

Relationship, Sex and Health Education



We have adopted the Educator Solutions Relationships and Sex Education Scheme, which was new from 2019. Alongside this, to make sure we meet all areas of RSHE, we will continue to use Health for Life as well. Our LTP has been audited against the Department for Education Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance (2019).

We invite guests in to take assemblies/lessons such as:

- Police
- Blue Cross Pets Association
- NSPCC
- EAAA
- Children from the high school-growing up
- Safeguarding officer
- Fire fighters
- Iceni Academy - Methwold Principal
- Dental nurse

British Values are taught in community time then consolidated through Celebration Assembly and WVS lessons:

- The Rule of Law
- Democracy (Decision making)
- Individual Liberty
- Mutual Respect
- Tolerance of those with Different Faiths and beliefs.

Each classroom has a clipboard display to show what they talked about during the last session.

Extra Information:

- Our Eco Council sessions highlight the need to look after our environment and what we can do in school.
- We also run emergency first aid courses for children in Years 4, 5 and 6.
- Year 6 attend Crucial Crew every year.
- Each class runs their own business during Enterprise week to understand more about the value of money. Produce is sold at the school fete in September.

- Children plant and care for vegetables each year, which are then sold to parents.
- Staff have checked the LTP to ensure they agree and have made changes as necessary.
- Parents are informed about the teaching of RSHE at the beginning of each year via an email letter, with the LTP and examples of the lesson plans attached.
- A selection of children are shown the different topics to ensure they do not feel we have left anything out.

Iceni Academy-Hockwold's Long Term Plan consists of three main elements:

- Relationships
- Health
- Sex Education

Additional documents available:

- Letters to parents and sample of lesson plans.
- Parental Feedback form
- Student feedback form
- School Self-Assessment Tool
- Staff feedback form

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A1	My Feelings My Body	My Feelings My Body	My Feelings My Body	My Feelings Y3 Asking for help Y3	My Feelings Y4 Asking for help Y4	My Body – Puberty My Feelings Y5	My Body - Puberty My Feelings Y5
Sept	Enterprise Week in the run up to our annual fete						
Oct	Mental Health Awareness Week (10 th to 14 th October 2022) 'Looking after our mental health'						
Nov	Remembrance Day assembly and related activities/Anti-bullying week for all (14 th to 18 th Nov 2022) 'Reach Out'						
A2	Fireman Sam Fireworks My relationships Keeping myself safe – car, classroom, home, crossing roads - Twinkl	Fireman Sam Fireworks My relationships	Fireman Sam Fireworks My relationships	Oak Academy: Fireworks My relationships Y3 Mental Health	Oak Academy: Fireworks My relationships Y3 + 4 (additional) Mental Health	Oak Academy: Fireworks Asking for Help Y5/6 My relationships Y5	Oak Academy: Fireworks Asking for Help Y5/6 My relationships Y6
Sp1	Asking for help Up, Out and Active Dental Health - Colgate	Asking for help Up, Out and Active Growing and Changing	Asking for help Up, Out and Active	Oak Academy: Hazards in the home 'Food a fact of life' 7-11 years	Oak Academy: Hazards in the home 'Food a fact of life' 7-11 years	Oak Academy: King of the Road My Rights and Responsibilities Y5 My Feelings Y6	Oak Academy: King of the Road My Rights and Responsibilities y5 My Feelings Y6
Feb	Safer Internet Day (Tuesday 7 th February) 'Want to talk about it?' LGBTQ+ Week This session is introduced by EOW/ARI in assembly and children decide how to celebrate it - colour run, writing a song, coloured cake sale etc. (20 th to 24 th February 2023 = Behind the Lens)						
Spr2	Medicines and Drugs: Drug Aware Jed and Ted Foundation Mental Health	Medicines and Drugs: Drug Aware Jed and Ted Year 1 Mental Health	Medicines and Drugs: Drug Aware Jed and Ted Year 2 Mental Health	Medicines and Drugs: Drug Aware Jed and Ted Year 3 Signs, Laws and police	Medicines and Drugs: Drug Aware Jed and Ted Year 4 Signs. Laws and police	Medicines and Drugs: Drug Aware Jed and Ted Year 5 Fireproof at home Mental Health	Medicines and Drugs: Drug Aware Jed and Ted Year 6 Fireproof at home Mental Health
Su1	Growing and Changing PSHE Association: Sun Safety assembly 'Food a fact of life' 3-5 year	'Food a fact of life' 5-7 years – healthy eating PSHE Association: Sun Safety assembly	'Food a fact of life' 5-7 years: where does food come from? PSHE Association: Sun Safety assembly	My Beliefs Y3 My Rights and Responsibilities 3/4 PSHE Association: Sun Safety assembly	My Beliefs Y4 My Rights and Responsibilities 3/4 First Aid training PSHE Association: Sun Safety assembly	My Beliefs Y5/6 PSHE Association: Sun Safety assembly First Aid training Up, Out and Active	My Beliefs Y5/6 Crucial Crew Y6 PSHE Association: Sun Safety assembly First Aid training Up, Out and Active
Su2	My Beliefs My Rights and Responsibilities Road Safety	My Beliefs My Rights and Responsibilities Road Safety	My Beliefs My Rights and Responsibilities Road Safety	My Body Y3 Up, Out and Active Road Safety	My Body Y4 including Puberty Up, Out and Active Road Safety	My Body – Sex Ed Careers week Road Safety	My Body – Sex Ed My Rights and Responsibilities Y6 Careers Week Road Safety

