



RSE Policy 2021

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1. Aims and Impact

RSE (Relationships, Health and Sex education) policy aims at Bramhope Primary School

We believe that PSHE and RSE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. At Bramhope, the study of RSE will be delivered through PSHE sessions.

Under the new guidance issued by the DfE, by September 2020, Relationships and Health Education formally known as PSHE at primary school will be compulsory. At Bramhope, we will continue to refer to Relationships and Health Education as PSHE but please do note when reading any online, government related articles, PSHE is now referred to as Relationships and Health Education.

To be effective, sex education should always be taught within a broader PSHE programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

The aims of RSE at Bramhope Primary School are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity within our school community, Bramhope community and our wider communities that the children may be a part of.
- Teach pupils how to make informed choices
- Prepare pupils to be positive members of society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online

- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Enable children to develop the vocabulary needed to clearly articulate their thoughts and feelings with confidence.

2. Statutory Requirements

At Bramhope Primary School, we teach PSHE and RSE as set out in this policy. As of September 2020 the Department for Education is introducing compulsory Relationships Education for primary pupils. From September 2020, it will also be compulsory for all schools to teach Health Education.

We will continue to teach these through our wider PSHE curriculum. Through these subjects, we want to support all young people to be happy, healthy and safe - we want to equip them for adult life and to make a positive contribution to society. At Bramhope, we are committed to retaining our current choice to continue to teach age-appropriate sex education alongside our relationships education.

3. Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review - a member of the leadership team, pulled together all relevant information including relevant national and local guidance
2. Staff and Governor Consultation - school staff were given the opportunity to look at the policy and make recommendations.
3. Parent consultation - parents invited to view the draft policy on the school website, feedback invited in the form of emails to a dedicated email address.
4. Pupil consultation - we investigated what exactly pupils want from their RSE and PSHE lessons via a pupil survey
5. Ratification- the policy was shared with and reviewed by governors and approved by the full Governing Body.

4. Definition

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. Our aims at Bramhope are to prepare our children to remain safe and

informed for when they have new life experiences. We are also delivering a curriculum where our children can transition to secondary school with the knowledge needed to begin the compulsory Relationships and Sex Education post 16.

RSE is not about the promotion of sexual activity.

5. Context and Curriculum

(See RSE scheme of works for further details appendix A)

5.1 Curriculum

We have developed the curriculum in consultation with parents, pupils and staffs, taking into account the age, needs and feelings of pupils.

In Years 5 and 6 we place a particular emphasis on health education, as many children begin to experience puberty at this age. We liaise with other agencies about suitable teaching materials to use with our children in these lessons. Teachers answer questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects young women. We always teach this with due regard for the emotional development of the children

For more information about our curriculum, see our curriculum map in Appendix A.

5.2 Intent

Through the 'You, Me, PSHE' and The PSHE Association scheme of works (SOW), we aim to ensure that we equip our children with essential skills to navigate their way through life at and beyond Bramhope Primary School. Following the SOW we have chosen, we intend to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect them and enhance their wellbeing.

Through the PSHE and RSE curriculum at Bramhope, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them.

The SOW we have chosen, support social, moral, spiritual and cultural development and provide children with coverage of essential safeguarding issues, developing their knowledge of when and how they can ask for help.

The PSHE Association programme of study is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE and RSE provision in schools. The SOW covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. The scheme fulfils the requirements of 2020 Statutory Relationships and Health Education

5.3 Implementation

The schemes of work (SOW) that we follow at Bramhope, are designed to be taught in a thematic units. These units are taught in spiral curriculum that revisits each theme every two years. By doing this, we enable the children to recall and build upon previous learning, exploring

underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of the child.

Our SOW provide units which are designed to be delivered in a creative manner, using approaches such as role play, discussion, games, debates and varying group sizes. The activities we use are designed to allow children to build on their confidence and resilience.

Assessment for learning opportunities are built in to each lesson and are enhanced by our learning books in each class. Each session ends with a reflective, self -evaluation activity. This allows class teachers and the curriculum lead to evaluate and assess progress across school.

Each lesson will begin with specific ground rules and a discussion of the children's existing knowledge, giving opportunities for baseline assessments.

