

# HOLLINS GRUNDY PRIMARY SCHOOL



Happiness, Health and Respect for Confident, Creative Learners

## Sex and Relationships Policy

Reviewed March 2017

Governing bodies and head teachers of maintained primary schools must decide whether sex and relationship education, beyond that set out in National Curriculum Science, should be included in the school's curriculum, and if so what it should consist of and how it should be organised.

### **1. Introduction**

1.1 The school's programme of Sex and Relationship Education (SRE) will be embedded within the school's Personal and Social Health and Citizenship Education curriculum (PSHCE) and will help children to respect themselves and others. The programme is tailored to the age and the physical and emotional maturity of the children and is delivered by the school staff and invited professionals.

1.2 Parents and carers have the right to withdraw their children from some or all of the curriculum after discussion with the head teacher and if the school is notified in writing, but not from the biological aspects of human growth and reproduction provided under the National Curriculum Science. If a child is withdrawn they will have the opportunity to work outside the classroom.

### **2. Definition**

2.1 Sex and Relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, family life, respect, love and care.

2.2 It is also about the teaching of sex and sexual health.

### **3. Rationale**

3.1 At Hollins Grundy Primary School we believe that PSHCE, including SRE, will help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

3.2 SRE is an integral part of PSHCE. It is an intrinsic part of the physical, intellectual and emotional growth of an individual. Other school policies are relevant to our provision of SRE: PSHCE, Child Protection, Confidentiality, Behaviour, Anti-bullying. This SRE policy will be made available to staff on the school network and on the school website.

This part of our SRE policy is the responsibility of the governing body and has been devised through discussion with staff, parents and governors.

#### 4. Aims

- To provide a secure, sensitive and caring framework where learning and discussion can take place
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils
- Encourage the use of correct vocabulary.
- To counteract or correct misunderstandings.
- To foster self-worth and awareness, together with a sense of moral responsibility
- To help the children to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness.
- To ensure that sex education is available to all children regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities
- Develop interpersonal and communication skills
- Develop positive values and a moral framework that will guide their decisions and behaviour
- Develop understanding of the value of Family life, of marriage and stable relationships as a positive environment for bringing up children
- Respect themselves and others, their views, backgrounds, cultures and experiences
- Develop loving, caring relationships based on mutual respect
- Be able to name the parts of the body and understand the process of human reproduction
- Be prepared for puberty and the emotional and physical effects of body changes
- Recognise and avoid exploitative relationships
- Value, care for and respect their bodies

#### 5. Provision

5.1 We consider SRE to be a continuous process of learning. All adults working with young people have a part to play in supporting the delivery of SRE.

The objectives of the SRE Curriculum will be primarily delivered in:

- PSHCE through designated lessons, circle time, focused events, health weeks
- Other Curriculum areas, especially Science, English, RE and PE
- Enrichment Activities, especially our assembly programme, visits from the Life Education Centre, social skills groups, involvement in schools trips and adventurous activities

#### 6 Teaching Methodologies

**6.1 Ground Rules:** It is essential that SRE is carried out in a safe, non-judgemental environment where adults and young people are confident that they will be respected. Specific ground rules will be established at the beginning of any SRE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information

## **6.2 Answering Questions**

We acknowledge that sensitive and potentially difficult issues will arise in SRE as young people will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims for SRE. Adults will be supported in deciding on issues which are suitable for whole class discussion and which are best dealt with in smaller groups or referred to parents or other sources of support, such as health professionals. When answering questions, we shall ensure that personal revelation of sexual behaviour or attitudes by adults or pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated Child Protection teacher in line with school policy.

## **6.3 Distancing Techniques**

In order to reduce embarrassment and protect young people's privacy, we will employ teaching and learning strategies which enable pupils to discuss issues without reference to personal experience. For example, we will use DVDs, use of puppets to enable young people to share ideas and opinions and practise their decision-making skills in a safe learning environment.