Red = RSE scheme Green = Drug Aware scheme Purple = PSHE Association Orange = Oak Academy Grey = use links in LTP Pink = Up, Out& Active Teal = Kapow

The following Powerful Knowledge and Skills need to be covered by the Health Education side of things:

- 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
- The facts and science relating to allergies, immunisation and vaccination

The following non-negotiable needs to be covered in Year 6 SRE:

- Condoms help prevent

In addition, Emma is looking into the Safer Journeys Ahead scheme from Norfolk County Council for Road Safety (notes from PD training 9th Nov 2022):

Road Safety Anthem

THINK – do lots of resources

Half term 1 Online Safety/Half term 2 Road safety

Safer Journeys: EYFS/Year 1

- Bethany and Benjamin in Reception
- Y1/2 Crossing the road safely
- Y3/4 Bike safety: parts of the bike, how to be seen, safe crossing places, signs and hazards
- Cycling Proficiency: Bikeability Level 1 Y5/Level 2 Y6

What are we learning in Acorn Class?												
<p>The 6 topics to the right form a spiral curriculum that goes across YR to Y6. The scheme followed is RSE Solution KS1 (2018) by Educator Solutions – a trading enterprise of Norfolk County Council.</p> <p>These have been audited against the Powerful Knowledge and Skills contained within ATT’s Relationships Education, RSE & Health Education Policy and follow government guidelines about what primary children should know by the end of Year 6. These are in tables below our plans and we assess children against these statements using our formative spreadsheets</p>	My Feelings		My Body		My Relationships		My Beliefs		My Rights and Responsibilities		Asking for Help	
	Identifying a range of feelings and how these are expressed; including words to describe them and simple strategies for managing feelings		The importance of basic personal hygiene and understanding how to maintain basic personal hygiene Topic: Growing and Changing		Understanding that there are similarities and differences between everyone and celebrate this		Recognising what they like and dislike and feel empowered to make real, informed choices		Understanding the concept of privacy, including the right to keep things private and the right another person has to privacy		Identifying the special people in their lives, what makes them special and how special people care for one another	
	Tier 2 vocab Feelings, comfortable, uncomfortable		Hygiene, wash, clean		Same, similar, different		Like, dislike, difficult		Private		Special, care	
	Tier 3 vocab											
	Health and Prevention	Healthy Lifestyles	Healthy Eating		Enterprise Week September	Anti-bullying Week November		Mental Health		Internet Safety		LGBTQ+ week February
	Dental Health including dental professional visit Firework and Sun Safe assemblies	Foundation Drug Awareness scheme Up, Out and Active scheme	https://www.foofactoflife.org.uk/3-5-years/ 		Making a profit: make items to sell	Reach Out Caring friendships, respectful relationships, online safety, health education		Mental Health Awareness Day: Looking After Our Mental Health Mental Health Scheme Kapow?		Internet Safety Day: Want to talk about it?		Behind the Lens
	Tier 2 vocab Safety	Awareness, Medicine, Helpful, Harmful, risk	Types of food, health, active		Enterprise							
	Tier 3 vocab Dentist Firework	Medicine, Drug			Profit							

