



Fernhill
Primary School

Part of the Kite Academy Trust

Field Road
Farnborough
GU14 9FX

(01276) 31554

www.fernhillprimaryschool.co.uk

adminoffice@fernhill.kite.academy

Headteacher - Miss Nicky Slater

Dear Parents/carers

Relationships, health and sex education

As part of our comprehensive PSHE Jigsaw scheme, we teach relationships, health and sex education from Year 1 to Year 6. This curriculum area is usually taught during the summer term. Last year, due to school closures, it was not taught. We plan to catch up on last year's teaching during this half term, with the current year's syllabus being taught through summer 1 and 2.

Relationships and health education (including puberty) are a statutory part of the curriculum since the government updated policy '*Relationships Education, Relationships and Sex Education (RSE) and Health Education*', July 2020. Sex education is not statutory for primary schools, however, in line with Kite policy, we teach this aspect in Years 5 and 6. Puberty and some other aspects of health education are covered in earlier years.

We would normally invite parents into school to view our resources but due to COVID this has not been possible. Instead, a remote parent session was delivered last term which many of you attended. Please find attached an overview of what your child will be learning. If you would like more details of the learning materials, please contact your child's teacher.

Yours sincerely

Ms. N. Slater



Kite Academy Trust
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07874 186200

The Kite Academy Trust is a charitable company limited by guarantee registered in England and Wales Registered Number: 09785186

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Reception syllabus and year 1 catch up

Children will understand and celebrate that everyone is unique and special and understand and respect the changes in themselves and others. They will be encouraged to express how they feel when change happens. They will know who to ask for help if they are worried about change.

My Body

- I can name parts of the body

Respecting My Body

- I can tell you some things I can do and foods I can eat to be healthy

Growing Up

- I understand that we all grow from babies to adults

Fun and Fears

- I can express how I feel about what it was like moving from Reception to Year 1
- I can talk about my worries and/or the things I am looking forward to for the rest of Year 1



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Year 1 syllabus and Year 2 Catch up

Children will understand and celebrate that everyone is unique and special and understand and respect the changes in themselves and others. They will be encouraged to express how they feel when change happens. They will know who to ask for help if they are worried about change.

Learning intentions for:

PSHE in purple

Social and emotional development in green

Life cycles

- I am starting to understand the life cycles of animals and humans
- I understand that changes happen as we grow and that this is OK

Changing Me

- I can tell you some things about me that have changed and some things about me that have stayed the same
- I know that changes are OK and that sometimes they will happen whether I want them to or not

My Changing Body

- I can tell you how my body has changed since I was a baby
- I understand that growing up is natural and that everybody grows at different rates

Boys' and Girls' Bodies

- I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus
- I respect my body and understand which parts are private

Learning and Growing

- I understand that every time I learn something new I change a little bit
- I enjoy learning new things



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Year 2 syllabus and Year 3 catch up

Children will understand and celebrate that everyone is unique and special and understand and respect the changes in themselves and others. They will be encouraged to express how they feel when change happens. They will know who to ask for help if they are worried about change.

Learning intentions for:

PSHE in purple

Social and emotional development in green

Life Cycles in Nature

- I can recognise cycles of life in nature
- I understand there are some changes that are outside my control and can recognise how I feel about this

2. Growing from Young to Old

- I can tell you about the natural process of growing from young to old and understand that this is not in my control
- I can identify people I respect who are older than me

3. The Changing Me

- I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old
- I feel proud about becoming more independent

Boys' and Girls' Bodies

- I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private
- I can tell you what I like/don't like about being a boy/girl

5. Assertiveness

- I understand there are different types of touch and can tell you which ones I like and don't like
- I am confident to say what I like and don't like and can ask for help



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Year 3 syllabus and year 4 catch up

Children will understand and celebrate that everyone is unique and special and understand and respect the changes in themselves and others. They will be encouraged to express how they feel when change happens. They will know who to ask for help if they are worried about change.

Learning intentions for:

PSHE in purple

Social and emotional development in green

How Babies Grow

- I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby
- I can express how I feel when I see babies or baby animals

Babies

- I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow
- I can express how I might feel if I had a new baby in my family

Outside Body Changes

- I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process
- I recognise how I feel about these changes happening to me and know how to cope with those feelings

Inside Body Changes

- I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up
- I recognise how I feel about these changes happening to me and know how to cope with these feelings

Family Stereotypes

- I can start to recognise stereotypical ideas I might have about parenting and family roles
- I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes



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Year 4 syllabus and year 5 catch up

Learning intentions for:

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Social and emotional development in green

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Unique Me

- I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm
- I appreciate that I am a truly unique human being

Having a Baby

- I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby
- I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult

Girls and Puberty

- I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this
- I have strategies to help me cope with the physical and emotional changes I will experience during puberty

Understand and respect the changes that they see in other people

- I know how the circle of change works and can apply it to changes I want to make in my life
- I am confident enough to try to make changes when I think they will benefit me

Accepting Change

- I can identify changes that have been and may continue to be outside of my control that I learnt to accept
- I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.



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Year 5 syllabus and Year 6 Catch up

Learning intentions for:

PSHE in purple

Social and emotional development in green

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Self and Body Image

- I am aware of my own self-image and how my body image fits into that
- I know how to develop my own self esteem

Puberty for Girls

- I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally
- I understand that puberty is a natural process that happens to everybody and that it will be ok for me

Puberty for boys

- I can describe how boys' and girls' bodies change during puberty
- I can express how I feel about the changes that will happen to me during puberty

Conception

- I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby
- I appreciate how amazing it is that human bodies can reproduce in these ways

Looking Ahead

- I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)
- I am confident that I can cope with the changes that growing up will bring



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Year 6 syllabus

Learning intentions for:

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Social and emotional development in green

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Self and Body Image

- I am aware of my own self-image and how my body image fits into that
- I know how to develop my own self esteem

Puberty for Girls

- I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally
- I understand that puberty is a natural process that happens to everybody and that it will be ok for me

Babies: Conception to birth

- I can describe how a baby develops from conception through nine months of pregnancy and how it is born
- I can recognise how I feel when I reflect on the development and birth of a baby

Boyfriends and girlfriends

- I can understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a boyfriend/girlfriend
- I can understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to

Real self and ideal self

- I am aware of the importance of a positive self-esteem and what I can do to develop it
- I can express how I feel about my self-image and know how to challenge negative 'body talk'



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The Year Ahead

- I can identify what I am looking forward to and what worries me about the transition to secondary school/ or moving to my next class
- I know how to prepare myself emotionally for the changes next year



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