5. 4 Pupil Questions

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Pupils will have opportunities to ask any questions that they feel arise during the teaching of the RSE sessions. Children will be taught in a safe environment where they can ask questions openly or they will be able to put questions in a question box in the classroom which can be looked at by the teacher and answer appropriately and comfortably with the child / group.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of Relationships and Sex Education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering or may present safe guarding concerns will be discussed with the DSL or DSSL that same day.

If the teacher decides to discuss the matter on an individual basis, a record will be kept of that discussion.

5.5 Confidentiality

When children make disclosures, they are acknowledging that they need help and are placing their trust in the member of staff's judgment. If a child makes a disclosure, staff should follow the disclosure procedure and inform the DSL and DSSL. It is not appropriate for a member of staff to offer complete confidentiality and they should explain to the child that the information must be passed on.

The child must be praised for making the disclosure. If a child makes a disclosure within a group, the teacher will call for the DSL or DSSL immediately, who would then take the child to discuss their disclosure further.

If during an active session a child voluntarily discloses personal or sensitive, opinions or comments the teacher may have to address these with the rest of the class to ensure the protection and care of the child/children involved.

6. Delivery

Delivery of PSHE and RSE is taught within the personal, social and health (PSHE) education curriculum, and other aspects are included in religious education (RE). Some biological aspects of sex education are taught within the science curriculum (This will be outlined below). At Bramhope Primary School, we have developed our own PSHE scheme of work for Years 1-6, which incorporates the 'You, Me, PSHE' by Islington Council. These lessons are based around a theme which changes half-termly.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

At Bramhope, we also believe that pupils should be taught about the society in which they are growing up in. Through our pupil interviews the children have expressed that they are interested in the ever growing and changing society that we live in and that they are aware of being respectful of families which do not necessarily reflect their own.

Our PSHE and RSE sessions are designed to foster respect for others and for difference, and educate pupils about healthy relationships.

We believe that RSE should meet the needs of all pupils, whatever their developing sexuality, identity or home circumstances - this will include age-appropriate teaching about different types of relationships in the context of the law. Pupils will receive teaching about different types of families to avoid stigmatization of different family circumstances than their own. (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). The aim of our PSHE and RSE curriculum at Bramhope is to ensure that every child feels represented in the lessons that we teach.

(This will be reviewed yearly against the cohorts and lessons will be adapted for the maturity and understanding of the pupils in our care).

6.1 Pupils with SEND

As far as it is appropriate, pupils with special educational needs will follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Any changes to the programme followed will be in conjunction with detailed discussions with parents, carers and class teachers before the lessons take place.

In individual cases; where delivery needs to be adapted, then a differentiated programme and or resources will be provided, to ensure that all pupils gain a full understanding appropriate to their need, again this will be thoroughly discussed with parents / carers before any sessions are undertaken.

Teachers and/or learning support assistants work with individual pupils where required. It is not our school's policy to withdraw pupils with special educational needs from PSHE and RSE education

these aspects of personal and social development are as important to all pupils as their academic achievement.

7. Roles and Responsibility

7.1 The Governing Board

The governing board will hold the head teacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to Mrs Colbourn, Mrs Davy (Governor) and Mrs House (PSHE Coordinator).

7.2 The Head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory elements of RSE and non-statutory science related components of RSE all other aspects of health education cannot be withdrawn from (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way (particular sensitivity towards, religious and cultural diversity, differing needs of boys and girls, diverse sexuality of young people, homophobic prejudice and bullying, disability needs)
- Delivering PSHE and RSE using specific vocabulary which will be consistent across school
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of PSHE and RSE.
- Staff do not have the right to opt out of teaching PSHE or RSE. Staff that have concerns about teaching RSE are encouraged to discuss this with the head teacher.

7.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to RSE, treat others with respect and sensitivity. Our children at Bramhope all come from a variety of backgrounds and are all entitled to learn in a supportive environment, free from fear, bullying and humiliation. Some pupils may use terms such as 'poof', 'gay' and 'lesbian' as a way to harass, upset and make fun of other pupils, they may also use these terms flippantly in school without understanding the true implications of using such terminology. This is unacceptable and will be dealt with as any other form of harassment and bullying, through the school behaviour and discipline procedures. An understanding of human difference, including sexuality, is an important aspect of education and will be addressed as and when it is appropriate to do so through the curriculum.

