

PSHE

(Personal, Social and Health Education)

RSE

(Relationships and sex education)

Year 3/4

# Statutory Requirements

## 2. Statutory Requirements

Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum must/should:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and;
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At St Giles' and St George's we teach RSE as set out in this policy.

# Why do we teach RSE?

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

# The Year 3 Curriculum:

Pieces	PSHE learning intention	Social and emotional development learning intention
1. 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
2. Babies <b>Statutory</b>	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
3. Outside Body Changes <b>Statutory</b>	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
4. Inside Body Changes <b>Statutory</b>	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
5. 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
6. Looking Ahead Assessment Opportunity ★ Puzzle Outcome: Ribbon Mobiles	identify what I am looking forward to when I move to my next class	start to think about changes I will make next year and know how to go about this

# The Year 4 Curriculum:

Pieces	PSHE learning intention	Social and emotional development learning intention
1. 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
2. Having a Baby Non-statutory	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
3. Girls and Puberty Statutory	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
4. Inside Body Changes Statutory	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
5. 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
6. Looking Ahead Assessment Opportunity ★ Puzzle Outcome: Ribbon Mobiles	identify what I am looking forward to when I move to my next class	start to think about changes I will make next year and know how to go about this

What will my child learn?

## Year 3- Lesson 2- Babies

### Puzzle 6: Changing Me - Ages 7-8 - Piece 2

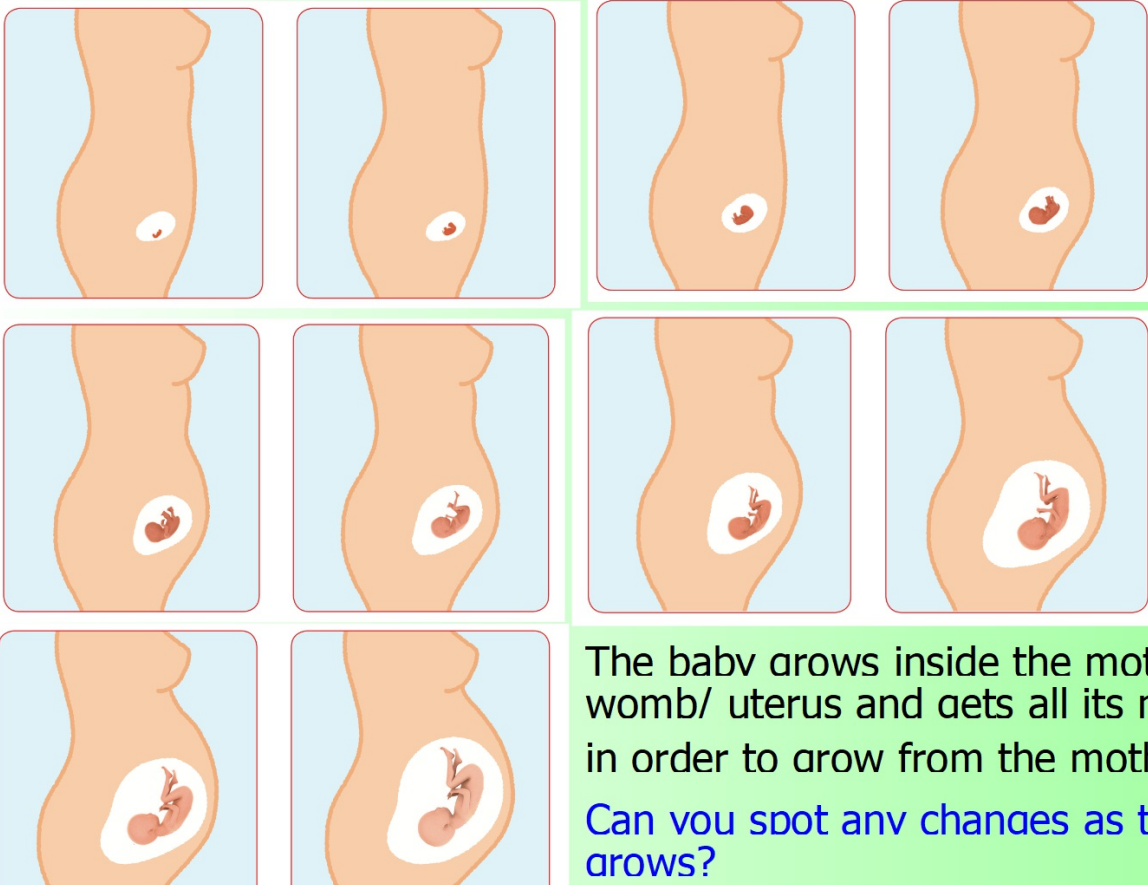
Babies	
<b>Puzzle 6 Outcome</b> <b>Tree of Change</b> <b>Display</b>	<b>Please teach me to...</b> understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family
<b>Resources</b> Jigsaw Jino Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script Baby PowerPoint slide Mini-whiteboards/ pens (or paper and pens) Baby growing PowerPoint Jigsaw Journals My Jigsaw Journey	<b>Vocabulary</b> Baby Grow Uterus Womb Nutrients Survive Love Affection Care





What does the baby need to grow and to survive?

