



Naunton Park Primary School

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Deputy Headteacher: Miss Lara Hudson BSc (Hons) PGCE

15th June 2023

Dear Parents,

As part of the PSHE curriculum, primary schools cover RSE (Relationship and Sex Education). Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Every year, our school reviews its schemes of work to ensure they reflect current guidance, is age appropriate, sensitively delivered and is suitable for our children.

Our scheme of work and its content is well established and delivered consistently and progressively throughout the school. Our RSE Policy was created following consultation with parents, staff and the governing body. Guidance and recommendations from the Local Authority have been followed in the creation of our policy. We also work closely, as a school, with Gloucestershire Healthy Living and Learning (GHLL) to ensure all children can access the curriculum. RSE is not compulsory in primary schools, however defining relationships education is mandatory and primary schools are required to teach the elements of sex education contained in the science curriculum.

Term 6 is a time when children learn their year group's aspect of the PSHE curriculum that covers Relationship and Sex Education. The next page gives a summary of the objectives from our PSHE curriculum that are covered in each year group relating to the RSE elements of the curriculum. We use Jigsaw to plan and deliver the PSHE curriculum at Naunton Park. As part of these sessions, children watch video clips and have discussions with their teachers. The full RSE Policy can be viewed on the school's website here: [Naunton Park Primary School - Policies](#) It is currently under review, but minimal changes are expected as the current policy meets statutory requirements and meets the needs of the pupils at Naunton Park.

Parents have the right to withdraw their child from the non-science components of RSE. Requests for withdrawal should be put in writing and addressed to the headteacher, although I am happy to discuss them in person and address any concerns or questions before you decide. A copy of withdrawal requests will be placed in the pupil's educational record. If you have any questions about the curriculum or how it's delivered, please speak to your child's class teacher. Further information about RSE can be viewed here: [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](#)

Please see the curriculum table below for details of the PSHE / RSE curriculum.

Black Text = Lesson Theme

Black Text = PSHE / RSE Learning Intention

Green Text = Social and Emotional Learning Intention.

Yours sincerely,

Mr J. Bloys

PSHE Lead

Y1	<ol style="list-style-type: none"> Lifecycles: I am starting to understand the life cycles of animals and humans. I understand that changes happen as we grow and that this is OK. Changing Me: I can tell you some things about me that have changed and some things about me that have stayed the same. I know that changes are OK and that sometimes they will happen whether I want them to or not. My Changing Body: I can tell you how my body has changed since I was a baby. I understand that growing up is natural and that everybody grows at different rates. Boys' and Girls' Bodies: I can identify the parts of the body that make boys different to girls and. can use the correct names for them. I respect my body and understand which parts are private. Learning and Growing: I understand that every time I learn something new I change a little bit. I enjoy learning new things. Coping with Changes: I can tell you about changes that have happened in my life. I know some ways to cope with changes.
Y2	<ol style="list-style-type: none"> Life Cycles in Nature: I can recognise cycles of life in nature. I understand there are some changes that are outside my control and can recognise how I feel about this. Growing from Young to Old: I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can identify people I respect who are older than me. The Changing Me: I can recognize how my body has changed since I was a baby and where I am on the continuum from young to old. I feel proud about becoming more independent. Boys' and Girls Bodies: I can recognize the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private. I can tell you what I like/don't like about being a boy/girl. Assertiveness: I understand there are different types of touch and can tell you which ones I like and don't like. I am confident to say what I like and don't like and can ask for help. Looking Ahead: I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make when I am in my next class and know how to go about this.
Y3	<ol style="list-style-type: none"> 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. Babies: 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. Outside Body Changes: 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. Inside Body Changes: 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. Family Stereotypes: I can start to recognise stereotypical ideas I might have about parenting and family roles. I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes. Looking Ahead: Identify what I am looking forward to when I move to my next class. I can start to think about changes I will make next year and know how to go about this.
Y4	<ol style="list-style-type: none"> Unique Me: I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. I appreciate that I am a truly unique human being. Having a Baby: 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. Girls and Puberty: 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 understand that having a baby is a personal choice and can express how I feel about having children when I am an adult. Circles of Change: I know how the circle of change works and can apply it to changes I want to make in my life. I am confident enough to try to make changes when I think they will benefit me. 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. Looking Ahead: I can identify what I am looking forward to when I move to a new class. I can reflect on the changes I would like to make next year and can describe how to go about these

Y5	<ol style="list-style-type: none"> 1. Self and Body Image: I am aware of my own self-image and how my body image fits into that. I know how to develop my own self esteem. 2. Puberty for Girls: I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. I understand that puberty is a natural process that happens to everybody and that it will be ok for me. 3. Puberty for Boys: I can describe how boys' and girls' bodies change during puberty. I appreciate how amazing it is that human bodies can reproduce in these ways. 4. Conception: I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby. I appreciate how amazing it is that human bodies can reproduce in these ways. 5. Looking Ahead 1: I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). I am confident that I can cope with the changes that growing up will bring. 6. Looking Ahead 2: I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make next year and know how to go about this.
Y6	<ol style="list-style-type: none"> 1. My Self Image: I am aware of my own self-image and how my body image fits into that. I know how to develop my own self esteem. 2. Puberty: I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I can express how I feel about the changes that will happen to me during puberty. 3. Babies: Conception to Birth: I can describe how a baby develops from conception through the nine months of pregnancy and how it is born. I can recognise how I feel when I reflect on the development and birth of a baby. 4. Boyfriends and Girlfriends: I understand how being physically attracted to someone changes the nature of the relationship and what it might mean to have a girlfriend/boyfriend. I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to. 5. Real and Ideal Self: I am aware of the importance of positive self-esteem and what I can do to develop it. I can express how I feel about my self-image and know how to challenge negative 'body-talk'. 6. The Year Ahead: I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. I know how to prepare myself emotionally for the changes next year.

