



Little Hill Primary School

Headteacher: Mrs Vina Pankhania

Launceston Road, Wigston, Leicestershire, LE18 2GZ

Telephone/Fax: 0116 281 1963

E-mail: office@littlehill.leics.sch.uk

Twitter: @LITTLEHILLSCH

www.littlehill.leics.sch.uk

Part of the OWLS Academy Trust

Thursday 15th February, 2024

Dear Parent/Carer

Lessons on Relationships Education, Health Education and Sex Education

At Little Hill, we follow the National Curriculum expectations for primary age children.

Since September 2020, Relationships Education and Health Education are compulsory in all primary schools in England.

Relationships Education

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being safe

Health Education

- 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

Sex Education

- Understanding human reproduction

This DfE guidance clearly states the statutory requirements, i.e. what children MUST be taught by the end of primary school. Health Education includes learning about 'the changing adolescent body' to equip children to understand and cope with puberty.

The National Curriculum for Science (also a compulsory subject), includes learning the correct names for the main external body parts, learning about the human body as it grows from birth to old age and reproduction in some plants and animals (which could include human beings).

With good information, confidence and knowledge of the changes children go through, they will hopefully grow into confident and healthy adults who are able to make positive life choices. Attached to this letter, you will find our progression map of taught knowledge, lesson titles and vocabulary that your children will be exposed to after the half term break at the end of May. This unit of learning is called 'Changing Me'.

As with all areas of the curriculum, teachers aim to answer children's questions in a frank and honest manner (relative to their age) and are best placed to decide at what level any discussion should be aimed for the class as a whole, small groups or the individual.

So, Relationships Education, Health Education and Science are compulsory subjects and parents/carers do NOT have the right to withdraw their children from these subjects. Parents have the right to request that their child be withdrawn from some or all of Sex Education lessons (taught in Years 4, 5 and 6). If you wish to withdraw your child from some of the Sex Education sessions, please contact Mrs Pankhania via the office email address (before the Easter holidays) so that appropriate arrangements can be made.



Our Personal, Social, Health, Economic Education (PSHE) and Relationships, Sex and Health Education (RSE) Policy is reviewed every year. We'd like to encourage you to read this. It can be found on our website ([click here](#)). This year's version is still in its draft form.

On Thursday 21st March, 2024, we will be hosting a drop-in information session (in Year 6: Class 6NC) between 3:20pm – 5pm, for any parents/carers who would like to ask any specific questions about the contents of this letter. It will also provide you with a chance to offer your views on our PSHE and RSE policy, before it is finalised for the year.

Yours sincerely



Mr Williams
Deputy Headteacher



Mrs Clewlow
PSHE Co-ordinator
Class Teacher

Taught knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Know the names and functions of some parts of the body. • Know that we grow from baby to adult • Know who to talk to if they are feeling worried • Know that sharing how they feel can help solve a worry • Know that remembering happy times can help us move on 	<ul style="list-style-type: none"> • Know the names of male and female private body parts. • Know that there are correct names for private body parts and nicknames, and when to use them. • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these. • Know who to ask for help if they are worried or frightened. • Know that animals including humans have a life cycle. • Know that changes happen when we grow up. • Know that people grow up at different rates and that is normal. • Know that learning brings about change. 	<ul style="list-style-type: none"> • Know the physical differences between male and female bodies • Know that private body parts are special and that no one has the right to hurt these • Know who to ask for help if they are worried or frightened • Know there are different types of touch and that some are acceptable and some are unacceptable • Know the correct names for private body parts • Know that life cycles exist in nature • Know that aging is a natural process including old age • Know that some changes are out of an individual's control • Know how their bodies have changed from when they were a baby and that they will continue to change as they age 	<ul style="list-style-type: none"> • Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults • Know some of the outside body changes that happen during puberty • Know some of the changes on the inside that happen during puberty • Know that in animals and humans lots of changes happen between conception and growing up • Know that in nature it is usually the female that carries the baby • Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops • Know that babies need love and care from their parents/carers • Know some of the changes that happen between being a baby and a child 	<ul style="list-style-type: none"> • Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm • Know that babies are made by a sperm joining with an ovum • Know the names of the different internal and external body parts that are needed to make a baby • Know how the female and male body change at puberty • Know that change can bring about a range of different emotions • Know that personal hygiene is important during puberty and as an adult • Know that change is a normal part of life and that some cannot be controlled and has to be accepted 	<ul style="list-style-type: none"> • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know that sexual intercourse can lead to conception • Know that some people need help to conceive and might use IVF • Know that becoming a teenager involves various changes and also brings growing responsibility • Know what perception means and that perceptions can be right or wrong 	<ul style="list-style-type: none"> • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know how a baby develops from conception through the nine months of pregnancy and how it is born • Know how being physically attracted to someone changes the nature of the relationship • Know the importance of self-esteem and what they can do to develop it • Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Taught Social and Emotional skills	<ul style="list-style-type: none"> •Recognise that changing class can elicit happy and/or sad emotions •Can say how they feel about changing class/ growing up •Can identify how they have changed from a baby •Can say what might change for them they get older •Can identify positive memories from the past year in school/home 	<ul style="list-style-type: none"> •Understand and accept that change is a natural part of getting older •Can suggest ways to manage change, e.g. moving to a new class •Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) •Can express why they enjoy learning 	<ul style="list-style-type: none"> •Can say who they would go to for help if worried or scared •Can say what types of touch they find comfortable/unc omfortable •Be able to confidently ask someone to stop if they are being hurt or frightened •Can appreciate that changes will happen and that some can be controlled and others not •Be able to express how they feel about changes •Show appreciation for people who are older •Can recognise the independence and responsibilities they have now compared to being a baby or toddler •Can say what greater responsibilities and freedoms they may have in the future •Can say what they are looking forward to in the next year 	<ul style="list-style-type: none"> •Can express how they feel about puberty •Can say who they can talk to about puberty if they have any worries •Can suggest ways to help them manage feelings during changes they are more anxious about •Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry •Can express how they feel about babies •Can describe the emotions that a new baby can bring to a family •Can identify changes they are looking forward to in the next year 	<ul style="list-style-type: none"> •Can appreciate their own uniqueness and that of others •Can express any concerns they have about puberty •Have strategies for managing the emotions relating to change •Can express how they feel about having children when they are grown up •Can say who they can talk to about puberty if they are worried •Can apply the circle of change model to themselves to have strategies for managing change 	<ul style="list-style-type: none"> •Can celebrate what they like about their own and others' self-image and body image •Can suggest ways to boost self-esteem of self and others •Recognise that puberty is a natural process that happens to everybody and that it will be OK for them •Can ask questions about puberty to seek clarification •Can express how they feel about having a romantic relationship when they are an adult •Can express how they feel about having children when they are an adult •Can express how they feel about becoming a teenager •Can say who they can talk to if concerned about puberty or becoming a teenager/adult 	<ul style="list-style-type: none"> •Recognise ways they can develop their own self-esteem •Can express how they feel about the changes that will happen to them during puberty •Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to •Recognise how they feel when they reflect on the development and birth of a baby •Can celebrate what they like about their own and others' self-image and body image •Use strategies to prepare themselves emotionally for the transition (changes) to secondary school
Lesson Titles	<ol style="list-style-type: none"> 1. My body 2. Respecting my body 3. Growing up 4. Fun and fears part 1 5. Fun and fears part 2 6. Celebration 	<ol style="list-style-type: none"> 1. Life cycles 2. Changing me 3. My changing body 4. Boys' and girls' bodies 5. Learning growing and 6. Coping with changes 	<ol style="list-style-type: none"> 1. Life cycles in nature 2. Growing from young to old 3. The changing me 4. Boys' and girls' bodies 5. Assertiveness 6. Looking ahead 	<ol style="list-style-type: none"> 1. How babies grow 2. Babies 3. Outside body changes 4. Inside body changes 5. Family stereotypes 6. Looking ahead 	<ol style="list-style-type: none"> 1. Unique me 2. Having a baby 3. Girls and puberty 4. Circles of change 5. Accepting change 6. Looking ahead 	<ol style="list-style-type: none"> 1. Self-image body image 2. Puberty for girls 3. Puberty for boys 4. Conception 5. Looking ahead 1 6. Looking ahead 2 	<ol style="list-style-type: none"> 1. My self-image 2. Puberty 3. Babies: conception to birth 4. Boyfriends and girlfriends 5. Real self and ideal self 6. Sexting 7. The year ahead

