

RSE EDUCATION Curriculum-Bowerham Primary and Nursery School

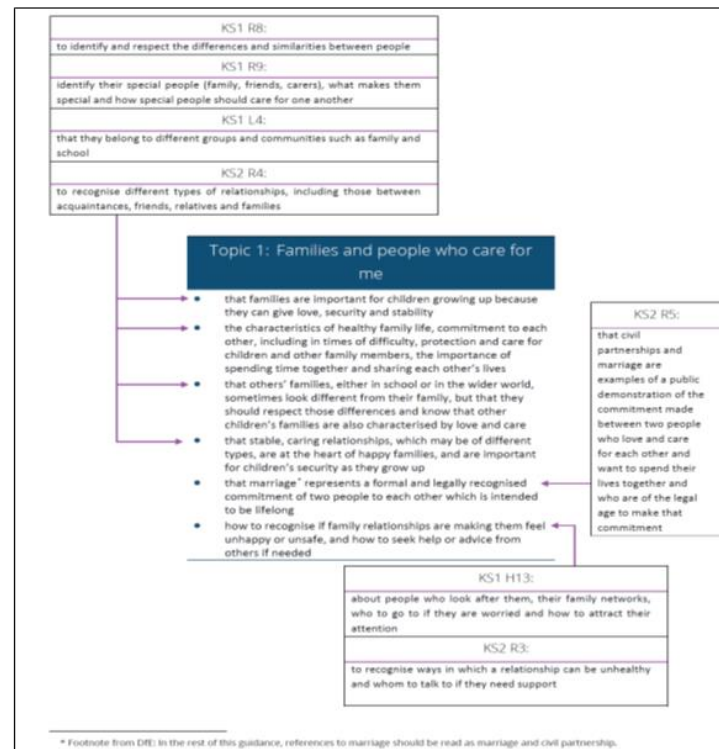


“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. 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.” Secretary of State 2019

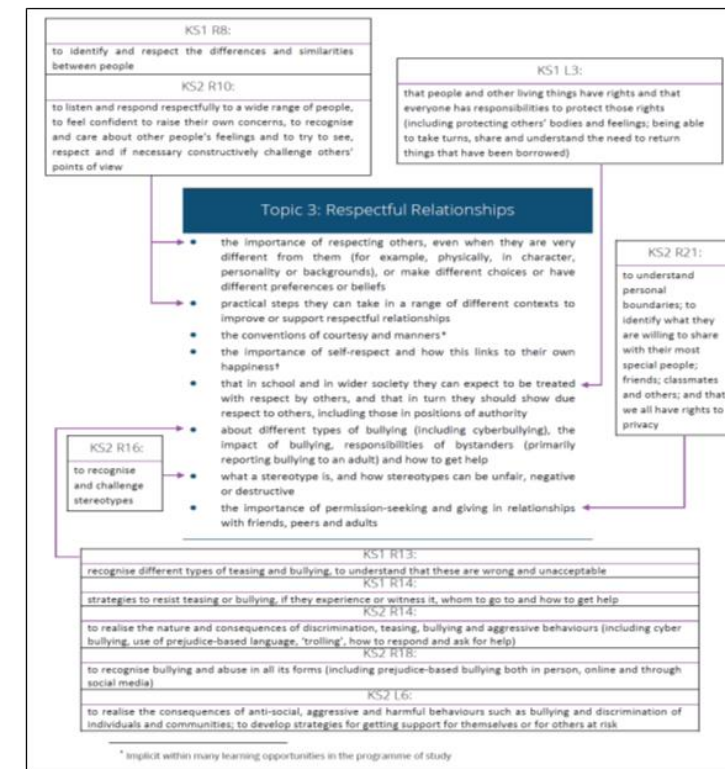
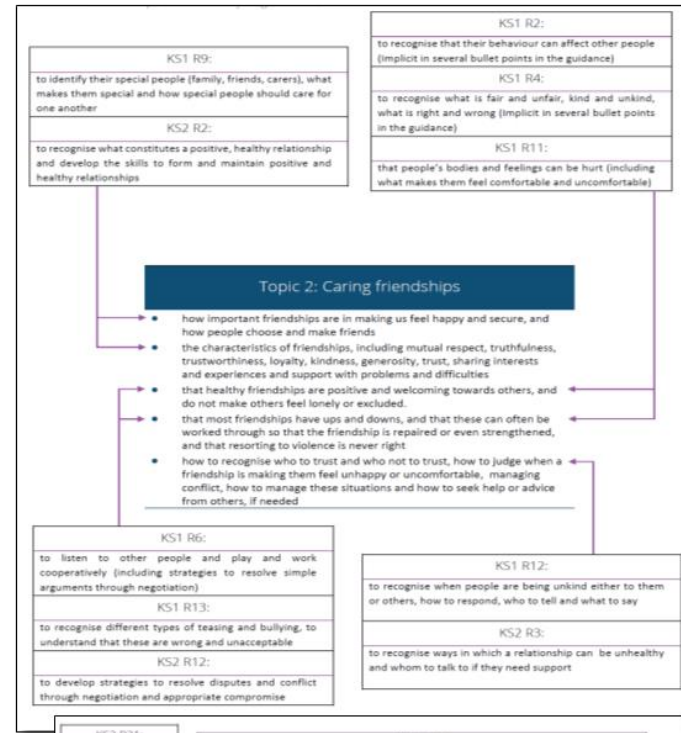
The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.4 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.

