



PSHE (Personal, Social, Health Education) Policy

(including Relationships and Health Education statutory from September 2020, and our position on Sex Education, with 2025/6 update)

Stower Provost Community School

May 2026

Mrs Clasby
Review date
May 2028

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.

PSHE

At Stower Provost Community School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Scarf Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children. It is deemed very important as a tool in Safeguarding, improve children's wellbeing and a positive ethos in the school. **Any changes in Policy will be discussed with stakeholders, including parents and children.**



Statutory Relationships and Health Education

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Since September 2020 it has been statutory for schools to deliver Relationships Education in primary schools, and they are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – [in line with the National Curriculum for science - how a baby is conceived and born](#). Health Education is also statutory and covers the key facts about puberty, [menstrual wellbeing and from September 2026, the correct names of body parts](#).

The Education and Inspections Act 2006 places schools under a duty to promote the well-being of their pupils.



The Education Act 1996, as amended by the Learning and Skills Act 2000, requires head teachers and governing bodies to have regard to the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, make a statement of policy on their provision and set out the circumstances in which a pupil is to be excused.

https://assets.publishing.service.gov.uk/media/5a806ebd40f0b62305b8b1fa/PRIMARY_national_curriculum_-_Science.pdf (science programmes of study)

Here, at Stower Provost Community School, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Scarf as our chosen teaching and learning programme and tailor it to children's needs. The mapping document: Scarf 3-11 and statutory Relationships and Health Education, shows exactly how Scarf and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education> (2026)
- https://assets.publishing.service.gov.uk/media/5a806ebd40f0b62305b8b1fa/PRIMARY_national_curriculum_-_Science.pdf (programme of study)



The Scarf Programme is aligned to the PSHE Association Programmes of Study for PSHE.

What do we teach when and who teaches it?

Whole-school approach

Scarf 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 units and these are taught across the school; the learning deepens and broadens every year. Generally, the lessons are in mixed age groupings, except in specific circumstances. As far as possible, we encourage visits from all members of the community to support this. Leaders are always available to offer support answering more difficult questions. Pastoral support and books or leaflets may be made available to students who may experience difficulties, and all children will be treated with respect.

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities & difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets & touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls & boys – similarities & difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing & celebrating difference Developing respect & accepting others Bullying & getting help	How our feelings can keep us safe – inc. online safety Safe & unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene & health Cooperation	Getting help Becoming independent My body parts Taking care of self & others
Y2	Bullying & teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind & helping others Celebrating difference People who help us Listening Skills	Safe & unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving & spending	Growth Mindset Looking after my body Hygiene & health Exercise & sleep	Life cycles Dealing with loss Being supportive Growing & changing Privacy
Y3	Cooperation Online rules & restrictions Online behaviours Friendship (respectful relationships) Coping with loss	Recognising & respecting diversity Being respectful & tolerant My community Bullying, inc. online	Managing risk Decision-making skills Drugs & their risks Staying safe online Digital literacy	Helping & being helped Looking after the environment Managing money Developing critical thinking	Keeping myself healthy & well Celebrating & developing my skills Developing empathy	Changing bodies & puberty Keeping safe Safe & unsafe secrets Relationships, inc. online
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising & celebrating difference (inc. religions & cultural difference) Understanding & challenging stereotypes	Managing risk inc. online Understanding the norms of drug use (cigarette & alcohol use) Influences Online safety & behaviours	Making a difference (different ways of helping others or the environment) Media influence & digital literacy Decisions about spending money	Having choices & making decisions about my health Taking care of my environment My skills & interests	Body changes during puberty Managing difficult feelings Relationships inc. marriage
Y5	Feelings Friendship skills, inc. compromise Assertive skills Cooperation Recognising emotional needs	Recognising & celebrating difference, inc. religions & cultural Critical digital awareness Online Bullying & self esteem	Online safety Bullying inc. online Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	My health rights, respect & duties Making a difference Decisions about lending, borrowing & spending Media manipulation Artificial Intelligence	Growing independence & taking ownership Keeping myself healthy Media awareness & safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising & celebrating difference Recognising & reflecting on prejudice-based bullying Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Digital footprint Drugs: norms & risks (inc. the law)	Understanding media bias Digital critical thinking Caring, communities & the environment Earning & saving money Understanding democracy	Aspirations Managing risk Looking after wellbeing Digital literacy & critical thinking skills	Coping with changes Keeping safe inc. online All deep fakes Body Image Sex education Self-esteem

At Stower Provost Community School, we allocate time to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit, 45 minute lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.