What are we learning in Willow Class?												
<p>The 6 topics to the right form a spiral curriculum that goes across YR to Y6. The scheme followed is RSE Solution KS1 (2018) by Educator Solutions – a trading enterprise of Norfolk County Council. These have been audited against the Powerful Knowledge and Skills contained within ATT’s Relationships Education, RSE & Health Education Policy and follow government guidelines about what primary children should know by the end of Year 6. These are in tables below our plans and we assess children against these statements using our formative spreadsheets</p>	My Feelings		My Body		My Relationships		My Beliefs		My Rights and Responsibilities		Asking for Help	
	Communicating about feelings, recognising how others show feelings and know how to respond		Correctly naming the main parts of the body, including external genitalia using scientific terms		Understanding the importance of listening to other people, playing and working cooperatively including strategies to resolve simple arguments through recognitions		Identifying and respecting the difference and similarities between people		Understanding how some diseases are spread, including the right to be protected from diseases and responsibility to protect others		Identifying the people who look after, who to go to if they are worried and how to attract their attention	
	Tier 2 vocab Communicating, feelings, emotions		Private parts		Communications		Similarities, differences		Disease, protect, prevent		Problem, help	
	Tier 3 vocab		Penis, vulva						Bacteria			
	Health and Prevention	Healthy Lifestyles	Healthy Eating		Enterprise Week September	Anti-bullying Week November		Mental Health		Internet Safety		LGBTQ+ week February
	Firework and Sun Safe assemblies Check Health for Life	Y1 Drug Awareness Scheme Up, Out and Active scheme	https://www.foodfactoflife.org.uk/5-7-years/		Making a profit: make items to sell and understand the profit will buy something for Willow	Reach Out Caring friendships, respectful relationships, online safety, health education		Mental Health Awareness Day: Looking After Our Mental Health Mental Health Scheme		Internet Safety Day: Want to talk about it?		Behind the Lens
	Tier 2 vocab											
	Tier 3 vocab											

What are we learning in Elm Class?																
<p>The 6 topics to the right form a spiral curriculum that goes across YR to Y6. The scheme followed is RSE Solution KS1 (2018) by Educator Solutions – a trading enterprise of Norfolk County Council. These have been audited against the Powerful Knowledge and Skills contained within ATT’s Relationships Education, RSE & Health Education Policy and follow government guidelines about what primary children should know by the end of Year 6. These are in tables below our plans and we assess children against these statements using our formative spreadsheets</p>	My Feelings		My Body		My Relationships		My Beliefs		My Rights and Responsibilities		Asking for Help					
	Recognising and celebrating their strengths and achievements, setting simple but challenging goals		Recognising how they grow and will change as they become older		Recognising different types of teasing and bullying, understanding that these are wrong and unacceptable		Identifying the ways in which people and families are unique, understanding there has never been and will never be another them		Judging what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond		Knowing the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid					
	Tier 2 vocab Compliment				Bullying, physical, verbal, emotional, sexual, indirect		Unique, family tree, different		Personal space, privacy		Secret, surprise					
	Tier 3 vocab Self-esteem		Penis, Vagina													
	Health and Prevention		Healthy Lifestyles		Healthy Eating		Enterprise Week September		Anti-bullying Week November		Mental Health		Internet Safety		LGBTQ+ week February	
	Firework and Sun Safe assemblies Check Health for Life		Y2 Drug Awareness Scheme Up, Out and Active Scheme		https://www.foodaactoflife.org.uk/5-7-years/		Making a profit: making and advertising items for the fete		Reach Out Caring friendships, respectful relationships, online safety, health education		Mental Health Awareness Day: Looking After Our Mental Health Mental Health Scheme		Internet Safety Day: Want to talk about it?		Behind the Lens	
	Tier 2 vocab															
	Tier 3 vocab															

What are we learning in Beech Class?