In this document we show how we have mapped out the statutory requirements of Relationship and Health Education and outline the (non-statutory) coverage of our sex education.

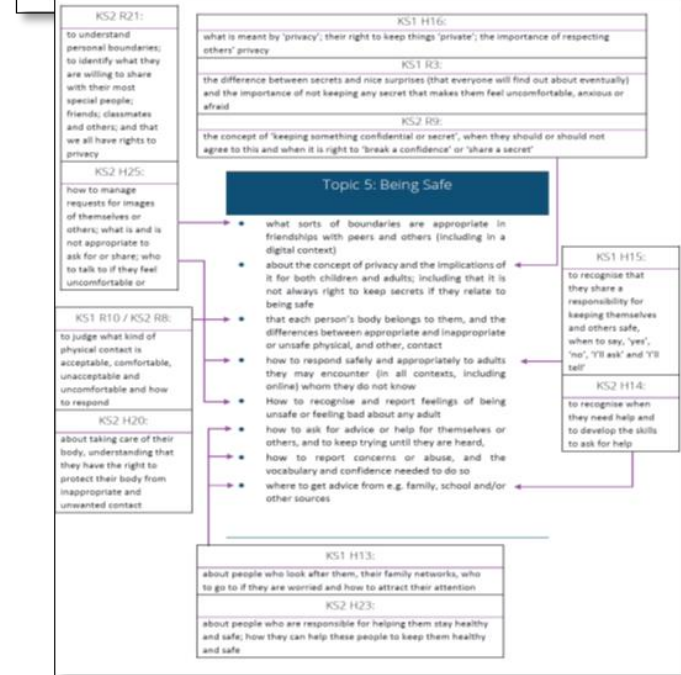
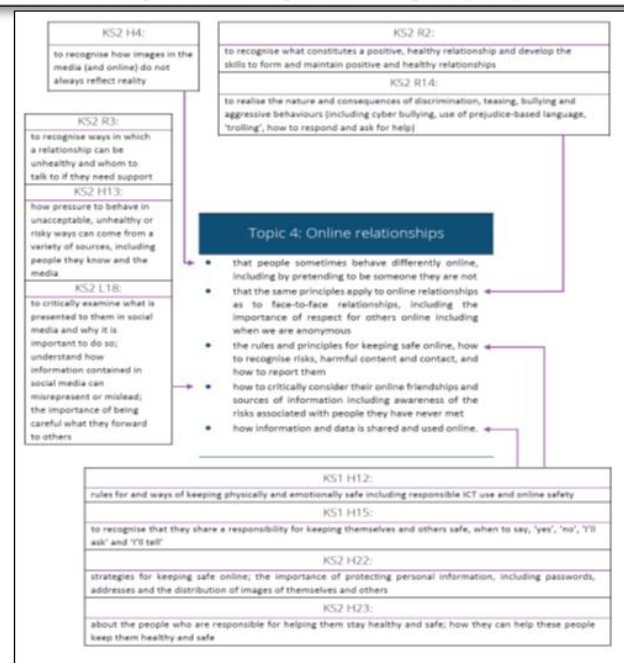
RELATIONSHIPS EDUCATION



* Footnote from DE: In the rest of this guidance, references to marriage should be read as marriage and civil partnership.



