



Parc Eglos School

Personal, Social, Health, Relationship and Economic (PSHRE) and Sex Education (SE) Policy

At Parc Eglos we believe that a strong PSHRE education is important to help our children develop into well-rounded members of society, who are able to make a positive contribution to their community. Our PSHRE curriculum is strongly tied to our Sex education (SE), Virtues Project and pastoral care programme, the combination of which we refer to as our bespoke PSHRE and SE curriculum.

The vision for children, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

Our curriculum is designed to develop children to be;

Aspirational
Resilient & challenge seeking
Caring & collaborative
Creative & Curious

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our children and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and children are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our children and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all children, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHRE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents and carers will be informed about the policy via the school's website where it will be available to read and download.

Statutory requirements

DfE Statutory guidance states that from September 2020 all schools must deliver relationships and health education. This PSHRE and SE policy is also informed by the following documents:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education - Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

Key roles and responsibilities

The governing body has overall responsibility for the implementation of the school's PSHRE Policy. The governing body has overall responsibility for ensuring that the PSHRE Policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion,

gender, disability or sexual orientation. The governing body has overall responsibility for reviewing the PSHRE Policy regularly.

The headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy. The headteacher will be responsible for the day-to-day implementation and management of the PSHRE Policy.

The PSHRE co-ordinator is responsible for liaising with other staff and professional agencies to implement a suitable scheme of work that staff deliver, ensuring a comprehensive PSHRE education that achieves the aims laid out in this policy.

The Staff are responsible for:

- Delivering PSHRE and SE in a sensitive way
- Modelling positive attitudes to PSHRE and SE
- Monitoring progress
- Responding to the needs of individual children
- Responding appropriately to children whose parents wish them to be withdrawn from the [non-statutory/non-science] components of PSHRE and SE
- Staff do not have the right to opt out of teaching PSHRE or SE. Staff who have concerns about teaching PSHRE and SE are encouraged to discuss this with the headteacher.

As required by statutory guidance, the governing body and headteacher will consult with parents to ensure that the PSHRE and SE policy reflects the needs and sensibilities of the wider school community. Parc Eglos School will work with parents and carers throughout the year and will ensure that parents are routinely kept informed about their right to withdraw where necessary as outlined later. We will ensure that children are also involved in the creation of this policy through feedback and suggestion forms and/or class discussions.

The current curriculum content and coverage follows statutory guidance and resources from The National Curriculum, The PSHE Association and the Cornwall and Isles of Scilly (CIOS) PSHE Curriculum and maybe supplemented with other activities as long as our aims and objectives are met as laid out in this policy.

Aims of the PSHRE curriculum

Children will learn to:

- Develop self-confidence, self-esteem and self-worth.
- Understand what constitutes a healthy lifestyle and the importance of building healthy relationships with peers and adults.
- Understand what it means to be physically and mentally healthy
- Understand safety issues, both in real life and online.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Understand what it means to be financially responsible citizens
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Respect the world we live in, in particular role as caring citizens who promote sustainability

- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Understand the British Values in order to make positive, informed choices as they make their way through life.

Teaching methods and learning style

A range of teaching and learning styles will be used to teach PSHRE. Teaching will be child-led and there will be an emphasis on active learning techniques such as discussion and group work. Children will be expected to show respect for another's views, even when disagreeing with them. There will be no raised voices, shouting or talking over people, and comments will be kept subject-specific, as opposed to personal. 'Ice-breaker' activities and clear ground rules regarding discussions will be put in place in order to ensure a safe, supportive and positive learning environment.

Children will learn research and study techniques and have the opportunity to engage in investigations and problem-solving activities. When possible, children will be encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies and open evenings. Wherever possible we will use visiting speakers, such as health workers and the police, to broaden the curriculum and share real life experiences. Any such speakers must be closely monitored by the class teacher who should use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.

We will consult with the local community on matters related to PSHRE to ensure that local issues are covered in lessons. Children' questions will, unless inappropriate, be answered respectfully by the teacher.