What are we learning in Beech Class?																
<p>The 6 topics to the right form a spiral curriculum that goes across YR to Y6. The scheme followed is RSE Solution KS1 (2018) by Educator Solutions – a trading enterprise of Norfolk County Council.</p> <p>These have been audited against the Powerful Knowledge and Skills contained within ATT’s Relationships Education, RSE & Health Education Policy and follow government guidelines about what primary children should know by the end of Year 6. These are in tables below our plans and we assess children against these statements using our formative spreadsheets</p>	My Feelings		My Body		My Relationships		My Beliefs		My Rights and Responsibilities		Asking for Help					
	Y3/4 – identifying personal strengths and setting aspirational goals, understanding how this builds self-esteem		Year ¾ combined: Understanding how their body may change as they grow and develop, anticipating some body changes, understanding that some are related to puberty		Y3/4 – the attributes of positive, healthy relationships		Y3/4 – challenging gender stereotypes		Year ¾ combined: 3. Knowing they have a right to protect their body from unwanted touch. 4. Knowing that marriage is a commitment freely entered into.		Year ¾ combined: 3. Knowing the differences between secrets and surprises, knowing when it is right to break confidence and share a secret 4. Knowing when to ask for help to manage a situation and skills for how to ask for help					
	Y4 separate: Recognising a wide range of emotions; responding to their own and other people’s emotions				Y4 separate: Acceptable and unacceptable physical behaviours and how to respond		Y4 separate: Knowing differences and similarities between people arise from a number of factors including family types and personal identity									
	Tier 2 vocab Aspiration, empathy complement, self-esteem, emotions		Hygiene		Relationship, public, private		Gender, stereotype, similar, different, identity		Marriage, arranged marriage, forced marriage		Surprise, secrets					
	Tier 3 vocab		Penis, vulva, foetus, puberty						Penis, testicles, vulva, vagina		Peer pressure					
	Health and Prevention		Healthy Lifestyles		Healthy Eating		Enterprise Week September		Anti-bullying Week November		Mental Health		Internet Safety		LGBTQ+ week February	
	FIRST AID – EAAA Firework and Sun Safe assemblies Using Oak Academy: Signs, Laws and Police; Hazards in the Home		Y3 Drug Awareness Scheme Up, Out and Active Scheme		https://www.foodafactoflife.org.uk/7-11-years/		Making a profit: design, advertise and make a product (subject links)		Reach Out Caring friendships, respectful relationships, online safety, health education		Mental Health Awareness Day: Looking After Our Mental Health Mental Health Scheme		Internet Safety Day: Want to talk about it?		Behind the Lens	
															First Aid	

What are we learning in Oak Class?