8 Advising Parents/Carers

Parents/Carers will be advised about forthcoming sex education lessons at the beginning of the summer term. Further details of the lessons will be provided to parents upon request and they will be invited to view any materials before the lesson if they so wish. Mrs House (PSHE coordinator), Mrs Colburn and the teaching staff leading the sessions will all be available before the teaching of the sessions to discuss any concerns or questions that you may have.

8.1 Parents Right to Withdraw

Parents do not have the right to withdraw their children from Relationships and Health Education.

Parents cannot withdraw their child from the Relationships Education components of RSE or any of the cross over components of statutory science curriculum such as reproduction and naming body parts.

Parents have the right to withdraw their child/ children from the non-statutory RSE (Conception and Birth Only - Taught in Year 6)

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to Rachel Colbourn. This will be then followed up with a meeting or a phone call to discuss the withdrawal further.

Alternative work will be given to pupils who are withdrawn from sex education, this work will be structured from the PSHE curriculum and discussed with the parents beforehand. .

9. Continued Professional Development

Teaching staff involved in the delivery of SRE will be expected to identify their training needs. They will be offered appropriate training opportunities to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues and dealing with potentially difficult questions.

10. Monitoring arrangements

The delivery of RSE is monitored by Mrs House through:

- Planning
- Team Teaching lessons

PSHE and RSE at Bramhope are assessed at the end of each key stage. The assessing is completed by class teachers and is in a questionnaire form. Each questionnaire is appropriate for the key stage and will ask specific questions based on their intended learning outcomes for their age. The Questionnaires will be used in Year 3, Year 4 and Year 6, KS1, LKS2 and UKS2.

This policy will be reviewed by Mrs House (PSHE Coordinator) annually.

At every review, the policy will be approved by the governing body and Rachel Colbourn

Appendix 1 Curriculum Road Map

Bramhope Primary School – Thematic Approach									
Year A	Spring Health and Wellbeing			Spring- Relationships			Summer -Living in the Wider World		
	Growing and Changing	Keeping Safe	Physical Health and Mental Wellbeing	Families and friendships	Respecting Ourselves and Others	Safe relationships	Belonging to a community	Media literacy and digital resilience	Money and Work
Year 1 / 2	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online	Keeping healthy; food and exercise; hygiene routines; sun safety	Roles of different people; families; feeling cared for	How behaviour affects others; being polite and respectful	Recognising privacy; staying safe; seeking permission	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community
Year 3/4	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places	Health choices and habits; what affects feelings; expressing feelings	What makes a family; features of family life	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Personal boundaries; safely responding to others; the impact of hurtful behaviour	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals
YEAR 4 ONLY	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty								
Year 5 / 6	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies and first aid	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Managing friendships and peer influence	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Physical contact and feeling safe	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes
YEAR 6 ONLY	Human reproduction and birth; increasing independence; managing transition			Attraction to others; romantic relationships; civil partnership and marriage					

Year B	Growing and Changing	Keeping Safe	Physical Health and Mental Wellbeing	Families and friendships	Respecting Ourselves and Others	Safe Relationships	Belonging to a community	Media Literacy and Digital Resilience	Money and Work
Year 1 / 2	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Making friends; feeling lonely and getting help	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money
Year 3 / 4		Medicines and household products; drugs common to everyday life	Maintaining a balanced lifestyle; oral hygiene and dental care	Positive friendships, including online	Respecting differences and similarities; discussing difference sensitively	Responding to hurtful behaviour; managing confidentiality; recognising risks online	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe
YEAR 4 ONLY	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty								
Year 5 / 6		Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online		Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks
YEAR 6 ONLY	Human reproduction and birth; increasing independence; managing transition			Attraction to others; romantic relationships; civil partnership and marriage					

Curriculum Plan 2021 - 2022 - Year 1 and 2 single year planning

	Growing and Changing	Keeping Safe	Physical Health and Mental Wellbeing	Families and friendships	Respecting Ourselves and Others	Safe Relationships	Belonging to a community	Media Literacy and Digital Resilience	Money and Work
Year 1	Recognising what makes them unique and special; feelings; managing when things go wrong.	How rules and age restrictions help us; keeping safe online	Keeping healthy; food and exercise, hygiene routines; sun safety	Roles of different people; families; feeling cared for	How behaviour affects others; being polite and respectful	Recognising privacy; staying safe and seeking permission	What rules are; caring for other's needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community
Year 2	Growing older, naming body parts. Moving class / year	Safety in different environments; risk and safety at home; emergencies	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Making friends; feeling lonely and getting help	Recognising things in common and differences ; playing and working cooperatively; sharing opinions	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Belonging to a group; roles and responsibilities; being the same and different in the community.	the internet in everyday life; online content and information	What money is; needs and wants; looking after money.