How does the the life of a babv starts out?. Where does it beain to grow? How does it grow?



## Let me learn

Draw a picture of a baby and, around the edge of the picture, design a frame showing all the things a baby needs to survive, to live and to grow.

Draw pictures and write labels.

Remember: it isn't just the physical things that are important babies need to feel loved and cared for too.

### NEXT STEP:

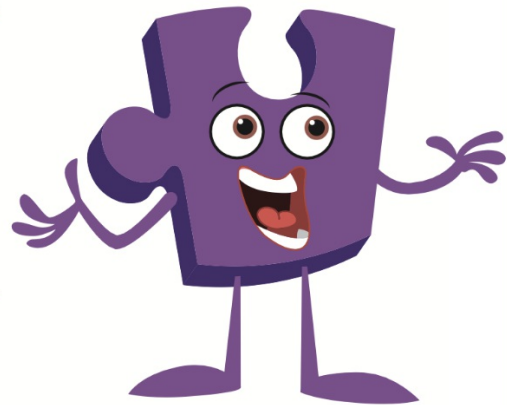
How might you feel if you had a new baby in the family? Why?



## Year 3- Lesson 3- Outside body changes

### Puzzle 6: Changing Me - Ages 7-8 - Piece 3

Outside Body Changes	
<b>Puzzle 6 Outcome</b> <b>Tree of Change</b> <b>Display</b>	<b>Please teach me to...</b> understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings
<b>Resources</b> Jigsaw Jino Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script Outline figure of a body on large flipchart paper Set of Body Change cards PowerPoint slides: Body Changes 'My Life, My Changes' sheet Jigsaw Journals My Jigsaw Journey	<b>Vocabulary</b> Change Puberty Control



### Open my mind

Sometimes changes feel exciting and good, sometimes difficult, and often a bit of both. One thing we can be sure of: there will always be changes in our lives, because living things are always changing.

We are going to learn about an important change which happens gradually to everybody - it will start sometime in the next few years and carry on into your teens.

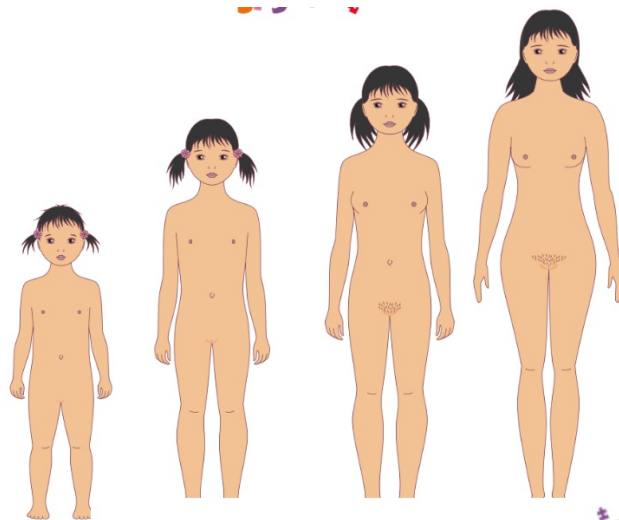
Do you know what **puberty** is?



## Tell me or show me

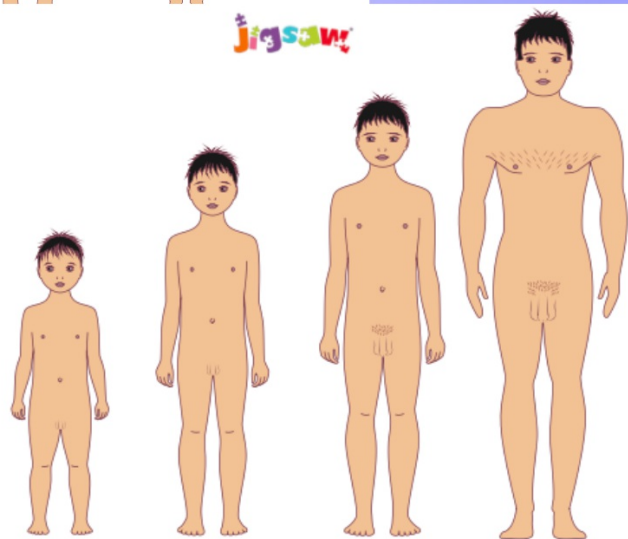
Look at the changes cards. Can you sort them into changes that happen to a boy, those that happen to a girl and those that happen to both?