<p>The 6 topics to the right form a spiral curriculum that goes across YR to Y6. The scheme followed is RSE Solution KS1 (2018) by Educator Solutions – a trading enterprise of Norfolk County Council.</p> <p>These have been audited against the Powerful Knowledge and Skills contained within ATT's Relationships Education, RSE & Health Education Policy and follow government guidelines about what primary children should know by the end of Year 6. These are in tables below our plans and we assess children against these statements using our formative spreadsheets</p>	My Feelings		My Body		My Relationships		My Beliefs		My Rights and Responsibilities		Asking for Help	
	Y5/6 combined: 5: Knowing how emotions may change as they approach and move through puberty 6: Knowing that images in the media, including online, do not always reflect reality, and can affect how people feel about themselves		Year 5/6 combined: 5. Anticipating how their body may change as they approach and move through puberty. 6. Knowing that sexual intercourse leads to reproduction. Knowing the scientific terms to describe the male and female sexual organs; condoms can help to prevent infections		Y5/6 combined: 5. Healthy relationships, including the skills to manage and maintain healthy relationships 6. The nature and consequences of discrimination, including the use of prejudice based language		Y5/6 – Knowing correct terms to describe gender and sexual orientation, including the unacceptability of homophobic and transphobic bullying Y6 separate: Knowing that some cultural practices are against British law, including FGM		Y5/6 combined: 5. Strategies for keeping safe online; knowing personal information can be shared easily		Y5/6 combined: 5. How to manage accidental exposure to upsetting online material, including who to talk to about this. 6. Knowing when, who and how to ask for help independently or with support	
	Tier 2 vocab Mood swing, aggression, body image		Puberty, penis, erection, wet dream, condom, sexual intercourse,		Healthy relationship, unhealthy relationship		Gender, sex, gay, lesbian, intercourse, transgender, homophobic, biphobic, transphobic, vulva, clitoris, circumcision, FGM		Personal information		Online, problems, support, help, trust	
	Tier 3 vocab Puberty Depression,		conception, foreskin, scrotum, sperm, ovaries, womb, urethra									
	Health and Prevention		Healthy Lifestyles		Healthy Eating		Enterprise Week September		Anti-bullying Week November		Mental Health	
	First Aid – EAAA Firework and Sun Safe assemblies Using Oak Academy: King of the Road, Fire Prevention		Year 5/6 Drug Awareness Scheme Up, Out and Active Scheme		https://www.foodafactoflife.org.uk/7-11-years/		Making a profit: English market research. Maths data , DT link for design and making, RSHE evaluation and choice of spending		Reach Out Caring friendships, respectful relationships, online safety, health education		Mental Health Awareness Day: Looking After Our Mental Health Mental Health Scheme	
									See Y6 My Rights and Responsibilities and Y6 My Feelings Internet Safety Day: Want to talk about it?		LGBTQ+ week February Behind the Lens	
											Year 6 only: Crucial Crew HSB Pupil Voice	
											Careers Week Y5/6 girls: Managing my Period in school	

Relationships Education: Overview

Theme: Relationships Education	By the end of primary, pupils should know
Families and people who care for me Covered in: My Beliefs My Relationships My Rights and Responsibilities	<ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability 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 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 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 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong 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 Covered in: My Relationships Asking for Help	<ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded 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 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 or advice from others, if needed
Respectful relationships Covered in: My Relationships My Beliefs	<ul style="list-style-type: none"> 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 practical steps they can take in a range of different contexts to improve or support respectful relationships the conventions of courtesy and manners the importance of self-respect and how this links to their own happiness 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

Theme: Relationships Education	By the end of primary, pupils should know
Asking for Help My Rights and Responsibilities Anti-bullying Week Safer Internet Day	<ul style="list-style-type: none"> 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 what a stereotype is, and how stereotypes can be unfair, negative or destructive the importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships Covered in: Computing curriculum My Rights and Responsibilities Asking for help My Feelings	<ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not 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 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met how information and data is shared and used online

Health Education: Overview

Theme:- Health Education	By the end of primary, pupils should know
Mental wellbeing Covered in: PE/Food DT lessons Mental Health Awareness My Feelings My Body	<ul style="list-style-type: none"> 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 behaving is appropriate and proportionate 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

Theme:- Health Education	By the end of primary, pupils should know
My Relationships My Beliefs My Rights and Responsibilities Healthy Lifestyles Asking for Help	<ul style="list-style-type: none"> 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
Internet safety and harms Covered in: Computing curriculum My Rights and Responsibilities Asking for help My Feelings	<ul style="list-style-type: none"> 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 online including understanding that information, including that from search engines, is ranked, selected, and targeted Where and how to report concerns and get support with issues online
Physical health and fitness Covered in: PE lessons Asking for help Healthy Lifestyles	<ul style="list-style-type: none"> 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
Healthy eating Covered in:	<ul style="list-style-type: none"> What constitutes a healthy diet (including understanding calories and other nutritional content) The principles of planning and preparing a range of healthy meals