## **6.4 Inclusion**

We understand the importance of ensuring that all young people in our school receive their entitlement to SRE. We will carefully consider gender, culture, learning needs, sexual orientation and background when planning and delivering SRE, whilst having regard to statutory duties.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our young people and, in acknowledging different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the SRE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another
- We will not seek to gain consensus, but will accept and celebrate difference
- We will encourage respect and discourage exploitation
- We will not ask young people to represent a particular religious or cultural group to their peers, unless they choose to do so

In relation to those with special educational needs, we are committed to ensuring that all young people receive their entitlement to SRE. We will review our SRE provision to ensure that all those with additional needs are provided for. When working with young people with additional needs we will consider:

- Their level of vulnerability
- Their need to learn and demonstrate appropriate behaviour
- The need to promote self-esteem and body image
- The need to involve all staff including ancillary staff and carers in policy development, planning and training
- The management of personal care
- Clarity about sources of support for pupils

## **7. Assessment, Reporting and Recording**

7.1 Notes will be taken of individual responses to SRE units of study and included in assessment of progress in personal and social development.

## **8. Child Protection**

8.1 All staff are aware of child protection procedures.

## **9. Staff Support and Development**

9.1 It is appreciated that some staff may feel less comfortable with this area of the curriculum. All staff will be supported with appropriate training and support or visiting professionals may be asked to assist with delivery of the curriculum.

## **10. Governing Body**

10.1 SRE is within the remit of the Curriculum sub-committee

## **11. Monitoring and Evaluation**

11.1 The coordinator will monitor coverage and the effectiveness of this policy within the framework of the school monitoring timetable.

11.2 The designated PSHCE governor will monitor the subject.

## **12. Parents' Rights to withdraw their child**

12.1 Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum.

Schools should make alternative arrangements in such cases.

## Appendix 1

### Information informing the drawing up of this policy

- In May 2013, Ofsted published a report on PSHE in primary and secondary schools in England, *Not yet good enough*. The report raised concerns about the teaching of SRE:

“Sex and relationships education required improvement in over a third of schools. In primary schools this was because too much emphasis was placed on friendships and relationships, leaving pupils ill-prepared for physical and emotional changes during puberty, which many begin to experience before they reach secondary school. In secondary schools it was because too much emphasis was placed on ‘the mechanics’ of reproduction and too little on relationships, sexuality, the influence of pornography on students’ understanding of healthy sexual relationships, dealing with emotions and staying safe.”

### Primary schools

**1.12** The Department recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum. Section 3 gives further information on what should be taught at these stages and how this should be rooted in the PSHE framework.

**1.13** All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem.

**1.14** Meeting these objectives will require a graduated, age-appropriate programme of sex and relationship education. Teaching methods need to take account of the developmental differences of children and the potential for discussion on a one-to-one basis or in small groups. Schools should set a framework for establishing what is appropriate and inappropriate in a whole-class setting. Teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

**1.15** It is important that the transition year before moving to secondary schools supports pupils’ on-going emotional and physical development effectively. As well as consulting parents more generally about the school’s overall policy, primary schools should consult with parents before the transition year about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex and relationship education and how to link this with what is being taught in school.

**1.16** Schools should have clear parameters on what children will be taught in the transition year before moving to secondary school. This should include:

- changes in the body related to puberty, such as periods and voice breaking;
- when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these; and
- how a baby is conceived and born.

## APPENDIX 2

### Curriculum Content (Blue text identifies the document in which guidance is contained)

#### YR

- How can I be a good friend?
- What can I do when friendships go wrong?

#### Development Matters:

*Ensure that children have opportunities over time to get to know everyone in the group, not just their special friends.*

*Ensure children have opportunities to relate to their key person, individually and in small groups.*

*Provide activities that involve turn-taking and sharing in small groups.*

- What do I feel and how can I tell other people?
- What are the different emotions I might feel?