Reporting and confidentiality

Every lesson should reinforce that, if children have any personal concerns or wish to talk about any of the issues raised in the lesson; they should feel comfortable consulting their teacher or another member of staff about this. Children will be encouraged to have an open dialogue regarding any such issues with their teacher but must understand that their teacher may not be able to keep certain information confidential, for example, where there are safeguarding issues raised. When a child does wish to speak to a teacher or other adult in school about any such issue, the member of staff should ensure that the child is aware of this responsibility.

Tailoring PSHRE

Discussion and other activities will be used in initial PSHRE lessons in order to ascertain 'where children are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regard to this. Teaching will consider the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly. Adaptations will be made for those for whom English is a second language to ensure that all children can fully access PSHRE educational provision.

All children with special educational needs will receive PSHRE education, with content and delivery tailored to meet their individual needs. As far as is appropriate, children with special educational needs should follow the same PSHE education programme as all other children. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual children where required, and if appropriate.

It is not the school's policy to withdraw children with special educational needs from PSHRE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all children as their academic achievement.

Programmes of study are in place from EYFS (nursery and foundation stage) through key stage 1 and 2. Year group Long Term Planning informs our whole school overview. See appendix 1 for EYFS and appendix 2 for Years 1-6.

Assessment

Children' knowledge and understanding are assessed through formative assessment via question and answer sessions, discussion groups and quizzes.

PSHRE coordinator

The PSHRE coordinator will:

- Monitor the PSHRE programme including the use of outside agencies.
- Evaluate the PSHRE programme with staff, children and parents.
- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement.
- Provide appropriate support and training for staff.
- Attend relevant courses and network meetings.
- Develop and review this policy.

Aims of our Sex Education (SE) curriculum

At Parc Eglos we follow the Christopher Winter's Project for lessons and resources that teach age appropriate understanding and awareness of relationships and sex education. Our SE lessons begin in Year 2.

We believe that SE should meet the needs of all children, whatever their developing sexuality or identity - this should include age-appropriate teaching about different types of relationships in the context of the law. Children should receive teaching on LGBTQ+ relationships, for example, through teaching about different types of family, including those with same sex parents.

Terminology

The scientific terminology of penis and vulva is introduced/used from Year 2. Earlier years will use the language of private parts.

See Appendix 2 for when language is introduced.

Parents' right to excuse their child from SE

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Make available online, via the school's website, this PSHRE and SE Policy
- Answer any questions that parents may have about the PHSRE and SE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for PSHRE and SE in the school
- Inform parents about the best practice known with regard to SE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

We are committed to parents' right to excuse their child from SE, (other than sex education in the National Curriculum as part of science). There is no right to excuse children from PHSRE as we believe the contents of these subjects -such as family, friendship, safety (including online safety) - are important.

If a parent wishes their child to be withdrawn from SE, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to excuse children from these relatively limited and often unplanned discussions.

Requests for children to be excused should be put in writing and addressed to the headteacher. A copy of the request will be placed in the child's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to children who are withdrawn from these lessons.

Safeguarding

Staff are aware that effective SE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. It is usual practice for staff to consult with the designated safeguarding lead (DSL) or their deputy (DDSL) and report the disclosure on My Concern. In their absence, staff will consult with the headteacher or Deputy Headteacher.

DSL: Chris Powley

DDSL: Tony flint

Visitors invited in to support the delivery of PHSRE will be required to follow our usual visitor protocols.

Parent Consultation

Following staff and governor approval, parents were consulted on our proposed policy via the school's website and ParentPay due to COVID restrictions. Parents were given a two-week consultation period in June 2021. We did not receive any feedback, suggestions or concerns from our parents.

In September 2021, Parc Eglos will be using the Kapow Primary scheme of learning to support our teaching of PSHRE and SE. This policy will be amended following its implementation.