Theme:- Health Education	By the end of primary, pupils should know
Food DT lessons Health and Prevention Healthy Lifestyles Healthy Eating	<ul style="list-style-type: none"> 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 Covered in: Medicines and Drugs - Drug Aware	<ul style="list-style-type: none"> The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention Covered in: Science curriculum Health and Prevention My Body	<ul style="list-style-type: none"> 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
Basic first aid Covered in: First Aid Y4,5,6 EAAA Crucial Crew Y6	<ul style="list-style-type: none"> 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
Changing adolescent body Covered in: My Feelings	<ul style="list-style-type: none"> 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

Theme:- Health Education	By the end of primary, pupils should know
My Body Managing my period in school (Y5/6 girls)	

Sex Education Overview:

The National Curriculum for Science covers:

- Naming the main external parts of the human body
- The human body as it grows from birth to old age (including puberty)
- Processes of reproduction and growth in animals
- Reproduction in some plants.

Sex Education Programme

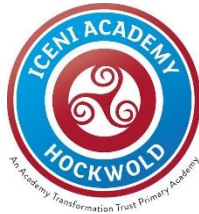
At Iceni Academy, Hockwold, our Sex Education programme spirals throughout pupils' time with us from EYFS to Year 6; content is revisited each year as part of the National Curriculum for Science progression of knowledge and also our RSE scheme from Educator Solutions. Our programme visits related concepts to Sex Education through such topic areas running through all year groups as My Body, My Relationships, My Feelings, My Beliefs, My Rights and Responsibilities as well as Asking for Help.

At the end of Year 4 the Beech Class teacher discusses puberty with the children as part of the My Body RSE Educator Solutions topic; at the start of Year 5 (and as a revisit for Year 6) children go into more depth about puberty. For these sessions, parents will be contacted via an initial letter to let them know that the puberty sessions will be happening and are given links to the resources being used (the RSE scheme, Operation Ouch BBC children's video and the Lil-lets education resource videos about puberty, periods and wet dreams). After the sessions, the class teacher emails the whole class's parents/carers before the end of the school day to let parents know how the teaching and learning went and what questions the children asked. For one session only, the girls and boys are separated so that we can talk the girls through management of their periods in school.

For the main Sex Education input, we make sure that children have been revisiting the information and vocabulary leading up to the main session throughout their time at our Academy. Children are already familiar with the 'safe space' that we create for the learning environment and how they are able to ask questions using the 'Ask it Basket' as they arise; in addition, they are used to a consistent scientific vocabulary that has been built up over time and they are familiar with using the terms themselves. The fact that there is a specific Sex Education lesson is not a sudden shock in our Academy – it has been worked up to gradually.

Prior to the main Sex Education input, the Oak Class teacher writes a letter to parents/carers, again detailing the content of the lesson, the vocabulary that will be learnt and links to the resources to be used. Parents/carers are invited in (in addition to the Parent Forums where the entire curriculum is demonstrated and discussed) to look at the video, pose any questions they wish to and they can voice any concerns they have. This part of the process empowers both the teachers and the parents/carers as well as the

following email the class teacher sends before the end of the school day to let parents/carers know how the session has gone, what questions were asked and what to expect if there were any questions where the class teacher referred the child to their parents/carers.



RSHE Powerful Knowledge and Skills EYFS

My Feelings

Identify a range of feelings and how these are expressed
Using words to describe feelings
Using simple strategies to manage feelings

My Body

Importance of basic personal hygiene
Understanding how to maintain basic personal hygiene

My relationships

Understanding there are similarities and differences between everyone and can celebrate this

My beliefs

Recognising what they like and dislike
Feeling empowered to make real, informed choices

My rights and responsibilities

Understand the concept of privacy
Know that everyone has the right to keep things private
Know that another person has the right to privacy

Asking for help

Identify the special people in their lives and what makes them special
Knowing how special people care for one another

Growing and changing 25-30

Identify own physical growth and change
Extend vocab of human body
Recognise community roles and interdependence of people