* implicit within many learning opportunities in the programme of study



HEALTH AND WELLBEING EDUCATION

KS1 H1: what constitutes, and how to maintain, a healthy lifestyle
KS2 H1: what positively and negatively affects their physical, mental and emotional health
KS2 H2: how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'

Topic 1: Mental wellbeing

- 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

CONTINUED ON NEXT PAGE

KS1 R1: to communicate their feelings to others, to recognise how others show feelings and how to respond
KS1 H4: about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings
KS2 H6: to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others

KS2 H7: to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these
--

KS1 H1: KS1 H1: what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest
KS2 H1: what positively and negatively affects their physical, mental and emotional health
KS2 L10: to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

... Topic 1: Mental wellbeing (continued)

- 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

KS1 R13: recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
KS2 R14: to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)
KS2 L6: to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities

KS1 H4: about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings
--

KS1 H13: about people who look after them, their family networks, who to go to if they are worried and how to attract their attention
KS2 H23: about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe
KS2 H14: to recognise when they need help and to develop the skills to ask for help...

KS1 H1: what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest
KS2 H1: what positively and negatively affects their physical, mental and emotional health
KS2 H24: the responsible use of mobile phones... and safe user habits (time limits, turning it off at night etc.)

Topic 2: Internet Safety and Harms

- 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, including that from search engines is ranked, selected and targeted
- where and how to report concerns and get support with issues online*

KS2 R2: to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
KS2 R7: that their actions affect themselves and others

KS2 H22: strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
KS2 L2: why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations

KS2 R18: how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)
KS2 H13: how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media
KS2 L18: to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead, the importance of being careful what they forward to others

KS1 H1: what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity
KS1 H2: to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences
KS2 H1: what positively and negatively affects their physical, mental and emotional health
KS2 H2: how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'

Topic 3: Physical health and fitness

- 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

Topic 4: Healthy Eating

- 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)

KS1 H13: about people who look after them, their family networks, who to go to if they are worried and how to attract their attention
KS1 H4: about the ways that pupils can help the people who look after them to more easily protect them*
KS2 H20: about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers
KS2 H23: about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

KS1 H1: what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
KS2 H3: to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet

KS2 H1: what positively and negatively affects their physical, mental and emotional health
KS2 H17: which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others

KS1 H11: that household products, including medicines, can be harmful if not used properly
KS2 H17: which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others

Topic 5: Drugs, alcohol and tobacco

- The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking

Topic 6: Health and Prevention

- 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 and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to allergies, immunisation and vaccination.**

KS1 H1: what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
KS2 H1: what positively and negatively affects their physical, mental and emotional health
KS2 H2: how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'

KS1 H6: the importance of, and how to, maintain personal hygiene
KS1 H7: how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading
KS2 H12: that bacteria and viruses can affect health and that following simple routines can reduce their spread

KS1 L10: about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialing 999 in an emergency
KS2 H15: school rules about health and safety, basic emergency aid procedures, where and how to get help

Topic 7: Basic first aid

- 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

Topic 8: Changing adolescent body

- 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

KS2 H18: how their body will, and their emotions may, change as they approach and move through puberty
KS2 H19: about human reproduction

SEX EDUCATION CURRICULUM

- In recent school Health Study Questionnaires (2018), over two thirds of our year 6 pupils were concerned about how their bodies would change through puberty- with three quarters of females being concerned.
- In all comparable EU states, the UK has the highest rate of teenage pregnancy (ages 15-19), *Sexual Health Needs Assessment – teenage pregnancy 2015*.
- Locally, rates of Chlamydia, HIV, Gonorrhoea and Syphilis are on the increase, with Chlamydia rates being worse than national benchmark. Teenage pregnancy in the area is declining but it still does not meet the expected national benchmark. *Public Health England (2018)*

At Bowerham we believe that comprehensive sex education is essential for safeguarding our children and for ensuring their healthy development through their teenage years. A comprehensive curriculum ensures that children are aware of the correct terminology and language for discussing the parts of their body, changes to their body as they develop and human reproduction. Discussing these aspects of relationship and sex education in school allows children to have a controlled dialogue in a safe environment. This progression through relationship and sex education allows our pupils to be fully equipped with the key information, attitudes and confidence to handle the transition to secondary school.