#### Development Matters:

*Plan small group circle times when children can explore feelings, e.g. help children to recall when they were happy, when they were excited, or when they felt lonely.*

*Provide activities that require give and take or sharing for things to be fair.*

*Use Persona Dolls to support children in considering fair ways to share and get on with each other.*

*Involve children in agreeing codes of behaviour and taking responsibility for implementing them.*

*Provide books with stories about characters that follow or break rules, and the effects of their behaviour on others.*

*Carefully prepare children with SEN, such as those with autistic spectrum disorder, for any changes to their routine.*

- When can I help myself and when should I ask for help?
- What can my body do and what is it good at?
- What does my body look like?

#### Development Matters:

*Plan opportunities, particularly after exercise, for children to talk about how their bodies feel.*

*Find ways to involve children so that they are all able to be active in ways that interest them and match their health and ability.*

- What do I need to do to keep clean and healthy?

#### Development Matters:

*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.*

- When should I say 'No' and how should I say it?
- What can families be like?
- Why are families important?

*Ofsted Subsidiary Guidance on homophobic bullying – Jan 2014*

*Do pupils ever hear anyone use the word 'gay' when describing something, or whether they have been told by teachers that using the word 'gay', to mean something is rubbish, is wrong, scary or unpleasant and why it is wrong*

*Do pupils ever get picked on by other children for not behaving like a 'typical girl' or a 'typical boy'*

*Do pupils have had any lessons about different types of families (single parent, living with grandparents, having step-parents, having two mums or two dads)*

## Year 1 & Year 2

- Who is special to me and why?
- What are my friends like and how are we different and how are we similar?
- What can I do when friendships go wrong?
- What are the different emotions I might feel?
- Who can I share my emotions with?
- What can I do to look after my body?

### National Curriculum Science: (Year 2)

*Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans.*

*find out about and describe the basic needs of animals, including humans, for survival (water, food and air)*

*describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.*

- How is my body special?
- How do babies change and grow?

### National Curriculum Science: (Year 2)

*Pupils should be taught to:*

*notice that animals, including humans, have offspring which grow into adults*

*They should also be introduced to the processes of reproduction and growth in animals. 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.*

*The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.*

- What are the names of the main parts of the body including the three sexual organs of men and women: penis, vagina and breasts?

### National Curriculum Science: (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.*

*(Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.)*

- What are my responsibilities now I'm older?
- What can families be like?

- Why are families important?

[Ofsted Subsidiary Guidance on homophobic bullying – Jan 2014](#)

*Do pupils ever hear anyone use the word 'gay' when describing something, or whether they have been told by teachers that using the word 'gay', to mean something is rubbish, is wrong, scary or unpleasant and why it is wrong*

*Do pupils ever get picked on by other children for not behaving like a 'typical girl' or a 'typical boy'*

*Do pupils have had any lessons about different types of families (single parent, living with grandparents, having step-parents, having two mums or two dads)*

## Y3 & Y4

- What can I do when friendships go wrong?
- How do people live their lives differently to me?
- Why is it important to stay clean?
- How do parents care for babies?
- What can I do for myself to keep clean and healthy?

[National Curriculum Science: \(Year 3\)](#)

*Pupils should be taught to:*

*identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat*

*Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.*

*They might research different food groups and how they keep us healthy and design meals based on what they find out.*

- How are males and females different and what are the different parts called including: the correct scientific names for all parts of the body including names for the sexual parts?
- What does it mean to be grown up?
- What am I responsible for now and how will this change?
- How do my actions and emotions affect the way others feel?
- Who can I talk to about the way I feel?
- What can families be like?
- Why are families important?