**What changes  
can you see?**

**jigsaw**



## Let me learn

In pairs, discuss and agree which changes should go in the 'can control' and 'can't control' categories.

Changes I can't control		Changes I can control	
Growing pubic hair	Making new friends	Getting a deeper voice	Hips getting wider
Deciding when to go to bed	Growing facial hair	Choosing what to eat	Earning money
Choosing what clothes to buy	Growing taller	Growing underarm hair	Penis growing larger
Developing breasts	Starting new hobbies	Getting a boyfriend or girlfriend	

## NEXT STEP

What are you looking forward to about growing up? What is worrying you?

## Year 3- Lesson 4- Inside body changes

### Puzzle 6: Changing Me - Ages 7-8 - Piece 4

Inside Body Changes	
<b>Puzzle 6 Outcome</b> <b>Tree of Change Display</b>	<b>Please teach me to...</b> identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings
<b>Resources</b> Parent/Child pairs cards (from lesson/ Piece 1) Jigsaw Chime 'Calm Me' script PowerPoint slides: Body Changes from Piece (lesson) 3 PowerPoint slides: Changes on the inside Animations (moving diagrams): Male and Female Reproductive Systems 'The Great Growing Up Adventure' sheet Jigsaw Journals Post-it notes / small slips of paper Jigsaw Jino Jigsaw Jerrie Cat Jigsaw Jino's post box Mv .Jigsaw .Journey	<b>Vocabulary</b> Puberty Male Female Testicles Sperm Penis Ovaries Egg Ovum/ Ova Womb/ Uterus Vagina



## Open my mind

What's different about the hen's egg and frogspawn compared to how other animals have babies?

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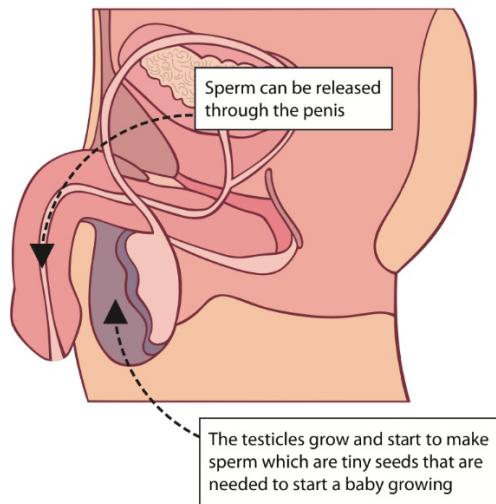
### **Tell me or show me**

Last lesson they were learning about puberty - the changes that get you ready for life as an adult.

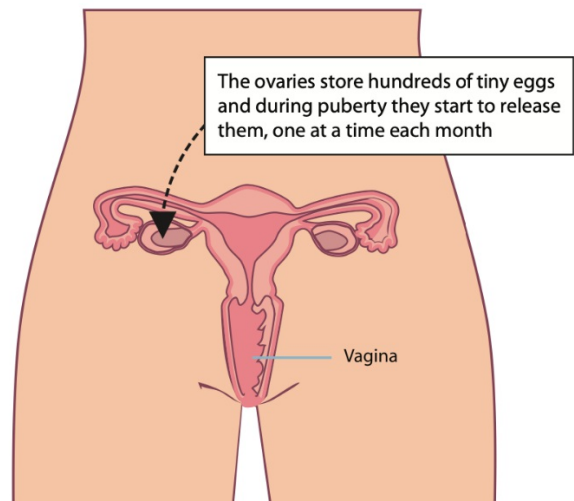
Puberty is really about getting boys' and girls' bodies ready for making and having babies when they are grown up. The amazing thing about babies is that although they are born from the mother they need both a little bit of the mother and a little bit of the father to start them off in the first place.