Class teachers deliver the weekly lessons to their own classes. Pupils' progress is monitored by their sticky knowledge and pupil voice and informal assessments such as quizzes and rewarded through teacher feedback and reward points. Assessments should identify any gaps in skills or knowledge which can then be filled. Learners are asked about the impact of their learning through pupil voice, and teachers are always looking for higher order questions and transfer of skills into another subject which shows a deep and transferable level of learning.

Delivery

The content is delivered to be accessible and relevant to all pupils, and can also be accessed by those who are gender questioning or transgender. Care will be taken to avoid stigmatising or perpetuating stereotypes, particularly with the increasing profile of online influencers, and making children aware of potential harm to all from some online content.

As a school, we encourage discussion or awareness and respect around different ethnic, religious and cultural attitudes to puberty, relationships and sex and family set ups and home backgrounds and protected characteristics. As data suggests that perhaps 10 percent of pupils may eventually identify as gay, lesbian or bi-sexual - bullying, whether homophobic, ableist, racist or otherwise, will be dealt with in the appropriate manner. We endeavour to ensure the teaching is adapted to all levels of learning, emotional, behavioural or physical disabilities including visual, hearing or speech impediments.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Scarf Programme covers these is explained in the mapping document above and the Statutory Relationships and Health Education. It is important to explain that whilst the Growing and Changing unit in Scarf covers most of the statutory Relationships Education.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Scarf Programme covers these is explained in the mapping document: Scarf 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Being My Best in Scarf covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Scarf e.g. emotional and mental health is nurtured every lesson through the reflecting time, social skills are grown every lesson.



Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Scarf this is taught as part of the Growing and Changing unit.

Again, the mapping document transparently shows how the Scarf whole-school approach spirals the learning and meets all statutory requirements and more.

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.

Parents do not have the right to withdraw their children from Relationships and Health Education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

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 Stower Provost Community School, we believe children should understand the facts about human reproduction before they leave primary school therefore:

We define Sex Education as understanding human reproduction.

We intend to teach this as part of the PSHE Curriculum using Scarf, with the Sex Education being taught as part of the Growing and Changing Unit.

The PSHE Scarf curriculum is available in school, and parents are welcome to request a copy.



6 Growing and Changing
Cycles Life stages Girls & boys – similarities & difference
Getting help Becoming independent My body parts Taking care of self & others
Life cycles Dealing with loss Being supportive Growing & changing Privacy
Changing bodies & puberty Keeping safe Safe & unsafe secrets Relationships, inc. online
Body changes during puberty Managing difficult feelings Relationships inc. marriage
Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Coping with changes Keeping safe inc. online AI/ deep fakes Body Image Sex education Self-esteem

Monitoring and Review

The Teaching and Learning Committee of the governing body monitors this policy on an bi-annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from other stakeholders too, about the PSHE and RSHE programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Equality

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.



At Stower Provost Community School, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see:

‘Including and valuing all children. What does Scarf teach about LGBTQ relationships?’

Policy Review

This policy is reviewed bi-annually.

	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:		

Scarf PSHE supplementary documents available to explain this policy:

Scarf 3-11 and statutory Relationships and Health Education (mapping document) and progression map.

Copy of letter to parents. (2026)

Vocabulary (2026)



Relationships Education in Primary schools (Appendix) – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Scarf mapping documents and Puzzle Maps to show which lessons throughout Scarf contribute to which statutory outcomes. All statutory outcomes are covered in the Scarf 3-11 Programme.

The guidance states that, by the end of primary school:

	Pupils should know...
Families and people who care for me	<ul style="list-style-type: none"> • R1 that families are important for children growing up because they can give love, security and stability. • R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • R3 that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed



Caring friendships	<ul style="list-style-type: none"> • R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of courtesy and manners • R15 the importance of self-respect and how this links to their own happiness • R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • R20 that people sometimes behave differently online, including by pretending to be someone they are not.



	<ul style="list-style-type: none"> • R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online.
Being safe	<ul style="list-style-type: none"> • R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g. family, school and/or other sources.



Physical health and mental well-being education in Primary schools – DfE Guidance. Appendix i

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know
Mental wellbeing	<ul style="list-style-type: none"> • H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • H2 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. • H3 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. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • H9 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 well-being or ability to control their emotions (including issues arising online). • H10 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	<ul style="list-style-type: none"> • H11 that for most people the internet is an integral part of life and has many benefits. • H12 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.



	<ul style="list-style-type: none"> • H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • H14 why social media, some computer games and online gaming, for example, are age restricted. • H15 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. • H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> • H18 the characteristics and mental and physical benefits of an active lifestyle. • H19 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. • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. • H24 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	<ul style="list-style-type: none"> • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	<ul style="list-style-type: none"> • H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • H31 the facts and science relating to immunisation and vaccination
Basic first aid	<ul style="list-style-type: none"> • H32 how to make a clear and efficient call to emergency services if necessary.



