

PSHE  
Puberty and Growing Up  
Year 4, 5 and 6

11.3.25

# Relationship, Health and Sex Education

## Relationship education (statutory):

- Families and people who care for me, caring friendships, respectful relationships, online relationships, being safe

## Health education (statutory):

- puberty, including physical and emotional changes, the menstrual cycle, and starting periods, mental wellbeing, including emotions, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, including facts and risks, health and prevention, including sleep, sun safety and healthy teeth, first aid

## Sex education (non-compulsory but recommended by DfE)

Some aspects of sex education are part of the statutory Y5 national curriculum for science. This includes:

- external body parts, the human body as it grows from birth to old age (including puberty), reproduction in some plants and animals

# Aims of RHSE:

- To give YP the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships
- Enable YP to know what a healthy relationship looks like and understand acceptable and unacceptable behaviour in relationships
- Understand and recognise the physical and emotional changes they will go through
- Recognise how to have a healthy body and mind
- Support children to make positive decisions about themselves and their bodies

# Effective SRE

Effective SRE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others.

It enables young people to:

- mature
- build their confidence and self-esteem
- understand the reasons for delaying sexual activity

Effective SRE (which extends into secondary) also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

It is taught in a non-judgemental, factual way and allows scope for young people to ask questions in a safe environment.

# PSHE curriculum:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

Health and Wellbeing (HE)

Relationships (RE)

Living in the Wider World

Year 4, Year 5 – Spring 2

Year 6 – Summer 2

# Y1 – Y3: Changing and Growing up lessons

## Year 1

- My special people (RE) – who special people are, what makes them special
- Growing up (HE) – how we change as we grow, main stages of human life cycle
- Everybody's body (HE) – describe similarities and differences, name body parts, recognise some body parts and private

## Year 2

- My special people (RE) – how special people look after us, how we can look after them
- Growing up (HE) – describe what changes, how people become more independent
- Everybody's body (HE) – describe similarities and differences, name body parts, recognise some body parts and private

## Year 3

- What makes a good friend? (RE) - what friendship is, different types of friendship, how friends show they care for and value each other
- Falling out with friends (RE) – how to maintain a good friendship, solving disagreements

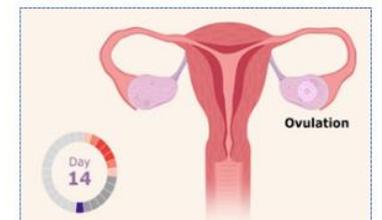
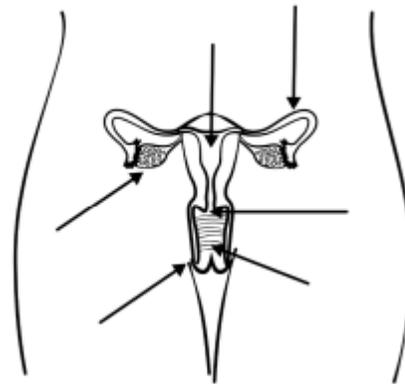
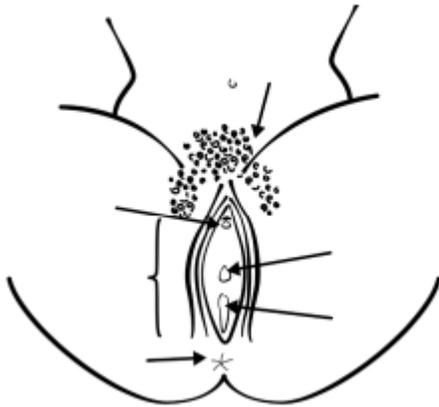
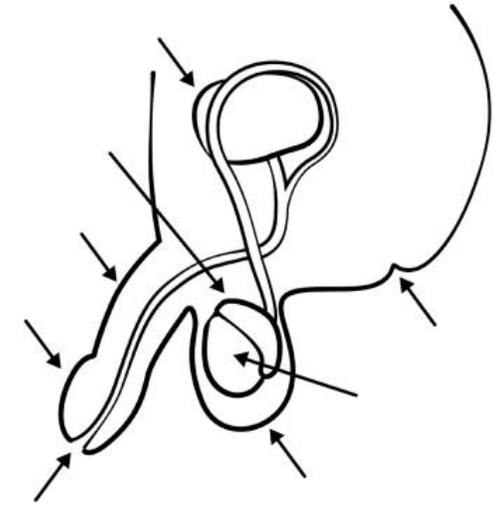
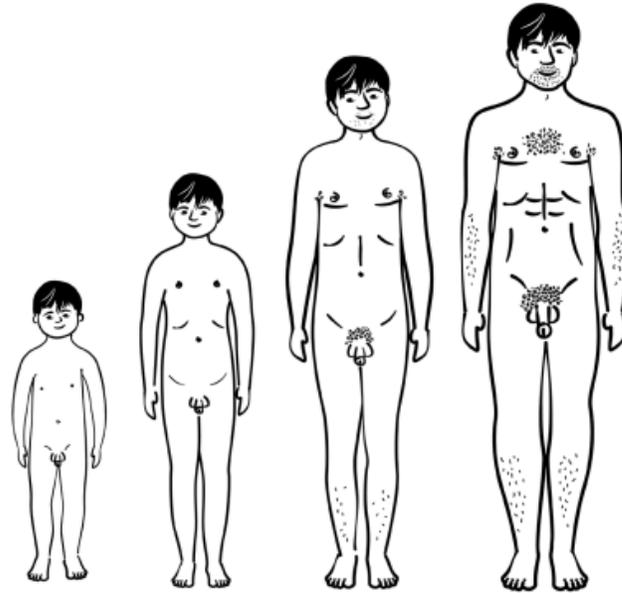
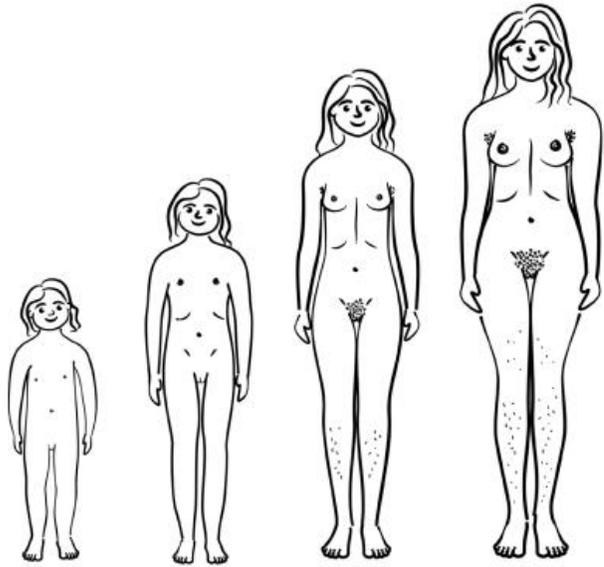
# Year 4 lessons – How will we grow and change?