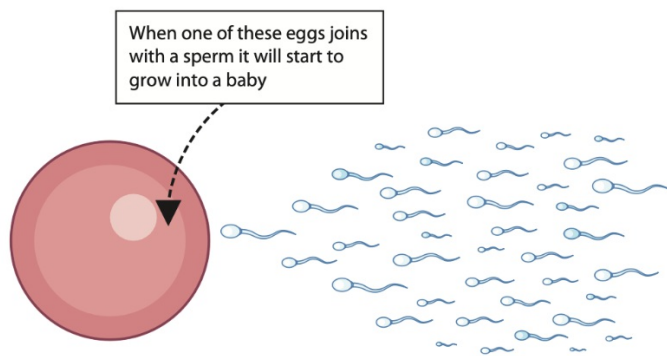
Last time we looked at how bodies change on the outside at puberty, but now we need to go on a journey to the inside to look at those changes too.

Can you think of any changes that might happen?

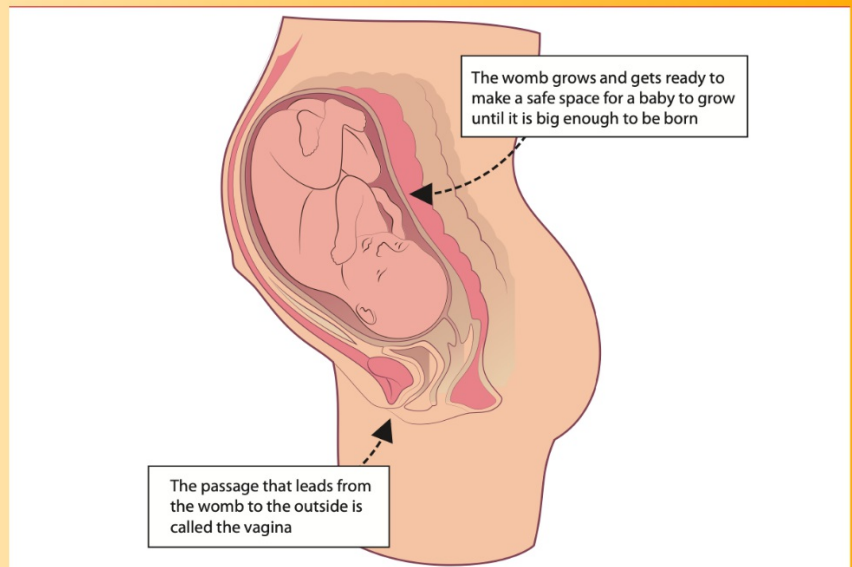


## What changes happen?





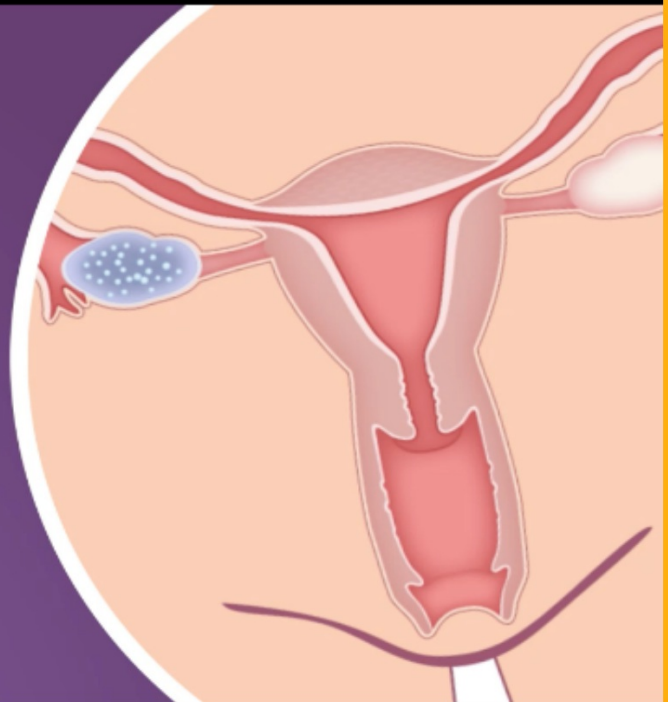
## How can a baby be made?





