

Puddletown CE



First School

PSHE and RSE Policy

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updated	12 th May 2026
reviewed	13 th May 2026
Next review	May 2027
signed	Anna Seal Head
signed	Faith Kirby COG

How this Policy was developed

This policy was written by A. Seal (PSHE Lead/DSL and Head Teacher) and developed in consultation with parents, teachers and other school staff, governors and the pupils at. It has been updated since the previous version to reflect the 2025 RSHE guidance.

We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

1. Legal requirements of schools

It is now a statutory requirement for primary schools to deliver Relationships Education and Health Education, and the Department for Education (DfE) recommends primary schools to deliver Sex Education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. We are a first school and therefore these recommendations do not apply to us however we are mindful that age appropriate learning

Health Education is also statutory in all schools¹.

We at Puddletown First School school acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

2. What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education,² as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The

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school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

3. How PSHE education, including Relationships Education, is provided and who is responsible for this

At Puddletown First School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. We also use 'My Happy Mind' scheme to further support mental health and wellbeing. An overview of SCARF and 'My Happy Mind' can be found in our appendices³. It covers all of the DfE's statutory requirements for Relationships Education and Health Education, including any non-statutory Sex Education that is relevant to our age range, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

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Our PSHE subject lead, A. Seal, works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF and My Happy Mind, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant sensitive to the needs of the children and age appropriate. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

4. What is being taught

In the appendices can be found the SCARF medium term planning for both Key stage 1 and 2 and the Early Years Foundation Stage⁴ as well an overview of our Science programmes of study⁵.

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

The SCARF program divides the year into 6 themed units:

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1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2 to Y4, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. They also learn about the changes that happen in humans from birth to old age.

Sex education at Puddletown First School

The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. In Puddletown First School, to prepare and support our pupils who may physically develop before Y5, (where they would have statutory science teaching on reproduction and puberty), we will teach about external body changes in **one lesson in Y3**, and menstruation and nocturnal emissions, and how to manage both successfully, in **one lesson in Y4** during the summer term.

5. How PSHE education, including Relationships Education, is taught

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures / child protection policy which can be found on our website.

6. How PSHE education is monitored, evaluated and assessed

We monitor and assess learning within PSHE at Puddletown First School using the SCARF assessment models.

This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

7. How the delivery of the content will be made accessible to all pupils

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme.

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils in years 3 and 4. All pupils learn together about the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender or is gender questioning, will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 10%⁶ of pupils will go on to define themselves as gay, lesbian, or bi-sexual. It is possible that some pupils will also have LGB parents / carers, brothers or sisters, other family members and / or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to

advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Please see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

8. Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships or Health Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education.

At Puddletown First School, the lessons that come under the right to withdraw are Y3 'My Changing Body; external puberty changes' and Y4 'My Changing Body; preparing for changes at puberty'. See appendices for lesson content. Parents are invited to view our resources and discuss any concerns with our staff before this lesson content is delivered in the second half of the summer term.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the RSE resources we plan to use. We will provide opportunities for parents to view examples through class meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through our long term and medium planning which is available on our website for each year group and the specific two RSE lesson content will be sent home via email. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families values in regards to relationships and sex alongside the information they receive at school.

9. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE education lead A. Seal.

10. Policy Review and Development Plan

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

11. Sources of Further Information

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' (July 2025)
- PSHE Association 'Writing and updating your school's Relationships and Sex Education (RSE) Policy' (October 2025)
- DfE 'Keeping Children Safe in Education' (September 2025)
- Ofsted Education Inspection Framework (November 2025)

This policy should be read in conjunction with the following:

- School's own Safeguarding / Child Protection policy (inc. responding to disclosures)
- School's own Anti-bullying policy
- School's own Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2025)

Whole school lesson plans for PHSE and RSE from Coram Scarf Scheme

Reception		
Me and My Relationships Lesson Plans All about me What makes me special Me and my special people Who can help me? (Updated 15 Mar 2026) My feelings (2) (Updated 14 Mar 2026)	Valuing Difference Lesson Plans I'm special, you're special Same and different (Updated 15 Mar 2026) Same and different families Same and different homes I am caring I am a friend	Keeping Safe Lesson Plans What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online (Updated 03 Mar 2026) People who help to keep me safe
Rights and Respect Lesson Plans Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using (Updated 16 Mar 2026) Looking after money (2): saving money and keeping it safe (Updated 16 Mar 2026)	Being my Best Lesson Plans Bouncing back when things go wrong Yes, I can! (Updated 15 Mar 2026) Healthy eating (Updated 10 Nov 2025) My healthy mind Move your body A good night's sleep	Growing and Changing Lesson Plans Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? (Updated 30 Mar 2026) Where do babies come from? (Updated 02 Apr 2026) Getting bigger (Updated 08 Apr 2026) Me and my body - girls and boys (Updated 02 Apr 2026)

