

Relationships and Sex Education Parent Consultation

Year 4



*'Enabling our children to become healthy,
independent and responsible members of
society.'*

Relationships and Sex Education

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools.

The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.



HILLSIDE PRIMARY SCHOOL

Relationship and Sex Education Policy

Date Approved: June 2023
Last Reviewed: March 2024

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For more information on this please read our RSE policy which is available on the school website.

This outlines what RSE is, our aims, the responsibilities of everyone involved etc.

This is the scheme we follow to ensure we are covering the topics and information required. This is then adapted to suit the needs of our children.



You, Me, PSHE

A scheme of work for
the primary school

Years 1-6

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Identity, society and equality: Making relationships with adults and children. Develop confidence in leaving the main carer and come into nursery happily and settled.	Identity, society and equality: Making relationships. Identifying and talking about different feelings.	Physical health and wellbeing: Fun times.	Physical health and wellbeing: What keeps me healthy?	Drug, alcohol and tobacco education: Tobacco is a drug.	Identity, society and equality: Democracy.	Physical health and wellbeing: In the media.	Drug, alcohol and tobacco education: Weighing up risk.
	Develop nursery routines Focus on school rules Consent Good touch/bad touch E-Safety	Learning and following routines. School rules Consent Good touch/bad touch E-Safety Staying healthy: immunisations, hand washing	Consent Good touch/bad touch E-Safety: Computing Democracy: School council	Consent Good touch/bad touch E-Safety: Computing Democracy: School council	Consent Good touch/bad touch E-Safety: Computing Democracy: School council	Consent Good touch/bad touch E-Safety: Computing Democracy: School council	Consent Good touch/bad touch E-Safety: Computing Democracy: School council	Consent Good touch/bad touch E-Safety: Computing Democracy: School council
Autumn 2	Mental health and emotional wellbeing: Understand own feelings and talk about them.	Mental health and emotional wellbeing: Identifying, talking about and understanding feelings of ourselves and others.	Keeping safe and managing risk: Feeling safe.	Mental health and emotional wellbeing: Friendship.	Keeping safe and managing risk: Bullying - see it, say it, stop it.	Drug, alcohol and tobacco education: Making choices.	Identity, society and equality: Stereotypes, discrimination and prejudice.	Identity, society and equality: Human rights.
	Firework safety Staying healthy: immunisations Anti-bullying	E-Safety: Computing Anti-bullying	E-Safety: Computing Anti-bullying	E-Safety: Computing Anti-bullying	E-Safety: Computing OneLife: Healthy Living Anti-bullying	E-Safety: Computing OneLife: Healthy Living Anti-bullying	E-Safety: Computing Animals including Humans: Science Anti-bullying	E-Safety: Computing Anti-bullying
Spring 1	Keeping safe and managing risk: Developing confidence to try new activities.	Mental health and emotional wellbeing: Identifying, talking about and understanding feelings of ourselves and others.	Identity, society and equality: Me and others.	Keeping safe and managing risk: Indoors and outdoors.	Mental health and emotional wellbeing: Strengths and challenges.	Physical health and wellbeing: What is important to me?	Keeping safe and managing risk: When things go wrong.	Mental health and emotional wellbeing: Healthy minds.
	Consent Good touch/bad touch E-Safety Children's Mental Health Week	Consent Good touch/bad touch E-Safety Children's Mental Health Week	Consent Good touch/bad touch E-Safety: Computing Children's Mental Health Week	Consent Good touch/bad touch E-Safety: Computing Children's Mental Health Week	Consent Good touch/bad touch E-Safety: Computing Children's Mental Health Week	Consent Good touch/bad touch E-Safety: Computing Children's Mental Health Week	Consent Good touch/bad touch E-Safety: Computing Children's Mental Health Week	Consent Good touch/bad touch E-Safety: Computing Children's Mental Health Week