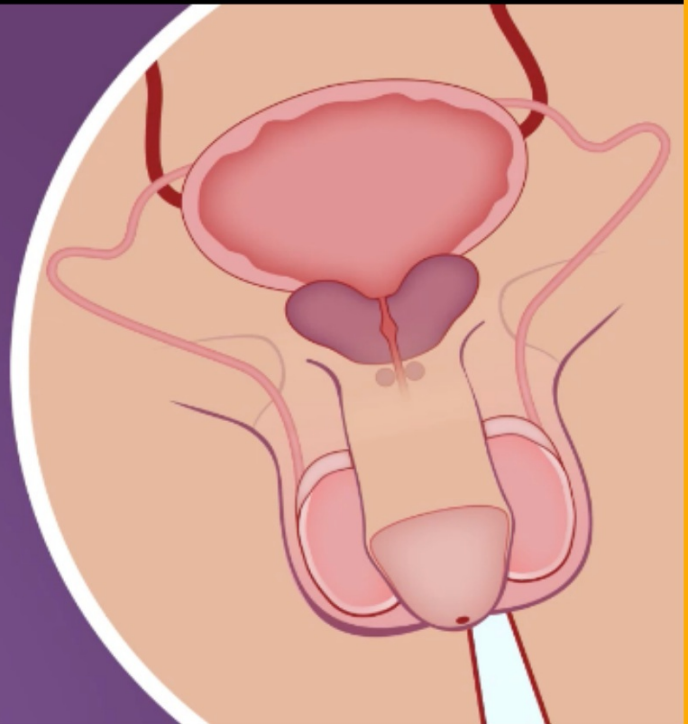
Introducing

# The Female Reproductive System





# Introducing The Male Reproductive System



## Let me learn

Working in pairs, find the correct words to fill in the gaps in the first part of the sheet. Then write your own thoughts to complete the sentence stems in

On our journey to be adults, our bodies will change shape and grow bigger on the outside.  
At the same time wonderful things are happening on the inside.

Boys have a bag of skin between their legs which holds the t\_ \_ \_ \_ \_

These grow bigger and start to make s\_ \_ \_ \_ , tiny seeds which are needed to start a baby.

When they are needed these seeds are released through the p\_ \_ \_ \_

Inside a girl, low down between her hips, are two o\_ \_ \_ \_ \_

Stored inside these are lots of tiny e\_ \_ \_

They start to be released, one at a time, into a tube that leads to the w\_ \_ \_

This is a warm, safe space where a baby will grow if the egg joins with a sperm.

The womb is connected to an opening between the girl's legs by a passage called the v\_ \_ \_ \_ \_

Ovaries	Sperm	Vagina	Testicles	Eggs	Womb	Penis
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I feel great about growing up because...

I feel a bit worried about growing up because...

## Year 4- Lesson 2- Having a baby

### Puzzle 6: Changing Me - Ages 8-9 - Piece 2

Having a Baby	
<b>Puzzle 6 Outcome</b> <b>Tree of Change Display</b>	<b>Please teach me to...</b> <p>correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>understand that having a baby is a personal choice and express how I feel about having children when I am an adult</p>
<b>Resources</b> Making Things cards Jigsaw Chime 'Calm Me' script Jigsaw Jaz Jigsaw Jerrie Cat Flashcard pictures of sperm and egg PowerPoint slides - Changes on the inside Animation: The Female Reproductive System Printed copies of PowerPoint slides Jigsaw Journals My Jigsaw Journey Jigsaw Jaz's Post box (from last lesson)	<b>Vocabulary</b> Sperm Egg/ Ovum Penis Testicles Vagina/ Vulva Womb/ Uterus Ovaries Making love Having sex Sexual Intercourse Fertilise Conception



## Connect us

Shuffle the cards for the Making Things game and give one to each child.

Then ask them to move around and compare their card with other people's, find the connections, and eventually form themselves into groups containing one finished article (a cake, an oak tree, a new car and a baby) and the 'ingredients' required for making it.

**A cake**

**An oak tree**

**A new car**

**A baby**

What do you think are the reasons why people might choose to have a baby?

What do you think might be difficult about looking after a new baby?

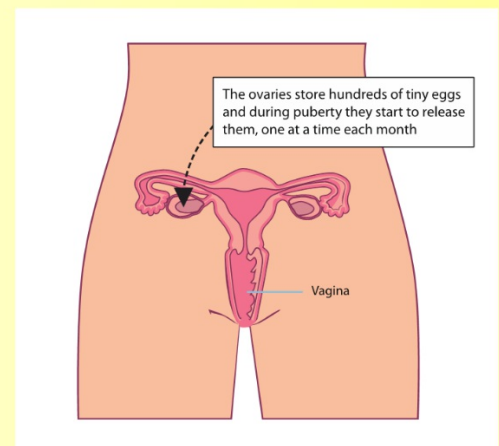
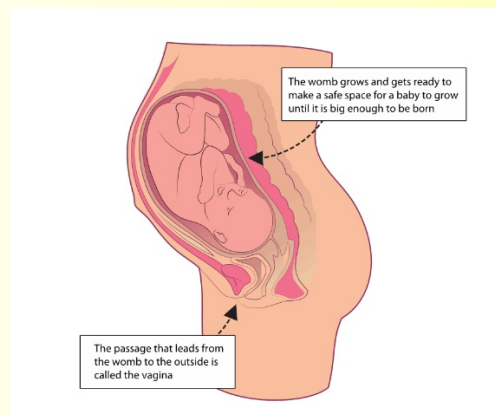
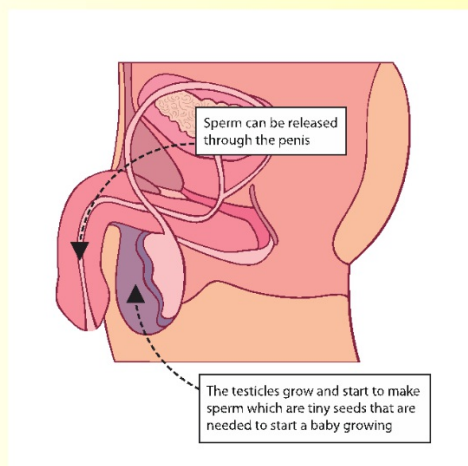
## What were the main ingredients for making a baby?