Parents have the right to request that their child be withdrawn from some or all of sex education. However, it is important that the child's wishes are understood and consulted in this decision and that concerns are discussed with the head teacher or class teacher.

It is important to be aware of the detrimental effects of withdrawal. There are the social and emotional effects of being excluded and feeling 'different' to everyone else who is taking part. There is also the likelihood of the child hearing their peers' version of what was said in the classes rather than what was actually said by the teacher. This is often out of context of the classroom lesson and may lead to misunderstanding for the child that has been withdrawn.

For further information about sex education and the right to withdraw from sex education please see our RSE policy. Please be aware, if you would like to withdraw your child from the sex education aspect of our RSE curriculum, a formal, written request will be needed (paperwork in policy). If this is not received, your child will take part in the sex education outlined below.

RSE EDUCATION Curriculum-Bowerham Primary and Nursery School



YEAR 1

Key Stage 1 Core Theme 1: Health and Wellbeing

Year One: H10

Topic: Growing and Changing

Aim of these sessions: *To know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls (H10).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Developing and maintaining a healthy self- concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Learning objective:

To learn:

- the correct names for the main parts of the body of boys and girls

Learning outcomes:

The learner will be able to:

- identify physical similarities between boys and girls
- compare physical differences between boys and girls
- recognise and use the correct names for main parts of the body including external genitalia

Key questions:

- What parts of our bodies can we see?
- What are the names of all the different parts of our bodies?
- How are people's bodies similar?
- How are people's bodies different?

Additional Guidance: Before teaching, refer to school's RSE policy. Use stories and information books, anatomically correct dolls, outline drawing and picture cards. Ensure that pupils know and use the correct names for body parts that you are referring to in the lesson. See PSHE Association Quality Assured resources for further guidance for teaching.

https://www.youtube.com/watch?v=MIm_H01Z6Ss



<https://www.youtube.com/watch?v=2LZmsy90ZA0>

<https://www.youtube.com/watch?v=6xxp5dQe5sU>

Key Stage 1 Core Theme 1: Health and Wellbeing

Year Two: H10

Topic: Growing and Changing

Aim of these sessions: *To learn the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls (H10).*

Suggested number of sessions: 1

Essential skills and attributes developed:

Developing and maintaining a healthy self- concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Learning objective:

To learn:

- the correct names for the main parts of the body of boys and girls

Learning outcomes:

The learner will be able to:

- identify the physical similarities and differences between boys and girls
- recognise the male and female sex parts
- recognise and use the correct names for main parts of the body including external genitalia

Key questions:

- What are the names of all the different parts of our bodies?
- In what ways are boys and girls the same?
- How are boys and girls different?

Additional Guidance: Before teaching, refer to school's RSE policy. Use stories and information books, anatomically correct dolls, outline drawing and picture cards. Ensure that pupils know and use the correct names for body parts that you are referring to in the lesson. See PSHE Association Quality Assured resources for further guidance for teaching.



Medway Year 1 and 2.pdf

Key Stage 2 Core Theme 1: Health and Wellbeing

Year Three: H18

Topic: Growing and Changing

Aim of these sessions: For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty (H18) – see Additional Guidance.

Suggested number of sessions: 1-2

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Strategies for identifying and accessing appropriate help and support

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)

Learning objectives:

To learn:

- about the changes that happen at puberty

Learning outcomes: (for year 3) - see Additional Guidance

The learner will be able to:

- recognise that everyone grows and changes through the human life cycle
- identify 'puberty' as the time when a child grows into an adolescent (ages 8-17)
- recognise there are physical changes that happen to adolescents' bodies at this time
- identify some of the physical changes that occur (e.g. body shape, voice getting deeper)
- recognise there are also emotional changes and that adolescents may act or behave differently to before or want more privacy
- recognise that everyone goes through puberty but that it can feel different for everyone

Key questions:

- What happens to people as they grow up?
- Does everyone's body change?
- What happens?
- How do people feel when their body grows and changes?

Additional Guidance: It is important that pupils are prepared for the physical and emotional changes of puberty by Year 5 at the latest. See PSHE Association and Science Association [joint guidance on teaching about puberty](#). This learning opportunity can be covered in year 4 or year 5. Schools will need to choose which outcomes are most appropriate for which year group. There is also guidance for schools that want to introduce some aspects of this learning at year 3. It is suggested that learning about puberty is re-capped in year 6. Be familiar with school's RSE policy and agreed approaches to be taken before teaching. Refer to supplementary guidance *SRE in the 21st century* (2013) and *DFEE SRE guidance* (2000) and PSHE Association members' briefings on [teaching about puberty](#). See PSHE Association Quality Assured resources for suggested teaching materials.