Review & Approval Date	March 2021
Signed by Chair of Governors	Stuart Patterson
Signed by Headteacher	Brett Dye
Next Review Date	March 2022

Appendix 1 - EYFS

8-20 Months	Personal, Social, Emotional Development	Making Relationships	<p>Seeks to gain attention in a variety of ways, drawing others into social interaction.</p> <p>Builds relationships with special people.</p> <p>Is wary of unfamiliar people.</p> <p>Interacts with others and explores new situations when supported by familiar person.</p> <p>Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them.</p> <p>Plays alongside others.</p>
		Self-confidence and Self-awareness	<p>Enjoys finding own nose, eyes or tummy as part of naming games.</p> <p>Learns that own voice and actions have effects on others.</p> <p>Uses pointing with eye gaze to make requests, and to share an interest.</p> <p>Engages other person to help achieve a goal, e.g. to get an object out of reach.</p>
		Managing Feelings and Behaviour	<p>Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated.</p> <p>Growing ability to soothe themselves, and may like to use a comfort object.</p> <p>Cooperates with caregiving experiences, e.g. dressing.</p> <p>Beginning to understand 'yes', 'no' and some boundaries.</p>
	Physical Development	Health and Self-care	<p>Opens mouth for spoon.</p> <p>Holds own bottle or cup.</p> <p>Grasps finger foods and brings them to mouth.</p> <p>Attempts to use spoon: can guide towards mouth but food often falls off.</p> <p>Can actively cooperate with nappy changing (lies still, helps hold legs up).</p> <p>Starts to communicate urination, bowel movement</p>
16-26 Months	Personal, Social and Emotional Development	Making Relationships	<p>Plays alongside others.</p> <p>Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious.</p> <p>Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.</p>
		Self-confidence and Self-awareness	<p>Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed.</p> <p>Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others).</p> <p>Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult.</p>
		Managing Feelings and Behaviour	<p>Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice.</p> <p>Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.</p> <p>Responds to a few appropriate boundaries, with encouragement and support.</p> <p>Begins to learn that some things are theirs, some things are shared, and some things belong to other people.</p>
	Physical Development	Health and Self-care	<p>Develops own likes and dislikes in food and drink.</p> <p>Willing to try new food textures and tastes.</p> <p>Holds cup with both hands and drinks without much spilling. Clearly communicates wet or soiled nappy or pants.</p> <p>Shows some awareness of bladder and bowel urges.</p> <p>Shows awareness of what a potty or toilet is used for.</p> <p>Shows a desire to help with dressing/undressing and hygiene routines.</p>
22-36 Months	Personal, Social and Emotional Development	Making Relationships	<p>Interested in others' play and starting to join in.</p> <p>Seeks out others to share experiences.</p> <p>Shows affection and concern for people who are special to them.</p> <p>May form a special friendship with another child.</p>
		Self-confidence and Self-awareness	<p>Separates from main carer with support and encouragement from a familiar adult.</p> <p>Expresses own preferences and interests.</p>

		Managing Feelings and Behaviour	<p>Seeks comfort from familiar adults when needed.</p> <p>Can express their own feelings such as sad, happy, cross, scared, worried.</p> <p>Responds to the feelings and wishes of others.</p> <p>Aware that some actions can hurt or harm others.</p> <p>Tries to help or give comfort when others are distressed.</p> <p>Shows understanding and cooperates with some boundaries and routines.</p> <p>Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</p> <p>Growing ability to distract self when upset, e.g. by engaging in a new play activity.</p>
	Physical Development	Health and Self-care	<p>Feeds self competently with spoon.</p> <p>Drinks well without spilling.</p> <p>Clearly communicates their need for potty or toilet.</p> <p>Beginning to recognise danger and seeks support of significant adults for help.</p> <p>Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</p> <p>Beginning to be independent in self-care, but still often needs adult support.</p>
30-50 Months	Personal, Social and Emotional Development	Making Relationships	<p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Initiates play, offering cues to peers to join them.</p> <p>Keeps play going by responding to what others are saying or doing.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>
		Self-confidence and Self-awareness	<p>Can select and use activities and resources with help.</p> <p>Welcomes and values praise for what they have done.</p> <p>Enjoys responsibility of carrying out small tasks.</p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>Shows confidence in asking adults for help.</p>
		Managing Feelings and Behaviour	<p>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine.</p>
	Physical Development	Health and Self-care	<p>Can tell adults when hungry or tired or when they want to rest or play.</p> <p>Observes the effects of activity on their bodies.</p> <p>Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>Can usually manage washing and drying hands.</p> <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>
40 -60+ Months	Personal, Social and Emotional Development	Making Relationships	<p>Initiates conversations, attends to and takes account of that others say.</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p>
		Self-confidence and Self-awareness	<p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Can describe self in positive terms and talk about abilities.</p>
		Managing Feelings and Behaviour	<p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>