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YEAR 1		
Me and My Relationships Lesson Plans Why we have classroom rules (Updated 17 Mar 2026) How are you listening? (Updated 16 Mar 2026) Thinking about feelings Our feelings Feelings and bodies Good friends (Updated 15 Mar 2026)	Valuing Difference Lesson Plans Same or different? (Updated 16 Mar 2026) Unkindness, teasing or bullying? (Updated 16 Mar 2026) Harold's school rules It's not fair! (Updated 16 Mar 2026) Who are our special people? Our special people balloons	Keeping Safe Lesson Plans Super sleep (Updated 03 Mar 2026) Who can help? (1) (Updated 16 Mar 2026) Good or bad touches? (Updated 01 Apr 2026) Sharing pictures (Updated 22 Aug 2025) What could Harold do? Harold loses Geoffrey
Rights and Respect Lesson Plans Harold has a bad day Around and about the school (Updated 11 Aug 2025) Taking care of something Harold's money (Updated 31 Mar 2026) How should we look after our money? (Updated 07 Apr 2026) Basic first aid	Being my Best Lesson Plans I can eat a rainbow Eat well Harold's wash and brush up Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise! (Updated 30 Mar 2026) Inside my wonderful body! (OPTIONAL)	Growing and Changing Lesson Plans Healthy me (Updated 03 Mar 2026) Then and now Taking care of a baby Who can help? (2) (Updated 17 Mar 2026) Surprises and secrets (Updated 11 Aug 2025) Keeping privates private

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YEAR 2		
Me and My Relationships Lesson Plans Our ideal classroom (1) Our ideal classroom (2) (OPTIONAL) How are you feeling today? Let's all be happy! Being a good friend (Updated 17 Mar 2026) Types of bullying (Updated 17 Mar 2026) Don't do that! (Updated 17 Mar 2026) Bullying or teasing? (OPTIONAL) (Updated 17 Mar 2026)	Valuing Difference Lesson Plans What makes us who we are? (Updated 17 Mar 2026) My special people (Updated 11 Aug 2025) How do we make others feel? When someone is feeling left out An act of kindness Solve the problem	Keeping Safe Lesson Plans Harold's picnic (Updated 11 Aug 2025) How safe would you feel? (Updated 20 Jan 2026) What should Harold say? I don't like that! Fun or not? Should I tell? (Updated 11 Aug 2025)
Rights and Respect Lesson Plans Getting on with others (Updated 17 Mar 2026) When I feel like erupting Feeling safe (Updated 11 Aug 2025) Playing games (Updated 12 Aug 2025) Harold saves for something special (Updated 07 Apr 2026) Harold goes camping (OPTIONAL) (Updated 07 Apr 2026) How can we look after our environment? (Updated 11 Aug 2025)	Being my Best Lesson Plans You can do it! My day Harold's postcard - helping us to keep clean and healthy Harold's bathroom What does my body do? My body needs... (OPTIONAL) (Updated 05 Mar 2026) Basic first aid	Growing and Changing Lesson Plans A helping hand Sam moves away Haven't you grown! My body, your body (Updated 01 Apr 2026) Respecting privacy (Updated 11 Aug 2025) Some secrets should never be kept

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YEAR 3		
Me and My Relationships Lesson Plans As a rule (Updated 19 Aug 2025) Looking after our special people (Updated 23 Mar 2026) How can we solve this problem? Tangram team challenge (OPTIONAL) Friends are special (Updated 17 Mar 2026) Thunks (Updated 29 Mar 2026) Dan's dare My special pet (OPTIONAL)	Valuing Difference Lesson Plans Respect and challenge (Updated 23 Mar 2026) Family and friends (Updated 29 Mar 2026) My community (Updated 11 Aug 2025) Our friends and neighbours Let's celebrate our differences (Updated 23 Mar 2026) Zeb (Updated 29 Mar 2026)	Keeping Safe Lesson Plans Safe or unsafe? Danger or risk? The Risk robot Super Searcher (Updated 05 Mar 2026) Help or harm? (Updated 27 Feb 2026) Alcohol and cigarettes: the facts (Updated 08 Apr 2026) Raisin challenge (1) (OPTIONAL)
Rights and Respect Lesson Plans Helping each other to stay safe Recount task (Updated 26 Aug 2025) Our helpful volunteers Can Harold afford it? (Updated 07 Apr 2026) Earning money Harold's environment project (Updated 11 Aug 2025) Let's have a tidy up! (OPTIONAL) (Updated 11 Aug 2025)	Being my Best Lesson Plans Derek cooks dinner! (healthy eating) (Updated 08 Apr 2026) Poorly Harold Body team work For or against? (Updated 29 Mar 2026) I am fantastic! (Updated 02 Mar 2026) Top talents Getting on with your nerves! (OPTIONAL)	Growing and Changing Lesson Plans Relationship tree (Updated 23 Mar 2026) Body space (Updated 02 Apr 2026) None of your business! (Updated 05 Mar 2026) Secret or surprise? (Updated 11 Aug 2025) My changing body (Updated 08 Apr 2026) Basic first aid