<http://www.becomingateen.co.uk/advice-blog/articles/puberty-explained> physical changes

<https://www.youtube.com/watch?v=n5OcdbBqVSA>



Medway Year 3.pdf

Key Stage 2 Core Theme 1: Health and Wellbeing Year Four: H18 Topic: Growing and Changing

Aim of these sessions: For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty (H18) – See Additional Guidance.

Suggested number of sessions: 3-4

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Strategies for identifying and accessing appropriate help and support

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)

Learning objective:

To learn:

- about the changes that happen at puberty

Learning outcomes: (for years 4 and/or 5) - see Additional Guidance

The learner will be able to:

- identify changes in the human life cycle
- identify puberty as a time in everyone's life when their bodies grow and change from children to young adults
- identify that the changes are ongoing and usually happen between the ages of 8-17 years
- recognise how puberty relates to the sex cells and prepares people's bodies for the possibility of having children when they are adults
- use the correct names of female and male reproductive organs
- describe the effects of puberty on male and female bodies – how bodies grow and change
- explain what happens during periods (menstruation) and ejaculation and how to manage both
- explain why it is important and how to keep themselves clean during puberty
- explain how feelings, emotions and relationships may change during puberty and how it may cause mood swings and other strong feelings
- describe how everyone experiences puberty at different rates and that changes in their bodies will happen at exactly the right time for them
- identify where to get help and support about the changes that happen at puberty

Key questions:

- What happens to people's bodies when they grow up?
- Do these changes happen to everyone at the same time?
- What do we need to know about the changes?
- How can people feel about growing up?
- Who can we talk to about the changes we might experience?

Additional Guidance: It is important that pupils are prepared for the physical and emotional changes of puberty by Year 5 at the latest. See PSHE Association and Science Association joint guidance on teaching about puberty. This learning opportunity can be covered in year 4 or year 5. Schools will need to choose which outcomes are most appropriate for which year group. There is also guidance for schools that want to introduce some aspects of this learning at year 3. It is suggested that learning about puberty is re-capped in year 6. Be familiar with school's RSE policy and agreed approaches to be taken before teaching. Refer to supplementary guidance [SRE in the 21st century](#) (2013) and [DfEE SRE guidance](#) (2000) and PSHE



Key Stage 2 Core Theme 1: Health and Wellbeing Year Five: H19 Topic: Growing and Changing

Aim of these sessions: To learn about human reproduction (H19) – see Additional Guidance.

Suggested number of sessions: 2-3

Essential skills and attributes developed:

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Identify links between values and beliefs, decisions and actions

Learning objectives:

To learn:

- about human reproduction in the context of the human lifecycle
- how a baby is made and how it grows
- about roles and responsibilities of parents and carers
- that pregnancy can be prevented

Learning outcomes: (for years 5 and/or 6) – see Additional Guidance

The learner will be able to:

- identify the links between love, committed relationships/marriage and conception
- correctly name male and female body parts associated with conception
- identify how the sex parts relate to how a baby is made
- explain that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the womb (female)
- identify what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults
- explain in simple terms what is meant by 'consenting'/'consent'
- explain what pregnancy means, how long it lasts and where it occurs
- recognise the different responsibilities of parents and carers and how having a baby changes their life

Key questions:

- Why or when might a couple decide to have a baby?
- What roles and responsibilities to parents have?

Additional Guidance: Be familiar with school's RSE policy and agreed approaches to be taken before teaching. It is likely that schools will want to cover this learning opportunity in year 6. Some schools will prefer to cover some of the learning outcomes in year 5 and will therefore need to choose which outcomes are most appropriate for which year group. Schools will need to decide whether to include the learning outcomes on contraception as part of the SRE programme – as suggested for year 6 – see Year 6 (H19). Be sensitive to the different faith, ethnic and cultural needs of the pupils in the class. You may wish to include teaching that some babies are made by IVF. Refer to supplementary guidance *SRE in the 21st century* (2013) and *DFEE SRE guidance* (2000) and PSHE Association members' briefings on *teaching about puberty*. See PSHE Association Quality Assured resources for suggested teaching materials.