Vocabulary

Key Vocabulary:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Key Vocabulary: Baby: a very young girl or boy; infant. Adult: having grown up; mature. Change: to make different.</p> <p>Exposure: Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Grown-up, Worry, Excited, Memories</p>	<p>Key Vocabulary: Life cycle: the series of changes in the life of a living thing including reproduction. Penis: a male sex organ. It is also used to go to the toilet. Testicles: part of the male sex organ. Vagina: a female sex organ. Anus: the scientific name for where you poo out of.</p> <p>Exposure: Changes, Adulthood, Mature, Male, Female, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping, Vulva</p>	<p>Key Vocabulary: Public: not private. Private: personal and not to be shared. Acceptable: something that is OK to do. Unacceptable: something that is not OK to do. Comfortable: something that you feel OK to do. Uncomfortable: something that you do not feel OK to do.</p> <p>Exposure: Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Looking forward, Nervous, Happy</p>	<p>Key Vocabulary: Birth: the act or fact of being born. Uterus: the muscular organ of a female mammal in which the foetus develops before birth. Puberty: the stage or age at which a person's reproductive system begins to further develop. Sperm: a cell made by male animals. These cells fertilise the eggs made by a female, so that the animal can reproduce. Ovaries: the organ in a female animal that produces eggs and certain hormones. Egg: a cell in a female animal which can grow into a baby if it is fertilised by a sperm cell.</p> <p>Exposure: Animals, Babies, Mother, Grow, Womb, Nutrients, Survive, Love, Affection, Care, Ovum/ova, Womb/uterus, Stereotypes, Task, Roles, Challenge</p>	<p>Key Vocabulary: Personal: something that belongs to a particular person. Menstruation: the process in a woman of discharging blood and other material from the lining of the uterus every month.</p> <p>Exposure: Unique, Characteristics, Parents, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance</p>	<p>Key Vocabulary: Body image: a combination of the thoughts and feelings that you have about your body Self-image: what you think of your own abilities, appearance, and personality. Sexual intercourse: sexual contact between individuals. This is how babies are made. Semen: the male reproductive fluid, containing sperm. Erection: when a penis goes hard and sticks up. Conception: when a female's egg has been fertilised by the male's sperm. Embryo: an animal or plant that is just starting to develop. Fallopian Tube: One of two long, slender tubes that connect the ovaries to the uterus.</p> <p>Exposure: Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Unfertilised, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, Fertilised</p>	<p>Key Vocabulary: Labour: the process when a woman gives birth to a baby. Sexting: the action or practice of sending sexually explicit photographs or messages via mobile phone. Midwife: a person, usually a woman, who is trained to assist women in childbirth. Attraction: the action or power of evoking interest in or liking for someone or something.</p> <p>Exposure: Negative body-talk, mental health, opportunities, freedoms, relationship, love, transition, secondary, journey, worries, anxiety, excitement</p>