[Ofsted Subsidiary Guidance on homophobic bullying – Jan 2014](#)

*Do pupils ever hear anyone use the word 'gay' when describing something, or whether they have been told by teachers that using the word 'gay', to mean something is rubbish, is wrong, scary or unpleasant and why it is wrong*

*Do pupils ever get picked on by other children for not behaving like a 'typical girl' or a 'typical boy'*

*Do pupils have had any lessons about different types of families (single parent, living with grandparents, having step-parents, having two mums or two dads)*

- What qualities do I value in people; both those I know and those who are my role models?
- What practical methods can I use to maintain and improve my relationships?
- What sort of relationships do I have and how have they changed?
- What does it mean to respect others, especially other lifestyles and beliefs?
- What happens to the bodies of boys and girls when they reach puberty?
- Does everyone change at the same rate?
- How are babies made?

National Curriculum Science: (Year 6)

*Pupils should be taught to:*

*describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird*

*describe the life process of reproduction in some plants and animals.*

*Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.*

*They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.*

*Pupils should draw a timeline to indicate stages in the growth and development of humans.*

*They should learn about the changes experienced in puberty.*

*Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.*

- How can I keep my growing and changing body clean?

*Pupils should be taught to:*

*describe the changes as humans develop to old age.*

- How can I stop germs spreading?
- How can I express my feelings positively as I grow up?
- What should adults think about before they have a baby?
- Why are love and trust important?
- What can families be like?
- Why are families important?

Ofsted Subsidiary Guidance on homophobic bullying – Jan 2014

*Do pupils ever hear anyone use the word 'gay' when describing something, or whether they have been told by teachers that using the word 'gay', to mean something is rubbish, is wrong, scary or unpleasant and why it is wrong*

*Do pupils ever get picked on by other children for not behaving like a 'typical girl' or a 'typical boy'*

*Do pupils have had any lessons about different types of families (single parent, living with grandparents, having step-parents, having two mums or two dads)*

*Do pupils think if there is someone born a girl who would rather be a boy, or born a boy who would like to be a girl, they would feel safe at school and be included.*

# HOLLINS GRUNDY PRIMARY SCHOOL



Happiness, Health and Respect for Confident, Creative Learners

Reception

Dear Parent/Carer,

## **Re: Reception Sex and Relationships Education**

Throughout the year we will be covering some work in Reception about 'Growing and Changing'. This work forms part of an ongoing programme of Sex and Relationships Education, which we deliver throughout the school. The 'Growing and Changing' topic covers some elements of Science and some Personal Social and Health Education (PSHCE).

Your children will be engaging with the following questions as part of this work:

- How can I be a good friend?
- What do I feel and how can I tell other people?
- When can I help myself and when should I ask for help?
- What can my body do and what is it good at?
- What does my body look like?
- What do I need to do to keep clean and healthy?
- When should I say 'No' and how should I say it?
- What can families be like?
- Why are families important?

We encourage you to discuss any of these areas with your children before during or after our topic, as children and young people say that they greatly value being able to talk their parents about these issues.

If you would like to discuss any issues relating to our work on 'Growing and Changing', or to find out more about the lessons, please contact a member of staff.

Yours faithfully

# HOLLINS GRUNDY PRIMARY SCHOOL



Happiness, Health and Respect for Confident, Creative Learners

Year 1 and 2

Dear Parent/Carer,

## **Re: Year 1 & 2 Sex and Relationships Education**

Throughout the year we will be covering some work in Year 1 and 2 about 'Growing and Changing'. This work forms part of an ongoing programme of Sex and Relationships Education, which we deliver throughout the school. The 'Growing and Changing' topic covers some elements of Science and some Personal Social and Health Education (PSHCE).

Your children will be engaging with the following questions as part of this work:

- Who is special to me and why?
- What are my friends like and how are we different?
- What are the different emotions I might feel?
- Who can I share my emotions with?
- What can I do to look after my body?
- How is my body special?
- How do babies change and grow?
- What are the names of the main parts of the body including the three sexual organs of men and women: penis, vagina and breasts?
- What are my responsibilities now I'm older?
- What can families be like?
- Why are families important?

We encourage you to discuss any of these areas with your children before during or after our topic, as children and young people say that they greatly value being able to talk their parents about these issues.

If you would like to discuss any issues relating to our work on 'Growing and Changing', or to find out more about the lessons, please contact a member of staff.