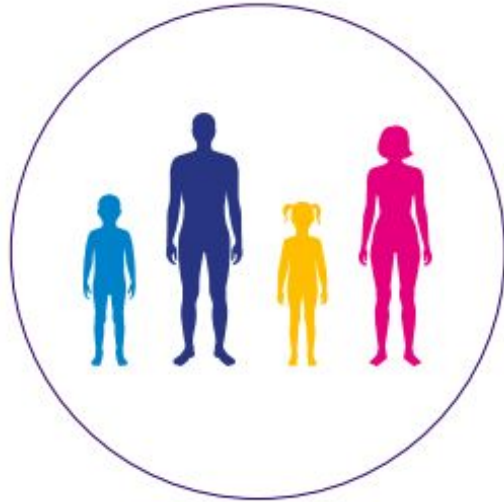
Our PSHE curriculum covers the 7 main areas throughout the school.

These are covered across the year groups where the learning in each area is developed further as they get older.

Whilst RSE is explicitly taught in Y2, Y4 and Y6, consent & good touch/bad touch is taught every term to each year group.

Spring 2	Mental health and emotional wellbeing: Understand feelings of others.	Identity, society and equality: Celebrating difference (India), festivals and celebrations.	Drug, alcohol and tobacco education: What do we put into and on to bodies?	Drug, alcohol and tobacco education: Medicines and me.	Identity, society and equality: Celebrating difference.	Keeping safe and managing risk: Playing safe.	Mental health and emotional wellbeing: Dealing with feelings.	Keeping safe and managing risk: Keeping safe - out and about.
	Consent Good touch/bad touch E-Safety: Computing Child Health	E-Safety: Computing Anti-bullying	E-Safety: Computing Anti-bullying	E-Safety: Computing Anti-bullying	E-Safety: Computing Anti-bullying	E-Safety: Computing Anti-bullying	E-Safety: Computing Anti-bullying	E-Safety: Computing Emotions & feelings Anti-bullying
Summer 1	Identity, society and equality: Turn taking and solving conflicts.	Keeping safe and managing risk: Weather safety, playing safe, road safety, trip safety.	Mental health and emotional wellbeing: Feelings.	Sex and relationship education: Boys and girls, families.	Careers, financial capability and economic wellbeing: Saving, spending and budgeting.	Sex and relationship education: Growing up and changing.	Drug, alcohol and tobacco education: Different influences.	Sex and relationship education: Healthy relationships/how a baby is made.
	Consent Good touch/bad touch E-Safety	Consent Good touch/bad touch E-Safety Healthy eating Recap school rules, transitions and routines	Consent Good touch/bad touch E-Safety: Computing	Consent Good touch/bad touch E-Safety: Computing	Consent Good touch/bad touch E-Safety: Computing	Consent Good touch/bad touch E-Safety: Computing	Consent Good touch/bad touch E-Safety: Computing	Consent Good touch/bad touch E-Safety: Computing
Summer 2	Identity, society and equality: Transitions and new beginnings.	Identity, society and equality: Transitions and new beginnings.	Careers, financial capability and economic wellbeing: My money.	Sex and relationship education: Boys and girls, families.	Physical health and wellbeing: What helps me choose?	Sex and relationship education: Growing up and changing.	Careers, financial capability and economic wellbeing: Borrowing and earning money.	Sex and relationship education: Healthy relationships/how a baby is made.
	E-Safety	E-Safety Anti-bullying	E-Safety: Computing Anti-bullying Anti-social behaviour	E-Safety: Computing Anti-bullying Anti-social behaviour	E-Safety: Computing Anti-bullying Anti-social behaviour	E-Safety: Computing Anti-bullying Anti-social behaviour	E-Safety: Computing Anti-bullying Anti-social behaviour	E-Safety: Computing Anti-bullying Anti-social behaviour

