

## Year 5

Health Education and Relationships Education are **statutory** requirements which means it is compulsory that these objectives are taught. The below objectives are being taught in Year 5.

### Health Education: Physical health and mental wellbeing

#### Changing adolescent body

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle.

#### Physical health and fitness

- The characteristics and mental and physical benefits of an active lifestyle.

#### Mental wellbeing

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available.

### Relationship education

#### Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- The importance of self-respect and how this links to their own happiness.

Sex Education is a **non-statutory requirement** which means it is not compulsory that these objectives are taught and as a parent or carer you have the right to withdraw your child from this lesson. The below objective is being taught in Year 5.

### Sex Education

#### Conception

- Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life.

| Changing me: Outline of lessons and key vocabulary used:  |   |
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| Lesson 1: Self image and body image   | Self-image, body image, self-esteem, perception, characteristics, affirmation   |
| Lesson 2: puberty for girls (Taught to boys and girls separately)   | Puberty, menstruation, periods, sanitary towels, sanitary pads, tampons, ovary/ ovaries, vagina, oestrogen, vulva, womb/uterus.   |
| Lesson 3: puberty for boys (Taught to boys and girls separately)  | Puberty, sperm, semen, testicles/testes, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones.   |
| Lesson 4: conception (Taught to boys and girls separately)<br>You can withdraw your child from this lesson. | Relationships, conception, making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo, umbilical cord, contraception, fertility treatment (IVF). |
| Lesson 5: Looking ahead (teenage years)   | Teenager, milestone, perceptions, puberty, responsibilities.  |
| Lesson 6: Looking ahead (moving to Year 6)  | Change, hope, manage, cope, opportunities, emotions, fear, excitement, anxious.   |

## Year 6

Health Education and Relationships Education are **statutory** requirements which means it is compulsory that these objectives are taught. The below objectives are being taught in Year 6.

### Health Education: Physical health and mental wellbeing

#### Changing adolescent body

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle.

#### Mental wellbeing

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available.

### Relationship Education

#### Being safe

- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- Where to get advice e.g. family, school and/or other sources.

#### Respectful Relationships

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The importance of self-respect and how this links to their own happiness.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- The importance of permission seeking and giving in relationships with friends, peers and adults.

#### Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

#### Families and the people who care for me

- That families are important for children growing up because they can give love, security and stability.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Sex Education is a **non-statutory requirement** which means it is not compulsory that these objectives are taught and as a parent or carer you have the right to withdraw your child from this lesson. The below objectives are being taught in Year 5.

### Sex Education

#### Conception

- The story of pregnancy and birth.

| Changing me: Outline of lessons and key vocabulary used:   |  |
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| Lesson 1: My self image  | Self-image, self-esteem, real self, celebrity  |
| Lesson 2: Puberty (boys and girls separate)  | Opportunities, freedoms, responsibilities<br>Puberty for girls: menstruation, periods, sanitary towels, sanitary pads, tampons, ovary/ ovaries, vagina, oestrogen, vulva, womb/uterus.<br>Puberty for boys: sperm, semen, testicles/testes, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones. |
| Lesson 3: Babies, conception to birth (boys and girls taught separately) You can withdraw your child from this lesson. | Pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, midwife.  |
| Lesson 4: Boyfriends/ girlfriends (boys and girls taught separately)   | Attraction, relationship, pressure, love, sexting.   |
| Lesson 5: Real self and ideal self   | Self-esteem, negative body-talk, choice, feelings/emotions, mental health.   |
| Lesson 6: The years ahead (secondary school)   | Transition, secondary, looking forward, journey, worries, anxiety, hopes, excitement.  |