Yours faithfully,

# HOLLINS GRUNDY PRIMARY SCHOOL



Happiness, Health and Respect for Confident, Creative Learners

Year 3 & Year 4

Dear Parent/Carer,

**Re: Year 3 & 4 Sex and Relationships Education**

Throughout the year we will be covering some work in Year 3 and Year 4 about 'Growing and Changing'. This work forms part of an ongoing programme of Sex and Relationships Education, which we deliver throughout the school. The 'Growing and Changing' topic covers some elements of Science and some Personal Social and Health Education (PSHCE).

Your children will be engaging with the following questions as part of this work:

- What can I do when friendships go wrong?
- How do people live their lives differently to me?
- Why is it important to stay clean?
- How do parents care for babies?
- What can I do for myself to keep clean and healthy?
- How are males and females different, and what are the different parts called including: the correct scientific names for all parts of the body including names for the sexual parts?
- What does it mean to be grown up?
- What am I responsible for now and how will this change?
- How do my actions and emotions affect the way others feel?
- Who can I talk to about the way I feel?

We encourage you to discuss any of these areas with your children before during or after our topic, as children and young people say that they greatly value being able to talk their parents about these issues.

You have the right to withdraw your child from the elements of SRE which are not included in the National Curriculum for Science. Please contact the Headteacher if you would like to discuss this. If you would like to discuss any issues relating to our work on 'Growing and Changing', or to find out more about the lessons, please contact your child's teacher.

Yours faithfully,

# HOLLINS GRUNDY PRIMARY SCHOOL



Happiness, Health and Respect for Confident, Creative Learners

Year 5

Dear Parent/Carer,

## **Re: Year 5 Sex and Relationships Education**

Throughout the year, we will be covering some work in Year 5 about 'Growing and Changing'. This work forms part of an ongoing programme of Sex and Relationships Education, which we deliver throughout the school. The 'Growing and Changing' topic covers some elements of Science and some Personal Social and Health Education (PSHCE).

Your children will be engaging with the following questions as part of this work:

- What qualities do I value in people both those I know and those who are my role models?
- What practical methods can I use to maintain and improve my relationships?
- What sort of relationships do I have and how have they changed?
- What does it mean to respect others, especially other lifestyles and beliefs?
- What happens to the bodies of boys and girls when they reach puberty?
- Does everyone change at the same rate?
- How can I keep my growing and changing body clean?
- How can I stop germs spreading?
- How can I express my feelings positively as I grow up?
- Why are love and trust important?

**We will notify you nearer the time when we are going to teach lessons, with the support of the school nurses, regarding puberty. This usually takes place in summer 2.**

We encourage you to discuss any of these areas with your children before during or after our topic, as children and young people say that they greatly value being able to talk their parents about these issues.

You have the right to withdraw your child from the elements of SRE which are not included in the National Curriculum for Science. Please contact the Head Teacher if you would like to discuss this. If you would like to discuss any issues relating to our work on 'Growing and Changing', or to find out more about the lessons, please contact your child's teacher.

Yours faithfully,

# HOLLINS GRUNDY PRIMARY SCHOOL



Happiness, Health and Respect for Confident, Creative Learners

Year 6:

Dear Parent/Carer,

## **Re: Year 6 Sex and Relationships Education**

Throughout the year we will be covering some work in Year 6 about 'Growing and Changing'. This work forms part of an ongoing programme of Sex and Relationships Education, which we deliver throughout the school. The 'Growing and Changing' topic covers some elements of Science and some Personal Social and Health Education (PSHCE).

Your children will be engaging with the following questions as part of this work:

- What qualities do I value in people both those I know and those who are my role models?
- What practical methods can I use to maintain and improve my relationships?
- What sort of relationships do I have and how have they changed?
- What does it mean to respect others, especially other lifestyles and beliefs?
- What happens to the bodies of boys and girls when they reach puberty?
- Does everyone change at the same rate?
- How are babies made?
- How can I keep my growing and changing body clean?
- How can I stop germs spreading?
- How can I express my feelings positively as I grow up?
- What should adults think about before they have a baby?
- Why are love and trust important?