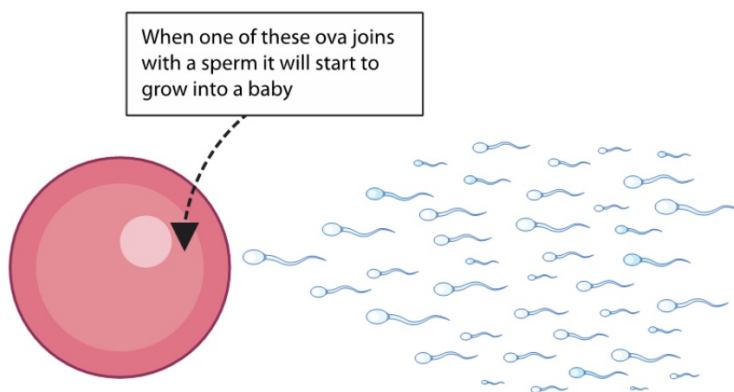
A sperm

An egg

A mother's  
womb to grow  
in

A family to  
provide love  
and care



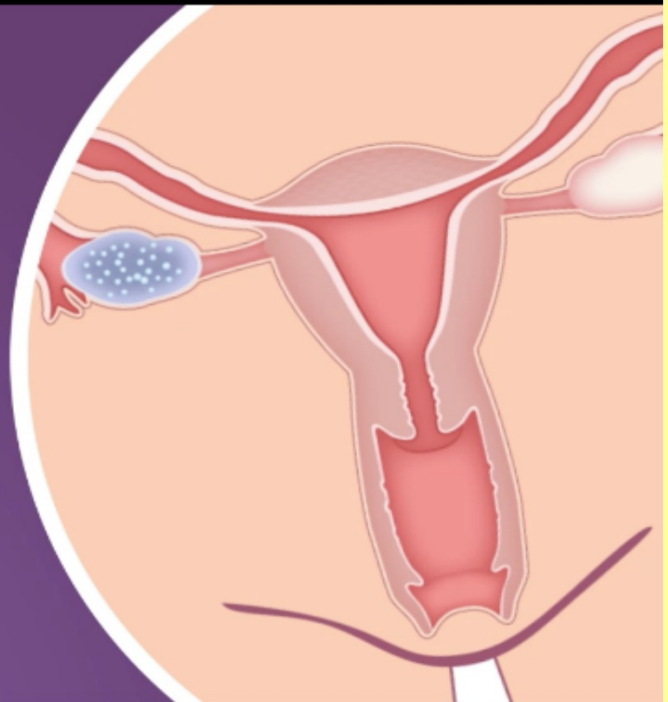


*It's amazing how a baby starts to grow when a man's sperm and a woman's ovum meet and join together. This can happen when a grown-up man and woman have sexual intercourse which allows the sperm to be released through the penis into the vagina. From the vagina, the sperm can swim through the womb/ uterus into the tubes that lead from the ovaries. If they meet an egg/ ovum there, one of them may 'fertilise' it - join with it so that it starts growing into a baby. This is called conception. The fertilised egg settles into the soft lining of the mother's womb, where it will grow until it is big enough to be born 40 weeks/(9 months). The baby will get half of its genes from the mother's egg/ovum and half its genes from the father's sperm.*



