults
4	I can express how I feel about moving to Year 1
5	I can talk about my worries and/or the things I am looking forward to about being in Year 1
6	I can share my memories of the best bits of this year in Reception

Year 1

Year 1 PSHE Overview- Term 6

Lesson	PSHE learning intentions	Social and emotional learning intentions
1	I am starting to understand the life cycles of animals and humans	I understand that changes happen as we grow and that this is OK
2	I can tell you some things about me that have changed and some things about me that have stayed the same	I know that changes are OK and that sometimes they will happen whether I want them to or not
3	I can tell you how my body has changed since I was a baby	I understand that growing up is natural and that everybody grows at different rates
4	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus	I respect my body and understand which parts are private
5	I understand that every time I learn something new I change a little bit	I enjoy learning new things
6	I can tell you about changes that have happened in my life	I know some ways to cope with changes

## Year 2 PSHE Overview- Term 6

Lesson	PSHE learning intentions	Social and emotional learning intentions
1	I can recognise cycles of life in nature	I understand there are some changes that are outside my control and can recognise how I feel about this
2	I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can identify people I respect who are older than me
3	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I feel proud about becoming more independent
4	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private	I can tell you what I like/don't like about being a boy/girl
5	I understand there are different types of touch and can tell you which ones I like and don't like	I am confident to say what I like and don't like and can ask for help
6	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make when I am in Year 3 and know how to go about this

## Year 3 PSHE Overview- Term 6

Lesson	PSHE learning intentions	Social and emotional learning intentions
1	I 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	I can express how I feel when I see babies or baby animals
2	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow	I can express how I might feel if I had a new baby in my family
3	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process	I recognise how I feel about these changes happening to me and know how to cope with those feelings
4	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	I recognise how I feel about these changes happening to me and know how to cope with these feelings
5	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
6	Identify what I am looking forward to when I move to my next class	Start to think about changes I will make next year and know how to go about this

## Year 4 PSHE Overview- Term 6

Lesson	PSHE learning intentions	Social and emotional learning intentions
1	I 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	I appreciate that I am a truly unique human being
2	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult
3	I can 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	I have strategies to help me cope with the physical and emotional changes I will experience during puberty
4	I know how the circle of change works and can apply it to changes I want to make in my life	I am confident enough to try to make changes when I think they will benefit me
5	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively
6	I can identify what I am looking forward to when I move to a new class	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively

## Year 5 PSHE Overview- Term 6

Lesson	PSHE learning intentions	Social and emotional learning intentions
1	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
2	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be ok for me
3	I can describe how boys' and girls' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty
4	I understand that sexual intercourse can lead to conception and that is how babies are usually made	I appreciate how amazing it is that human bodies can reproduce in these ways
5	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	I am confident that I can cope with the changes that growing up will bring
6	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make next year and know how to go about this.



## Year 6 PSHE Overview- Term 6

Lesson	PSHE learning intentions	Social and emotional learning intentions
1	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
2	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty
3	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I can recognise how I feel when I reflect on the development and birth of a baby
4	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
5	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative 'body-talk
6	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class	I know how to prepare myself emotionally for the changes next year.