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YEAR 4		
Me and My Relationships Lesson Plans Human machines Ok or not ok? (part 1) Ok or not ok? (part 2) (Updated 24 Mar 2026) An email from Harold! (Updated 24 Mar 2026) Different feelings When feelings change (OPTIONAL) Under pressure (Updated 24 Mar 2026)	Valuing Difference Lesson Plans Can you sort it? (Updated 24 Aug 2025) What would I do? (Updated 30 Mar 2026) The people we share our world with (Updated 24 Mar 2026) That is such a stereotype! (Updated 30 Mar 2026) Friend or acquaintance? (Updated 24 Mar 2026) Islands	Keeping Safe Lesson Plans Danger, risk or hazard? (Updated 08 Apr 2026) How dare you! (Updated 30 Mar 2026) Keeping ourselves safe (Updated 30 Mar 2026) Raisin challenge (2) (Updated 04 Aug 2025) Picture wise (Updated 08 Aug 2025) Medicines: check the label Know the norms (OPTIONAL) (Updated 08 Apr 2026) Traffic lights (OPTIONAL) (Updated 05 Mar 2026)
Rights and Respect Lesson Plans Who helps us stay healthy and safe? (Updated 11 Aug 2025) It's your right How do we make a difference? (Updated 05 Mar 2026) In the news! (Updated 04 Aug 2025) Safety in numbers (Updated 30 Mar 2026) Harold's expenses (OPTIONAL) (Updated 15 Aug 2025) Why pay taxes?	Being my Best Lesson Plans What makes me ME! Making choices (Updated 08 Apr 2026) SCARF hotel (Updated 08 Apr 2026) Harold's Seven Rs (Updated 11 Aug 2025) My school community (1) Basic first aid Volunteering is cool (OPTIONAL)	Growing and Changing Lesson Plans Moving house My feelings are all over the place! All change! (Updated 01 Apr 2026) Preparing for changes at puberty (Updated 08 Apr 2026) Secret or surprise? Together (Updated 24 Mar 2026)

Lessons that are in Green are deemed to be sex education lessons from which Parents have the right to withdraw.

Specific lesson plans for RSE content in full.

Year 3 one lesson

My changing body

Year: Y3

Subjects and Issues

Growing and changing Personal hygiene | Puberty | Relationships education
 _ Relationships _ Body changes
 National Curriculum science - relationships elements

Please note from September 2026 pupils should be taught the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. The RHSE guidance does not specify when pupils should be taught this content; that is a decision for the school.

Using a Question Box

Note also: the nature of this subject may prompt lots of questions from children in your class. There may be some children who don't feel confident to ask a question that they have, given the sensitive nature of the subject. To help with this, consider using a Question Box so that children can ask questions anonymously and be sure that their concerns are addressed in this safe way.

Introduction

Start by reviewing the class agreement or develop one if not already developed, see [suggested ground rules/ class agreement](#).

Activity 1 – Puberty changes

Start by asking the children what they remember from lessons about their bodies in Year 2. (That the girls' and boys' bodies are different, that we have private parts of the body).

What parts of the body are private? [penis, testicles, scrotum, vulva, nipples, anus; recap which parts males have, which females have, which ones both have]

Emphasise that nobody should ask to see or touch these parts of the body [unless we give permission, e.g. to see a doctor]

These parts are private, but remember, your whole body belongs to you.

Can they remember why boys' and girls' bodies are different? (So that if a person wants to, they can create a baby when they are older.)

Next, ask:

Can anyone tell us what else happens to the body as we grow older (Girls: breasts develop, hips widen, get taller, get bigger, may get spots, greasy hair, more body hair, genitals mature. Boys: get taller, get bigger, may get spots, greasy hair, have more body hair including facial hair, the voice deepens, genitals mature)

Can anyone tell us what this change is called? (Puberty.)

Explain, too, that the hormones (chemicals) which cause the changes at puberty also make a person's sweat glands more active. This means that the person needs to wash more regularly.

Teacher guidance: you may find it useful to have some responses ready if the children ask some tricky questions during this lesson, or you may choose to raise these questions as part of the lesson.

