

Relationships Education COMPULSORY – PARENTS CAN'T WITHDRAW	Health Education COMPULSORY – PARENTS CAN'T WITHDRAW	Science Curriculum COMPULSORY – PARENTS CAN'T WITHDRAW	Sex Education NOT COMPULSORY – PARENTS CAN WITHDRAW
<p>All areas below are covered in all year groups as part of our spiralling curriculum.</p> <p>Families and people who care for me</p> <ul style="list-style-type: none"> • Characteristics of a healthy family life – commitment, care, spending time together. • Marriage represents a formal and legally recognised commitment. • Relationships are all different, but should be characterised by love, care and stability. <p>Being safe</p> <ul style="list-style-type: none"> • The concept of privacy and the implications for it for both children and adults. • That a person's body belongs to them, and the difference between appropriate, inappropriate and unsafe physical and other, contact. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. 	<p>All areas below are covered in year groups 4, 5 and 6.</p> <p>Changing adolescent body Pupils should know:</p> <ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from the age of 9 through to the age of 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle. <p>In addition to curriculum content, our school will make adequate and sensitive arrangements to help girls prepare for and manage menstruation including requests for menstrual products.</p>	<p>Year 1 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Look at how animals and plants grow and change and explore life cycles. Reflect and observe changes since childhood. The science programme of study does NOT list body parts and does NOT prohibit teaching any parts.</p> <p>Year 2 Basic stages of a life cycle. Notice that animals, including humans, have offspring which grow into adults. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</p> <p>Year 5 Describe the changes as humans develop to old age. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p>	<p>The National Curriculum for Science treats human reproduction as optional content with covering sexual reproduction in animals.</p> <p>Year 6 Context * of sexual reproduction in humans</p> <ul style="list-style-type: none"> • Reproduction is adult; requires physical and emotional maturity. • Legal age of consent to sex • Sperm and egg needed to make a baby. • Conception, including IVF • Sexual intercourse • Birth <p>*Context – Pupils can describe, using accurate vocabulary, what happens between a man and woman that has the possibility of resulting in a baby. Pupils can suggest how close intimate relationships might affect people physically, emotionally and spiritually. Pupils can discuss how people choose to have babies and can suggest criteria for when it might be a sensible right time. Pupils can explain why some people argue that the best time for such closeness is within a long term</p>

			faithful and committed relationship such as marriage. Pupils can talk about how some people don't choose this option and prefer to not have sexual intercourse with anyone and this is another positive choice. (Taken from Goodness and Mercy document.)
--	--	--	--

This document has been created using guidance and advice from:

<https://www.sexeducationforum.org.uk/resources/advice-guidance> - RSE definition guide

<https://www.pshe-association.org.uk>

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf

NSPCC

<https://goodnessandmercy.co.uk/>