 Sensitive Content links - Parents to be informed before sessions take place and resources shown to parents and discussed if necessary.

Appendix 2 At the end of Primary Education at Bramhope Primary School, all pupils should know.

End of Key Stage Statements

The following statements describe the types and range of performance that the majority of pupils should characteristically demonstrate by the end of the key stage, having been taught a relevant programme of PSHE.

By the end of Key Stage 1

By the end of Key Stage 1 children can

- identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.
- demonstrate that they can manage some feelings in a positive and effective way.
- begin to share their views and opinions (for example talking about fairness).
- can set themselves simple goals (for example sharing toys).
- make simple choices about some aspects of their health and wellbeing (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest).
- explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body.
- talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely).
- explain that people grow from young to old.
- recognise that bullying is wrong and can list some ways to get help in dealing with it.
- recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates).
- identify and respect differences and similarities between people and families, and can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).
-

By the end of Key stage 2

By the end of Key Stage 2 children can

- demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates).
- express their views confidently and listen to and show respect for the views of others.
- identify positive ways to face new challenges (for example the transition to secondary school).
- discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.
- talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.
- make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise).
- identify some factors that affect emotional health and wellbeing (for example exercise or dealing with emotions).
- make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.
- list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.
- identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).
- explain how their actions have consequences for themselves and others.
- describe the nature and consequences of bullying, and can express ways of responding to it.
- identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).
- respond to, or challenge, negative behaviours such as stereotyping and aggression.
- describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

Appendix 3 - Parent Withdrawal Documentation

**FORM FOR PARENTS/CARERS TO WITHDRAW CHILDREN FROM THE SEX
EDUCATION COMPONENTS OF THE RSE CURRICULUM**

TO BE COMPLETED BY PARENTS			
Name of Child		Class	
Name of Parent		Date	
REASON (S) FOR WITHDRAWING FROM SEX EDUCATION WITHIN RELATIONSHIPS & SEX EDUCATION			
ANY OTHER INFORMATION YOU WOULD LIKE THE SCHOOL TO CONSIDER			
Parent Signature			

TO BE COMPLETED BY THE SCHOOL: AGREED ACTIONS FROM DISCUSSION WITH PARENTS	

Form to be completed and followed up with a meeting with Rachel Colbourn (Headteacher)

Appendix 4 - Resources used at Bramhope

Key Stage 1	
	NSPCC - Pants are Private https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/
	Medway photocopiable resources
<i>These need to be accessed through our school membership - before using any of these videos we will seek to hold a parents viewing so that you are able to watch the content before the children.</i>	Discovery Education How have I changed https://app.discoveryeducation.co.uk/learn/videos/46d7399a-7155-42c4-b058-8adc10a2d76c/ How are we the same / different - three generations https://app.discoveryeducation.co.uk/learn/videos/4555346b-9e11-49d5-949f-fc1ec8444941/
Key Stage 2 (Main Resources)	
	NSPCC
	Betty for Education (School Subscription)
<i>These need to be accessed through our school membership - before using any of these videos we will seek to hold a parents viewing so that you are able to watch the content before the children.</i>	Discovery Education - Ask the expert Periods Videos Puberty Wet Dreams https://app.discoveryeducation.co.uk/learn/videos/47082811-90de-4021-a210-b43db980ffc4/ https://app.discoveryeducation.co.uk/learn/videos/8c930025-a5e4-4a02-a458-cefa8ab54a6d/ https://app.discoveryeducation.co.uk/learn/videos/aa99ce6c-7c45-418b-8f85-a9b4ef0a9efc/
	Medway Planning and Resources in partnership with PSHE Association https://www.youtube.com/watch?v=vXrQ_FhZmos
	Newsround Lets Talk About Periods https://www.bbc.co.uk/newsround/56267456
	CBBC - Operation Ouch Puberty Special https://www.bbc.co.uk/iplayer/episode/b0759l4k/operation-ouch-series-4-10-dont-panic-about-puberty-special