	<ul style="list-style-type: none">• H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none">• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.• H35 about menstrual wellbeing including the key facts about the menstrual cycle.



Appendix ii

VOCABULARY

Y1: Growing and Changing

Lesson Plan

Key Vocabulary

Healthy me

water, food, sleep, exercise, energy, healthy, oxygen, air, screen usage

Then and now

needs, help, change, growing, size, height

Taking care of a baby.

testicles, penis, needs, vulva, love, help, caring, nipples, attention, scrotum

Who can help? (2)

safe, unsafe, unkind, unkindness, tease, teasing, bullying, witness, experience, getting help, aggressive, online bullying

Surprises and secrets

, surprise, secret

Keeping privates private

testicles, vagina, penis, doctor, breastfeeding, private, vulva, help, change, , my body is mine (body autonomy), privates, nipples, hygiene, sore, private activity, scrotum, breasts, anus

Growing and Changing - Pre and Post Unit Assessment: Y1/P2



Y2: Growing and Changing

Lesson Plan

Key Vocabulary

[A helping hand](#)

help, support, supportive

[Sam moves away](#)

feelings, change, emotions, nervous, loss, frightened

[Haven't you grown!](#)

food, sleep, care, change, growing, rest, learning, forward looking, making choices, asking permission

[My body, your body](#)

ovaries, sperm, testicles, vagina, penis, womb, pregnancy, breastfeeding, vulva, special, private parts, my body is mine (body autonomy), eggs, nipples, bottom, unique, scrotum, breasts, anus

[Respecting privacy](#)

penis, private, vulva, privacy, consent, genitals, permission

[Some secrets should never be kept](#)

penis, private, vulva, tell, unsafe, private parts, consent, secret, uncomfortable, someone you trust, genitals, permission

[Growing and Changing - Pre and Post Unit Assessment: Y2/P3](#)



Y3: Growing and Changing

Lesson Plan

Key Vocabulary

Relationship tree

trust, caring, healthy, positive, relationships, online relationships, misinterpretation

Body space

testicles, vagina, penis, respect, vulva, nipples, uncomfortable, touch, scrotum, personal space, body space, invade, stop, anus

None of your business!

internet safety, private, personal information, public, profile, digital tattoo

Secret or surprise?

excited, feelings, worried, scared, surprise, secret, uncomfortable, angry, upset, jealous, talk

My changing body.

egg, ovaries, sperm, testicles, puberty, vagina, penis, womb, erection, birth, cervix, wet dreams, menstrual cycle, fallopian tube, period, vulva, nipples, genitals, scrotum, lining, period/menstruation pad, tampon, menstruation cup, breasts, mammals, hips, fertilise, spots, sweat, pubic hair, If using the film clips, the following words are also used: fertilised egg, ovary, uterus (womb), periods, menstruation, pregnant, anus, involuntary erections

Basic first aid

risk, safe, first aid, accident, danger, hazard, kettle, burn, scald, emergency

Growing and Changing - Pre and Post Unit Assessment: Y3/P4



Y4: Growing and Changing

Lesson Plan

Key Vocabulary

Moving house

practice, learning line

My feelings are all over the place!

puberty, hormones, feelings, compromise, conflict, independence

All change!

ovaries, sperm, testicles, puberty, vagina, penis, womb, wet dreams, semen, vulva, privacy, eggs, nipples, scrotum, breasts, spots, sweat, pubic hair, If using the film clips, the following words are also used:, clitoris, labia, legal age of consent, marriage, Puberty for boys:, facial hair, underarm hair, body odour, ejaculation, spontaneous erections, pleasure, masturbation, growth spurt, deeper voice, acne, breast growth, reproduction, testosterone, mood swings, sexual feelings/horny, romantic/sexual interest, Puberty for girls:, hair removal, wider hips, All about getting your period:, endometrium (uterus lining), foetus, stomach ache, headache, cramps, anus

Preparing for changes at puberty

ovaries, sperm, testicles, puberty, vagina, penis, cervix, wet dreams, semen, ejaculate, menstrual cycle, ovulation, fallopian tube, vulva, eggs, genitals, scrotum, period/menstruation pad, tampon, menstruation cup, breasts, hips, spots, sweat, pubic hair, If using the film clips, the following words are also used:, fertilised egg, periods, menstruation, pregnant, spontaneous erections, What is a wet dream?, nocturnal emission, whitish fluid, wet, lubricated, slippery, sexual nature, felt good, pee, sheets, laundry, guilty, embarrassed, normal, natural, voice deepens, lining of the uterus, pads, menstrual cup, Menstruation Film Clip, anus, vaginal discharge, involuntary erections

Secret or surprise?