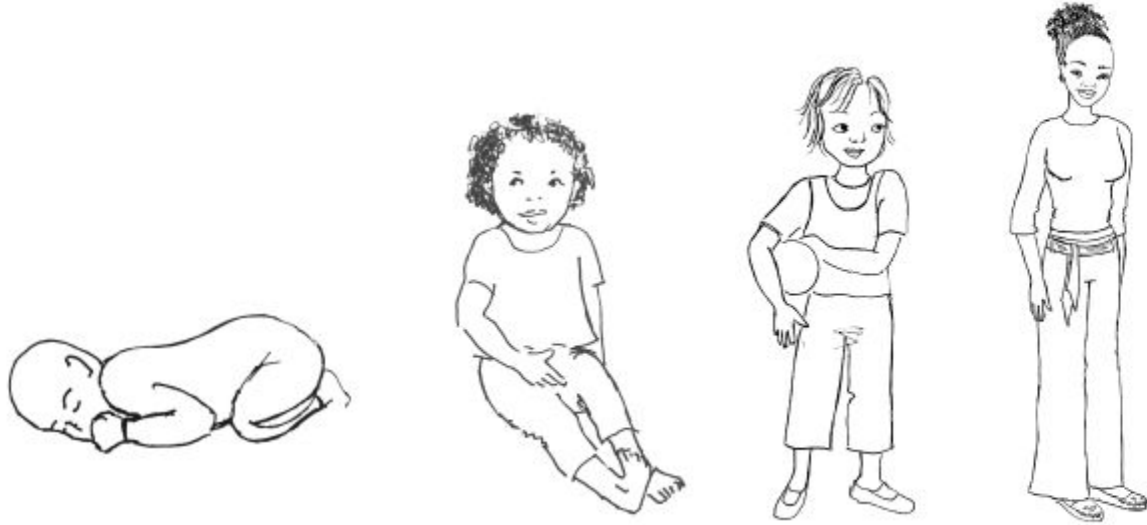
In the Summer term, Y4 will be learning about 'growing up and changing'. The curriculum and resources have been constructed to ensure the teaching is appropriate to the age and needs of the children.



Growing
up and
changing

All areas of the Y4 RSE curriculum are part of the Relationships and Science curriculum and are therefore compulsory for all children to learn. It is important for all children to know how all bodies change and develop as we all grow.

They will learn...



*About the way we grow and change throughout the
human lifecycle*

They will learn...

Change / behaviour	Can control	Cannot control	Not sure
Growing taller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting more hair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Growing hair on face	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Buying more things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making more friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Breasts growing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eating fruit and vegetables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Starting period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deciding when to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being kind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Voice deepening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

About the physical changes associated with puberty

They will learn...



The menstrual cycle starts on the first day of a girl's period. During a period the egg as well as blood and tissue that have built up on the lining of the womb leave the body through the vagina.

About menstruation and wet dreams

They will learn...



About the impact of puberty in physical hygiene and strategies for managing this

They will learn...

Changing relationships scenarios



Aspen has a friend (Kai) who has been very quiet recently. As well as being quiet, Kai has stopped smiling and spending time with other people.

One lunchtime Aspen asks Kai what is wrong. Kai starts to cry but refuses to talk about what is wrong.

How does Aspen feel?



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Changing relationships scenarios



Drew is in the playground with their first boyfriend, Ash. Drew really likes Ash and wants to impress them.

A good friend of Drew's (Delta) walks towards them and, as she does, some tampons fall out of Delta's bag. Ash laughs and starts whispering with his mates who start pointing at Delta.


How does Drew feel?



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How puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty

They will learn...

Changing relationships scenarios 

Bay spends lots of time with their best friend who they have known all their life. Bay feels really lucky to have a best friend of the opposite sex without having to worry about being boyfriends or girlfriends.

One day on the way home from school Bay's best friend tells them that they fancy them and asks Bay to go out with them.

How does Bay feel?

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Changing relationships scenarios 

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How does Drew feel?

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Strategies to deal with feelings in the context of relationships

They will learn...



To answer each others questions about puberty with confidence, to seek support and advice when they need it.

How can you help at home?

- Talk to your child before, during and after the topic. *Children and young people say they greatly value being able to talk to their parents/carers about these topics. Be open and honest about what they are learning.*

- Use the correct vocabulary.

This is really important in keeping both themselves and others safe so please encourage this.



Please contact your child's class teacher if you have any questions.