<http://www.becomingateen.co.uk/advice-blog/articles/puberty-explained>

<https://www.youtube.com/watch?v=YSi1cDPftbA>

<https://www.youtube.com/watch?v=FFYPuwQ5ODk> periods

<https://www.youtube.com/watch?v=DGyRD9HnXVs>



Medway Year 4 and 5.pdf

Key Stage 2 Core Theme 1: Health and Wellbeing

Year Six: H18

Topic: Growing and Changing

Aim of these sessions: *To understand how their body will, and their emotions may, change as they approach and move through puberty (H18) – see Additional Guidance*

Suggested number of sessions: 1

Essential skills and attributes developed:

Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)

Resilience (including self-motivation, perseverance and adaptability)

Strategies for identifying and accessing appropriate help and support

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Assessing the validity and reliability of information

Learning objective:

To learn:

- about the changes that happen at puberty (recap learning from years 4 and/or 5)

Learning outcomes:

The learner will be able to:

- recap the learning outcomes from years 4 and/or years 5 (H18) – see Additional Guidance
- describe how to manage physical changes of puberty
- explain how to manage some of the emotional changes associated with puberty

Key questions:

- How can people feel about their changing bodies during puberty?
- How can people manage these changes?
- What is involved in growing up?
- What does it mean to be grown up?

Additional guidance: It is important that pupils are prepared for the physical and emotional changes of puberty by Year 5 at the latest. See PSHE Association and Science Association [joint guidance on teaching about puberty](#). This learning opportunity can be covered in year 4 or year 5. Schools will need to choose which outcomes are most appropriate for which year group. There is also guidance for schools that want to introduce some aspects of this learning at year 3. It is suggested that learning about puberty is re-capped in year 6. Be familiar with school's RSE policy and agreed approaches to be taken before teaching. Refer to supplementary guidance [SRE in the 21st century](#) (2013) and [DFEE SRE guidance](#) (2000) and PSHE Association members' briefings on [teaching about puberty](#). See PSHE Association Quality Assured resources for suggested teaching materials.

Key Stage 2 Core Theme 1: Health and Wellbeing

Year Six: H19

Topic: Growing and Changing

Aim of these sessions: To learn about human reproduction (H19) – see Additional Guidance

Suggested number of sessions: 2-3

Essential skills and attributes developed:

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Identify links between values and beliefs, decisions and actions

Learning objectives: – see Additional Guidance

To learn:

- about human reproduction in the context of the human lifecycle
- how a baby is made and how it grows
- about roles and responsibilities of parents and carers
- that pregnancy can be prevented

Learning outcomes: (for years 5 and/or 6) – see Additional Guidance

The learner will be able to:

- identify the links between love, committed relationships/marriage and conception
- correctly name male and female body parts associated with conception
- identify how the sex parts relate to how a baby is made
- explain that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the womb (female)
- identify what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults
- explain in simple terms what is meant by 'consenting'/'consent'
- explain what pregnancy means, how long it lasts and where it occurs
- recognise the different responsibilities of parents and carers and how having a baby changes their life
- recognise that pregnancy can be prevented with 'contraception'
- explain that condom can prevent sperm from meeting an egg and therefore can prevent fertilisation as well as protecting against infections
- recognise that women can take a pill to stop an egg from being released and that this is another form of contraception

Key questions:

- Why or when might a couple decide to have a baby?
- What roles and responsibilities to parents have?

Additional guidance: Be familiar with school's RSE policy and agreed approaches to be taken before teaching. It is likely that schools will want to cover this learning opportunity in year 6. Some schools will prefer to cover some of the learning outcomes in year 5 and will therefore need to choose which outcomes are most appropriate for which year group. Schools will need to decide whether to include the learning outcomes on contraception as part of the SRE programme – as suggested for year 6. Be sensitive to the different faith, ethnic and cultural needs of the pupils in the class. You may wish to include teaching that some babies are made by IVF. Refer to supplementary guidance [SRE in the 21st century](#) (2013) and [DfEE SRE guidance](#) (2000) and PSHE Association members' briefings on [teaching about puberty](#). See PSHE Association Quality Assured resources for suggested teaching materials.

<https://www.howcast.com/videos/499538-how-to-handle-emotional-changes-puberty>



Medway Year 6.pdf