surprise, secret, uncomfortable feelings

Together

safe, unsafe, relationships, marriage, live together, civil partnership, forced marriage, wedding, ceremony



Y5: Growing and Changing

Lesson Plan

Key Vocabulary

[How are they feeling?](#)

wellbeing, resilience

[Taking notice of our feelings](#)

trust, resilience, unwanted attention, unwanted touch

[Dear Ash](#)

in confidence, break a confidence, confidential

[Growing up and changing bodies](#)

testicles, puberty, vagina, penis, semen, period, vulva, nipples, scrotum, period/menstruation pad, tampon, menstruation, clitoris, labia, vaginal discharge, genitalia, managing feelings, oral health

[Changing bodies and feelings](#)

testicles, vagina, penis, hips widen, wet dreams, hormones, doctor, vulva, sleep, exercise, emotions, nipples, scrotum, menstruation cup, spots, sweat, pubic hair, If using the film clips, the following words are also used:, periods, menstruation, clitoris, body odour, acne, hair removal, height gain, FGM/cuts to the vulva, lips (labia), vaginal opening, urinary opening, period protection, washing, body confidence, body autonomy, vaginal discharge, involuntary erections, hydration, breast development, genitalia, deodorant, shower gel, tissues, washing powder, spot cream, facial wash, period products, circumcised, Taking care of your body, chemicals, oil glands, good hygiene, showers, soap, shampoo, clean underwear, pimples, zits, acne cream, hair growth, under arm, chest hair, healthy food, medication

[Help! I'm a teenager - get me out of here!](#)

puberty, hormones, respect, compromise, conflict, negotiate, mood swings, emotional changes, neglect

[Dear Hetty.\(OPTIONAL\)](#)

separation, fostered

[Growing and Changing - Pre and Post Unit Assessment: Y5/P6](#)



Y6: Growing and Changing

Lesson Plan

[I look great!](#)

[Media manipulation](#)

[Pressure online](#)

[Helpful or unhelpful? Managing change](#)

[Is this normal?](#)

[Making babies](#)

Key Vocabulary

body image, manipulation, self esteem, deepfake, digital media, self-worth

assertive, stereotype, gender stereotype, media manipulation, gender reassignment (protected characteristic)

online safety, peer pressure, right to privacy, sharing online

change, support, conversation, discuss

testicles, puberty, vagina, penis, hormones, vulva, friends, nipples, scrotum, identity, spots, If using the film clips, the following words are also used:, periods, rights, mood swings, FGM/cuts to the vulva, period products, emotional changes, physical changes, FGM, voice deepening, Puberty and finding out who you are:, manage emotions, feeling funny sexually, start to have questions about sex, sexual reaction, more independence, increased weight

egg, ovaries, sperm, testicles, puberty, vagina, penis, orgasm, embryo, womb, sexual intercourse, consensual, condom, surrogacy, adoption, IVF, age of consent, miscarriage, conception, consensual relationship, hug, cuddle, kiss, erection, vaginal wetness, excited, pleasurable feeling, implant, pregnancy, birth, caesarean, cut, labour, muscles, cervix, hips widen, wet dreams, loving relationship, If using film clip - Reproduction Planned Parenthood: , cells, semen, ejaculate, hormones, menstrual cycle, ripen, lining of womb, mature egg, ovulation, fallopian tube, fertilisation, uterine lining, period, How a baby is born: , vaginal childbirth, pelvis, efface, dilate, contractions, mucous plug, water break, doctor, midwife, cervical opening, birth canal, delivery, active labour, contracts, crowning fetal head, episiotomy, skull bones, umbilical cord, placenta, breastfeeding, All the different ways couples can create babies:, queer couple, LGBTQ+, stepchildren, foster parents, artificial insemination, co maternity, blended family, donate sperm, sperm bank, derogatory, homophobic,



babies:, queer couple, LGBTQ+, stepchildren, foster parents, artificial insemination, co maternity, blended family, donate sperm, sperm bank, derogatory, homophobic, vulva, nipples, scrotum

What is HIV? (OPTIONAL)

vagina, womb, condom, cervix, semen, vaccination, prejudice, infection, medication, HIV, immune system, virus, transmission, sharing needles, sexual contact, Human immunodeficiency virus, illness, sexual activity, vaginal fluids, lifelong condition, life threatening, sharing of needles, blood transfusions, Human papilloma virus, cancer, antibodies

Growing and Changing - Pre and Post Unit Assessment: Y6/P7

Online Sexual Content (OPTIONAL)

vagina, penis, orgasm, sexual intercourse, consensual, condom, conception, consensual relationship, hug, cuddle, kiss, erection, vaginal wetness, excited, pleasurable feeling, loving relationship, respectful, online sexual content