Keeping myself safe 63-73

Understand they need to keep their feelings safe as well as their bodies
Difference between real, imaginary and pretend
Keeping safe in a range of situations
Difference between 'fun' secrets and threatening secrets

Medicines and drugs 38-43

Awareness of what goes into bodies and their own role in this
Understanding all medicines are drugs but not vice versa
Medicines have rules

RSHE Powerful Knowledge and Skills Y1

My feelings

Able to communicate about feelings

Recognise how others show feelings

Know how to respond to feelings

My body

Correctly name the main parts of the body

Using correct scientific terms for genitalia

My relationships

Understand the importance of listening to other people

Playing and working cooperatively

Strategies to resolve simple arguments through

My beliefs

Identify and respect the difference and similarities

My rights and responsibilities

Understanding how some diseases are spread

Knowing people have the right to be protected from

Knowing people have the responsibility to protect others

Asking for help

Identify the people who look after them

Identifying who they go to if they are worried

Knowing how to attract attention

Healthy Eating 114-116

Recognise importance of food and meals

Understand good hygiene needed

Awareness of need for balanced diet

Understand long term outcomes of healthy eating

Keeping myself safe 154-158

Knowing where they live, where they are going, who is in charge and when they are responsible

Healthy Lifestyles 104-109

Recognise and value difference in their own and others' lifestyles and cultures relating to health

Components of a healthy lifestyle and increased

Up-to-date info needed to make informed choices

RSHE Powerful Knowledge and Skills Y2

My feelings

Recognise and celebrate their strengths and achievements

Able to set simple but challenging goals

My body

Recognise how they grow and change as they become older

My relationships

Recognise different types of teasing and bullying

Understanding that these are wrong and unacceptable

My beliefs

Identify the ways in which people and families are unique

Understanding there has never been and will never be another them

My rights and responsibilities

Can judge what kind of physical contact is acceptable and comfortable

Can judge what kind of physical contact is uncomfortable and how to respond

Asking for help

Know the difference between secrets and surprises

The importance of not keeping a secret that makes them feel uncomfortable, worried or afraid

What makes places healthy or not healthy? 111-141

Recognising we all have the right of access to a safe, healthy environment

With this comes responsibilities to stop and think

Keeping safe 159-170

Widening understanding of accidents and their causes

Recognising difference between rules and laws

Recognising and valuing people and organisations who work to keep children safe

Recognise growing sense of responsibility

Where does my food come from? 118-120

Awareness of need for balanced diet

Understand long term effects of healthy eating

RSHE Powerful Knowledge and Skills Y3

My feelings

Identify their strengths

Set aspirational goals for themselves

Understand how this contributes to high self esteem

My body

Know how their body may change as they grow and develop

Know how to care for their body

Celebrate their uniqueness

My relationships

Recognise a wide range of relationships

Recognise the positive attributes of healthy relationships

My beliefs

Challenge gender stereotypes

Understanding there is not one way to be a boy, or one way to be a girl

My rights and responsibilities

Understanding of the right to protect their body from unwanted touching

Asking for help

Identify the difference between secrets and surprise

Knowing when it is right to break a confidence and share a secret

Taking responsibility for my healthy lifestyle 22-26

Understand what makes a school environment healthy and happy

Recognising their growing responsibility in this

Knowing how to recognise and deal with pressure and persuasion from advertising, media and people around them

Extend language of feelings especially in standing up to people.

World of Drugs 55-76

Heightened awareness of what goes into our bodies intentionally and unavoidably

Understand impact of substances, inc legal and illegal drugs

Dependency and addiction

Investigate cigarette smoke, smokers and skills of refusal

Understand short and long term consequences

Healthy Body 36-45

Understanding that body systems work together
Developing healthy lifestyle now is an investment for the future
Factual info about their bodies
Heightened awareness of what goes into our bodies intentionally and unavoidably+A38:C50

My feelings

Recognise and respond to a wide range of emotions in themselves

Recognise and respond to a wide range of emotions in others

My body

Reflect on how their body has changed

Anticipate body changes and understand some are related to puberty.