Introducing

# The Female Reproductive System

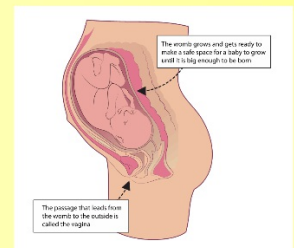
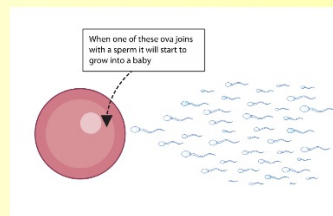
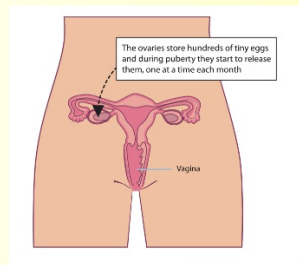
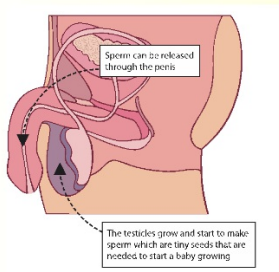


## Your task:

**Imagine there is an alien visiting from another world where males and females are the same.**

**You need to write a letter to the alien explaining the differences between males and females and why they are important for making a baby.**

**You can use copies of the images in your letter too.**



**NEXT STEP: How do you feel about having children when you are older?**

## Year 4- Lesson 3- Girls and puberty

### Puzzle 6: Changing Me - Ages 8-9 - Piece 3

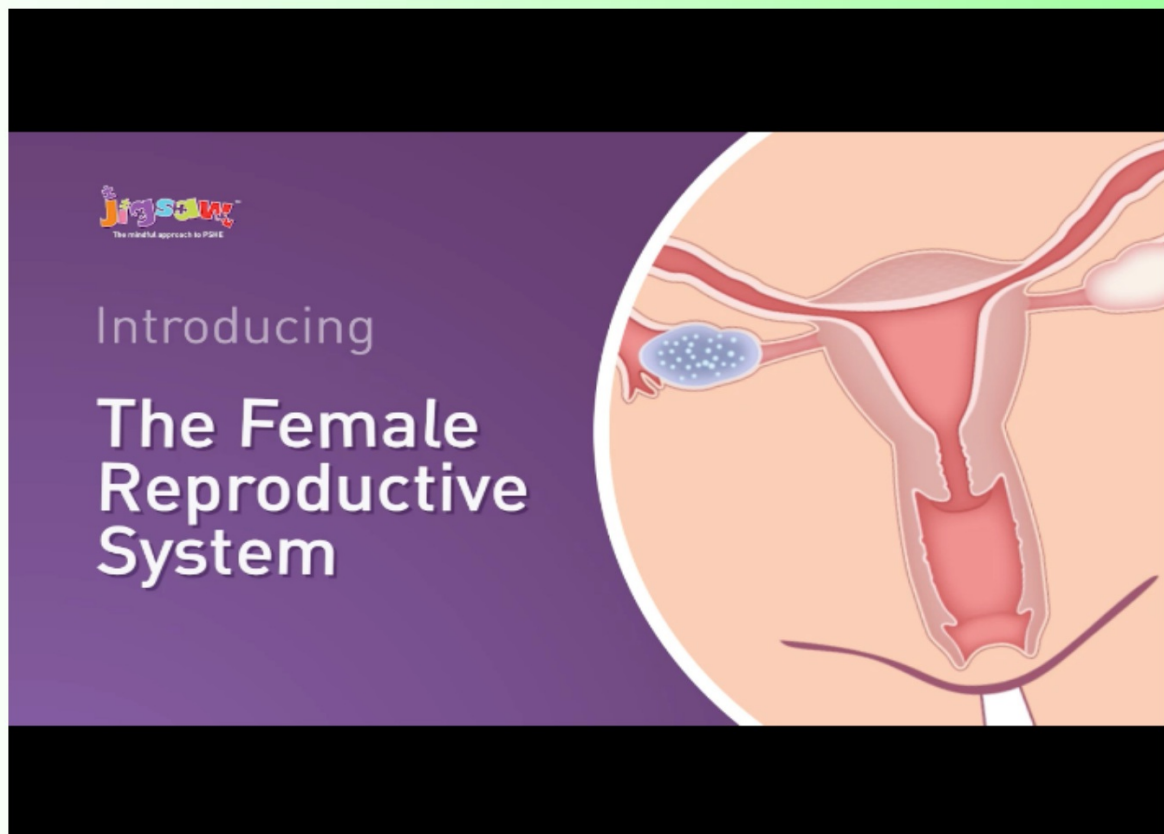
Girls and Puberty	
<b>Puzzle 6 Outcome</b> <b>Tree of Change Display</b>	<b>Please teach me to...</b> describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this  know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
<b>Resources</b> How do I feel about puberty?' cards Jigsaw Chime 'Calm Me' script A 'bag of tricks' - a mystery bag containing a collection of items relating to puberty and growing up- see lesson plan for suggestions Animation: The Female Reproductive System PowerPoint slide of internal female organs Sets of Menstruation Cards for card-sort and/or sticking into Jigsaw Journals Jigsaw Journals Jigsaw Jaz Jigsaw Jerrie Cat Jigsaw Jaz's post box My Jigsaw Journey	<b>Vocabulary</b> Puberty Menstruation Periods