We encourage you to discuss any of these areas with your children before during or after our topic, as children and young people say that they greatly value being able to talk their parents about these issues.

**We will notify you nearer the time when we are going to teach lessons, with the support of the school nurses, regarding puberty. This usually takes place in summer 2.**

You have the right to withdraw your child from the elements of SRE which are not included in the National Curriculum for Science. Please contact the Head Teacher if you would like to discuss this. If you would like to discuss any issues relating to our work on 'Growing and Changing', or to find out more about the lessons, please contact your child's teacher.

Yours faithfully,

## APPENDIX 4

### Curriculum Timetable

#### Reception

Content	Term
How can I be a good friend?	Autumn
What can I do when friendships go wrong?	Autumn
What do I feel and how can I tell other people?	Autumn
What are the different emotions I might feel?	Autumn
When should I say 'No' and how should I say it?	Spring
What can families be like?	Spring
Why are families important?	Spring
When can I help myself and when should I ask for help?	Summer
What can my body do and what is it good at?	Summer
What does my body look like?	Summer
What do I need to do to keep clean and healthy?	Summer

#### Year 1 & Year 2

Content	Term
Who is special to me and why?	Autumn
What are my friends like and how are we different and how are we similar?	Autumn
What can I do when friendships go wrong?	Autumn
What are the different emotions I might feel?	Autumn
Who can I share my emotions with?	Autumn
What are my responsibilities now I'm older?	Spring
What can families be like?	Spring
Why are families important?	Spring
What can I do to look after my body?	Summer
How is my body special?	Summer
How do babies change and grow?	Summer
What are the names of the main parts of the body including the three sexual organs of men and women: penis, vagina and breasts?	Summer

### Year 3 & Year 4

Content	Term
What can I do when friendships go wrong?	Autumn
How do people live their lives differently to me?	Autumn
How do my actions and emotions affect the way others feel?	Autumn
Who can I talk to about the way I feel?	Autumn
What does it mean to be grown up?	Spring
What am I responsible for now and how will this change?	Spring
What can families be like?	Spring
Why are families important?	Spring
Why is it important to stay clean?	Summer
How do parents care for babies?	Summer
What can I do for myself to keep clean and healthy?	Summer
How are males and females different and what are the different parts called including: the correct scientific names for all parts of the body including names for the sexual parts?	Summer

### Year 5

Content	Term
What qualities do I value in people; both those I know and those who are my role models?	Autumn
What practical methods can I use to maintain and improve my relationships?	Autumn
What sort of relationships do I have and how have they changed?	Autumn
What does it mean to respect others, especially other lifestyles and beliefs?	Autumn
How can I express my feelings positively as I grow up?	Autumn
Why are love and trust important?	Spring
What can families be like?	Spring
Why are families important?	Spring
What happens to the bodies of boys and girls when they reach puberty?	Summer
Does everyone change at the same rate?	Summer
How can I keep my growing and changing body clean?	Summer
How can I stop germs spreading?	Summer

## Year 6

Content	Term
What qualities do I value in people; both those I know and those who are my role models?	Autumn
What practical methods can I use to maintain and improve my relationships?	Autumn
What sort of relationships do I have and how have they changed?	Autumn
What does it mean to respect others, especially other lifestyles and beliefs?	Autumn
How can I express my feelings positively as I grow up?	Autumn
Why are love and trust important?	Autumn
What can families be like?	Autumn
Why are families important?	Autumn
What happens to the bodies of boys and girls when they reach puberty?	Summer
Does everyone change at the same rate?	Summer
How can I keep my growing and changing body clean?	Summer
How can I stop germs spreading?	Summer
How are babies made?	Summer
What should adults think about before they have a baby?	Summer
Why are love and trust important?	Summer