Resources we may refer to, to support our planning and teaching	Coram Life Education
	Woman's Aid
	Winston's Wish
	Living and Growing (photocopiable resources)
	Public Health Resource Library Leeds
	<p>Amaze</p> <p>-Menstruation - What to expect https://www.youtube.com/watch?v=DBe7-PHRav8&t=192s</p> <p>Taking Care of your Body during Puberty https://amaze.org/video/puberty-taking-care-of-your-body-during-puberty/</p>
	Dove - Body Confidence

Vocabulary List

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Washing Brushing Teeth Clean Boy Girl Same Different Face Hair Skin Family Parents	Washing Brushing Teeth Clean Boy Girl Same Different Face Hair Skin Family Parents Physical Characteristics Gender Relationships Internal Genitalia - Vagina External Genitalia – Vulva /Penis	Washing Brushing Teeth Clean Boy Girl Same Different Face Hair Skin Family Parents Physical Relationships Characteristics Gender Internal Genitalia - Vagina External Genitalia – Vulva /Penis Body parts Male Female Stereotypes	Different Male Female Body Parts Internal Genitalia -Vagina External Genitalia – Vulva /Penis Relationships Stereotypes Comfortable Uncomfortable Similar Like Dislike Touch Hug Kiss Adoption Fostering Parents Relationships Gender Roles	Different Male Female Body Parts Internal Genitalia -Vagina External Genitalia – Vulva /Penis Stereotypes Touch Comfortable Uncomfortable Similar Different Touch Kiss Hug Adoption Fostering Parents Puberty Lifecycles Reproduction Physical Pregnancy Breasts Sperm Egg	Different Male Female Body Parts Internal Genitalia -Vagina External Genitalia – Vulva /Penis/Testicles Stereotypes Touch Relationships Comfortable Uncomfortable Similar Different Touch Kiss Hug Parents Puberty Lifecycles Reproduction Physical Pregnancy Breasts Sperm Egg	Different Male Female Body Parts Internal Genitalia -Vagina External Genitalia – Vulva /Penis/Testicles Stereotypes Touch Relationships Comfortable Uncomfortable Similar Different Touch Kiss Hug Parents Puberty Lifecycles Reproduction Physical Pregnancy Breasts Sperm Egg	Internal Asexual Baby Birth Breasts Cervix Tube Foetus Glands Hormonal system Implant Menstrual cycle Menstruation Organ Ovaries Ovulation Penis Period Placenta Pregnant Reproduction Reproductive Semen Sperm Testes Umbilical cord Uterus Vagina
				Pubic Hair Emotions Mood Swings Fallopian tube Testicles ovary Urethra Uterus	Pubic Hair Emotions Mood Swings Fallopian tube ovary Urethra Uterus Physical Changes Emotional Changes Menstruation Tampons Sanitary Towels Menstrual Cup Semen Erection Sweat Spots Acne Underarm hair Wet Dreams Privacy Human Rights Protection Clitoris	Pubic Hair Emotions Mood Swings Physical Changes Emotional Changes Menstruation Tampons Sanitary Towels Menstrual Cup Semen Erection Sweat Spots Acne Underarm hair Wet Dreams Privacy Human Rights Protection Womb Sperm Egg Conception Fertilisation Pregnancy Love Female Genital Mutilation Friendship Consent Intimacy	Womb Vulva Contraception Pubic Hair Tampons Sanitary Towels Menstrual Cup Erection Wet Dreams Protection Female Genital Mutilation Friendship Consent Intimacy Sexual Fluid sac Condom

*Any vocabulary highlighted in blue will be considered ‘new’ vocabulary to that year group. This is new vocabulary following our lesson plans and teaching resources. We are aware that some children may have already come in to contact with, heard about or have an understanding of some of the vocabulary listed before we cover it in our class settings.

†*At Bramhope, we would expect that children coming into reception would already have an understanding of washing, keeping clean and brushing teeth. This is why the vocabulary has not been highlighted as new vocabulary in reception.