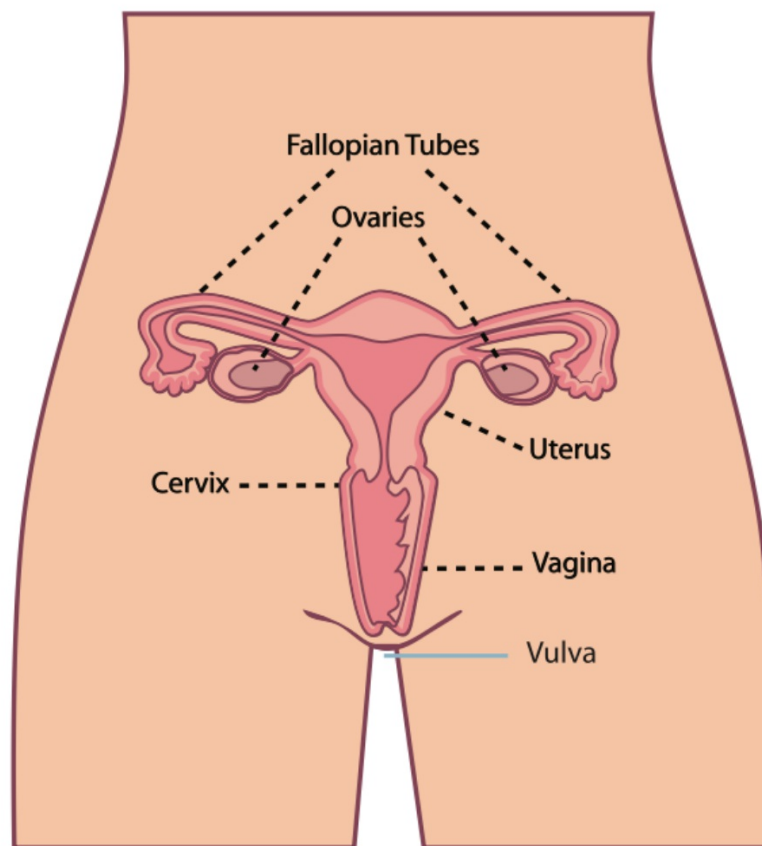
**What are these items? How are they linked to puberty?**

## What is menstruation?

**Watch this video from last lesson, can you work out what menstruation is?**

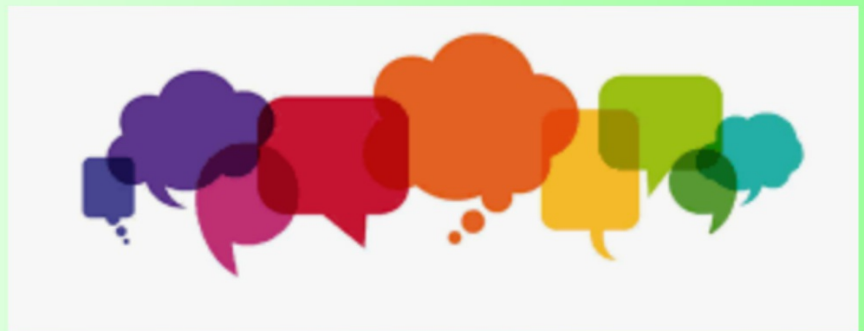


**Read script about menstruation**



## Let's Learn

In pairs, or small groups, match the pictures to the statements and then sort them into a correct sequence.



**NEXT STEP: What might people feel anxious about when thinking about puberty? How could they cope with these feelings?**

# Can I withdraw my child from RSE lessons?

## 8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.


Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

# How can I withdraw my child from sex education lessons?

To be completed by the parent/carer			
Name of child:		Class:	
Name of parent/carer:		Date:	
Reason for withdrawing from sex education lessons:			
Any other information you would like the school to consider:			
Parent/carer signature:		Date:	
To be completed by the school			
Agreed actions after discussions with parents			

Where can I find more information?

- The school's PSHE/RSE policy 
- The school's PSHE curriculum 