My relationships

Able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond

My beliefs

Recognise differences and similarities between people arise from a number of factors including family and personal identity.

My rights and responsibilities

Knows marriage is a commitment freely entered into by both people.

Knows no one should marry if they don't absolutely want to or are not making the decision freely themselves

Asking for help

Recognise when they may need help to manage a situation and have developed skills to ask for help

Lifestyles and cultures 145-176

Understanding discrimination

Learning to respect and value themselves and others

Differentiate between positive self image and media images

Feelings, loss, separation and relationships 30-

Strengthening understanding of strong feelings that can affect health and happiness

Dealing positively with disturbing experiences

Develop a language of feelings

Mental health rests on having good relationships

Knowing where and how to get help

My Healthy Body 46-52

Recognise there are skills they can learn and practise in all areas of their health and all body systems are interrelated

RSHE Powerful Knowledge and Skills Y5

My feelings

Can anticipate how their emotions may change as they approach and move through

My body

Can anticipate how their body may change as they approach and move through puberty.

My relationships

can identify healthy relationships and recognise the skills to manage and maintain

My rights and responsibilities

Have strategies for keeping safe online
Knowing personal information including images of themselves and others can be shared without their permission.

Asking for help

Have considered how to manage accidental exposure to explicit images and upsetting
This includes who to talk to about what they have seen.

World of Drugs 201-226

Understanding the use of tobacco, alcohol and other drugs is increasing

Reasons given to justify taking these substances

Impact of legal/illegal drugs on physical and mental health

Meaning of addiction

Risks of contaminating in illegal drugs and risks of combining drugs and alcohol

Keeping myself safe 227-262

Understanding main dangers to their personal
Categorising dangers

Increasing skills and confidence in own abilities to cope

Laws

Resist pressures

RSHE Powerful Knowledge and Skills Y6

My feelings

Can recognise how images in the media including online do not always reflect reality and can affect how people feel about themselves.

My body

Can explain what sexual intercourse is and how this leads to reproduction

Using the correct terms to describe male and female genitalia

My relationships

Realise the nature and consequences of discrimination, including the use of prejudiced language

My beliefs

Know some cultural practices are against British law and universal human rights, including FGM

My rights and responsibilities

Have an awareness that infections can be shared during sexual intercourse and that a condom can

Asking for help

Develop the confidence and skills to know when, who and how to ask for help independently, or with

To be added

- Crucial Crew
- Enterprise Week
- Careers Week

Tier 2 and Tier 3 vocabulary for RSE

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Washing Brushing teeth Getting dressed Boy Girl	Washing Brushing teeth Getting dressed Clean Boy Girl Same Different Face Hair skin	• Washing • Brushing teeth • Get dressed • Clean • Boy • Girl • Penis • Vagina • Same • Different • Physical characteristics • Gender • Hair • Face	• Similar • Different • Sex • Gender roles • Stereotypes • Boy • Girl • Male • Female • Body parts • Penis • Vagina	• Similar • Different • Male • Female • Body parts • Penis • Vagina • Comfortable • Uncomfortable • Body parts • Like • Dislike • Touch • Hug • Kiss • Family • Fostering • Adoption • Relationship • Stereotypes • Gender roles	• Puberty • Lifecycle • Reproduction • Physical • Pregnancy • Breasts • Sperm • Egg • Pubic hair • Emotions feelings	• Puberty • Physical changes • Emotional changes • Moods • Menstruation • Periods • Tampons • Sanitary towels • Wet dreams • Semen • Erection • Sweat • Breasts • Spots • Pubic hair • Facial hair • Underarm hair • Sexual feelings Privacy Human rights Protection Female Genital Mutilation	• Womb • Sperm • Egg • Conception • Fertilisation • Pregnancy • Sexual intercourse • Twins • Fostering • Adoption • Relationship • Friendship • Love • Consent • Intimacy Privacy Human rights Protection Female Genital Mutilation