- Time to change (HE) - recognise what puberty is, when and why it happens, identify some physical changes that happen to bodies during puberty, use scientific vocabulary for external male and female body parts, including genitalia
- Personal Hygiene (HE) - identify body parts or areas to keep clean during puberty, explain how to keep clean during puberty, describe ways to manage physical changes during puberty
- Emotions and Feelings (HE) - identify some of the feelings experienced during puberty, describe how and why emotions can change during puberty, explain where to get help and support for managing puberty

# Year 5 lessons – How can friends communicate safely?

- Time to change (HE)
- Personal Hygiene (HE) – drawn images of male and female genitalia
- Emotions and Feelings (HE)
- Menstruation and wet dreams (HE) - scientific vocabulary to describe body parts, including genitalia, explain what happens during menstruation (periods), explain what is meant by a wet dream (boys and girls separate)

# Year 4 and 5 resources



# Year 6 lessons – What will change as we become more independent? How do friendships change as we grow?

- Puberty Recap (HE) - describe the physical and emotional changes that occur during puberty and ways to manage them, identify what is important for young people to know about puberty, explain where to get help and support for puberty issues or worries (1 hour, boys and girls separate)
- Puberty: Change and becoming independent (HE) - describe some of the changes that happen as someone grows up, identify the range of feelings associated with change, transition to secondary school, and becoming more independent, describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities
- Positive, healthy relationships (RE) - identify different kinds of loving relationships, describe the qualities that enable these relationships to flourish, explain the importance of mutual respect in close relationships, recognise how relationships may change or end and what can help to manage this
- How a baby is made (SE) - describe some of the features of loving relationships, explain what is meant by consent in a relationship, describe how a baby is made, explain what pregnancy means, how long it lasts, and where it occurs (1 hour, boys and girls separate)

# Year 6 resources

**Important to know now/important in the future/might never be important**

- How to talk to a parent about puberty
- How often to wash their hair
- When someone in their class grows pubic hair
- How to use a pad

An adult couple might kiss and cuddle, get very close, and touch each other in romantic and sexual ways. It's important that they only do this if they both feel happy and comfortable.

Sometimes, a man and woman will decide they want to have sexual intercourse. The man's penis grows hard, and the woman's vagina may get slippery.

The man's penis slides into the woman's vagina.

The penis squirts a sticky liquid called semen into the woman's vagina.



**Pupil A:** I thought that babies were delivered to their parents by a special bird – like the one you see printed on 'Congratulations on your new baby' cards.

**Pupil B:** I was told that babies were collected from the chip shop.

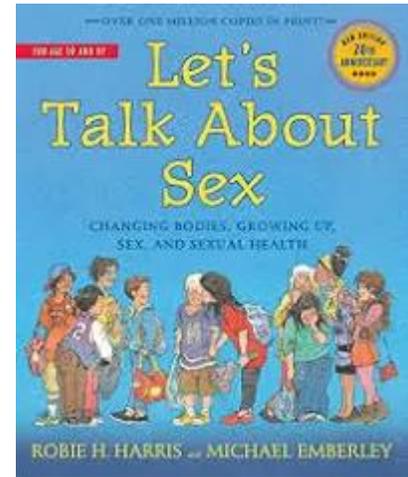
**Pupil C:** Babies start as a tiny seed and when it is time they grow into a baby inside their mum's tummy.

# Right to withdraw

- Right to withdraw from non-compulsory aspects of Sex Education
- Year 6 - Lesson 4
- Strongly urge you not to
  - Misinformation
  - Inappropriate sources
  - Negative feelings about sex education

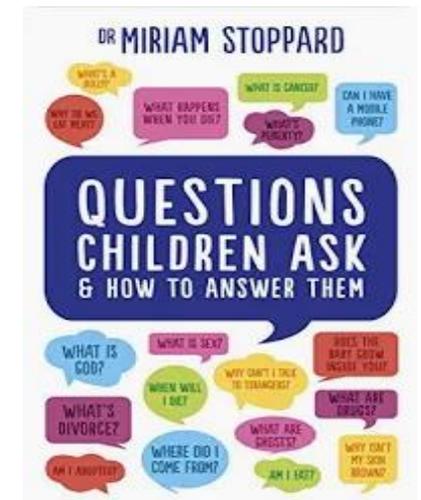
# Resources to support parents

- Book Lists eg National Literacy Trust
- NSPCC
- Outspoken Sex Ed
- Amaze
  
- Open conversations with children
- Question box at home



**NSPCC**

**OUTSPOKEN**  
Sex Ed



Questions?