	Physical Development	Health and Self-care	Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.
Early Learning Goal	Personal, Social and Emotional Development	Making Relationships	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
		Self-confidence and Self-awareness	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
		Managing Feelings and Behaviour	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
	Physical Development	Health and Self-care	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Appendix 2 - Years 1 - 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Welcome to school. What positive behaviour looks like/how to care for ourselves and others	People who care for us/getting help in an emergency. Rights/responsibilities and respect - strongly linked to RE	Healthy friendships. Our bodies and boundaries	Our health and healthy food choices	Good and bad feelings and how we can manage these in different situations	Online safety
Year 2	Virtues Classroom promise/ What makes a good friend/teacher Virtues Respecting uniqueness. Our communities.	Virtues Keeping our teeth clean. Horrible Hands. Acts of kindness	Virtues Jessie and friends playing games 1 and 2.	Virtues Everyday safety. Basic First Aid.	Virtues Learning about work. Jessie and friends sharing pictures 2	Virtues Big Feelings. SE - CWP
Year 3	World of Work	Spending and saving Money	The internet and everyday life	Physical activity Drugs	Expressing feelings Strategies to support positive mental wellbeing	Sun Safety Body Differences Personal space Help and support SE - CWP
Year 4	Friendship Respecting others	Resolving conflict Basic safety & first aid	Safely enjoying the online world Keeping personal information safe and private online	Money choices Volunteering & citizenship	Understanding that not everyone is who they say they are online Managing feelings	The environment Changes What is puberty? Healthy Relationships SE - CWP
Year 5	Diverse communities and respectful relationships	Illness and nutrition and healthy eating.	Puberty - Changes	Online content and online contact.	Mental Health and keeping well. Managing challenges and change. Exploring risk in everyday situations. Talking about puberty Help and support The Reproductive system. SE - CWP	
Year 6	County Syllabus - Different family structures Healthy and Harmful Relationships	County Syllabus Stereotyping and discrimination Bullying	Physical Health and Fitness Healthy Eating	Basic First Aid	Puberty and reproduction Communication and relationships Families, conception and pregnancy Online relationships. Drugs, alcohol and tobacco	Transition to secondary school SE - CWP

By the end of Primary School:	
Mental Wellbeing	<p>Children should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Children should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online
Physical health and fitness	<p>Children should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). •how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Children should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Children should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Children should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene, including visits to the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. • about immunisations.

Basic first aid	<p>Children should know:</p> <ul style="list-style-type: none"> • know how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Children should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Years	Curriculum Overview	Key Vocabulary
Year 2	Differences <ul style="list-style-type: none"> • Differences • Male and female animals • Naming body parts 	Friends, family, feelings, similar, different, family, sex, gender roles, boy, girl, male, female, stereotypes, private parts, penis, vulva.
Year 3	Valuing Difference and Keeping Safe <ul style="list-style-type: none"> • Body differences • Personal space • Help and support 	As above, plus: Testicles, vagina, uterus, family fostering, adoption, relationship.
Year 4	Growing Up <ul style="list-style-type: none"> • Changes • What is puberty? • Healthy Relationships 	As above, plus: Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional feelings.
Year 5	Puberty <ul style="list-style-type: none"> • Talking about puberty • The reproductive system • Help and support 	As above, plus: Physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, facial hair, underarm hair, sexual feelings.
Year 6	Puberty, Relationships and Reproduction <ul style="list-style-type: none"> • Puberty and reproduction • Communication in relationships • Families, conception and pregnancy • Online relationships 	As above, plus: Womb, conception, fertilisation, pregnancy, sexual intercourse, twins, love, consent, intimacy, communication, personal/private information.