Adapting lessons for learners with additional needs

Teachers will need to consider the individual needs of children in their class in order to ensure the activities are inclusive. Advice from specialist teachers or the school SENDco may be helpful. Examples might include:

It would be particularly useful for children with SEND to have physical self-care/puberty product objects that they can look at and be shown how they are designed to be used.
 Dependent on the level of need, it may be useful to build in time each day with pupils to practice using different products, e.g. brushing teeth, combing hair, and using deodorant.
 Using the Widgit symbols provided in this [booklet](#) provided by the NSPCC may be useful for some learners to access the learning, particularly as part of pre-teaching or overlearning opportunities.
 Our additional [Signposting and Support page](#) provides further guidance on adapting SCARF lessons to meet the needs of learners with additional needs

PSHE Association Learning Opportunities

H30. To identify the external genitalia in males and females and how the process of puberty relates to human reproduction.

H31. About the physical and emotional changes that happen when approaching and during puberty

H32. About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.

H34. About where to get more information, help and advice about growing and changing, especially about puberty.

Learning Outcomes

Children will be able to:

- Understand that changes happen to our external bodies as we grow older and this is called puberty
-
-

Key Vocabulary

puberty
 breasts
 genitals
 testicles
 penis
 mammals
 birth
 hips
 spots
 sweat
 pubic hair
 nipples
 scrotum
 anus

DfE Relationships Education and Health Education statutory requirements

Relationships Education Being safe 7. How to report concerns or abuse, and the **vocabulary and confidence needed to do so.**

Physical Health and Mental Wellbeing (Health Education)

Changing adolescent body 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

DfE Relationships Education and Health Education statutory requirements (2025)

Being Safe 7. 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.

Caring friendships 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.

Developing bodies 1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.

Developing bodies 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts

Year 4 lessons done in one afternoon

My feelings are all over the place!

Year: Y4

Subjects and Issues

🧠 Assertiveness 🧠 Self-esteem 🧠 Conflict resolution 🧠 Emotional needs 🧠 Falling out 🧠 Feelings
 🧠 Growing up 🧠 Growing and changing 🧠 Mental well-being and mental health 🧠 Puberty
 🧠 Respect 🧠 Safety 🧠 Standing up for yourself 🧠 Support networks 🧠 Change 🧠 Family
 🧠 Relationships education 🧠 Emotional health 🧠 Confidence 🧠 Getting help 🧠 Decision making
 🧠 Negotiating 🧠 Communication 🧠 Relationships 🧠 Independence 🧠 Emotions
 🧠 Managing change

Introduction

Make a circle either sitting on chairs or standing. Go round the circle with children taking turns to alternate positive and negative feelings e.g. sad/surprised/angry/happy etc.

Class makes a list of 'feelings bank' to be drawn from.

First child starts with the basic feeling and says "I feel happy." Next child has to find another word but one that means the same - "I feel joyful." Next child does the same - "I feel ecstatic." See how far around the circle they get. Teacher tallies the words to see at the end, which basic feelings they found the most synonyms for.

Activity - Conflict and compromise

Puberty is the time when our bodies change from being a child's body to that of an adult.

Feelings can change at this time too. Puberty starts when hormones (chemicals) are triggered by the brain. Hormones can affect our moods and feelings.

As young people get older they will want to be more independent, spend time with friends, work out how they are going to be as an adult and this can lead to conflict with the people who love them most - their family.

Make a list on the whiteboard of the sorts of things teenagers and family could fall out over (e.g. time to get home at night, whether they can wear makeup and how much, getting homework done, helping around the house with chores, how much screen time they are allowed). Choose one of these 'conflict' topics for the next activity.

In the Hot Seat

Start this activity with the definition of a compromise (this can be displayed on the IWB - see slide in Resources needed area):

A compromise is an agreement in an argument in which the people involved reduce their demands, or change their opinion in order to agree.

(Source: Cambridge Dictionary)

Introduce the idea of Teacher-in-Role: explain that you are going to go into role as the teenager (put on a hat, scarf, or similar prop, to show when you are in role). The rest of the class will be the parents. In pairs, the children discuss and practise what they want to say to the teenager first, using the chosen 'conflict' topic.

They then discuss the conflict topic with the teenager. Teacher responds in role, using possible teenage responses (It's not fair...I did it last time... Why do I always have to do it? You never let me... Everyone else's parents let them...) NB: gradually change your responses from argumentative and conflicting to **compromise** - finding a middle ground.

It might be necessary - in advance of the role-play - to give children some ideas about how they can compromise in their role as parents.

Come out of role (by removing the scarf/hat or other item) and ask:

- How did it feel being the parent?
- Was it easy to persuade the teenager?
- How was a compromise reached?

Next in pairs again, they choose another conflict topic from the list they made earlier. One child is the parent, the other child is the teenager. Role-play for a few minutes, then swap roles. Ask for some volunteer pairs who managed to move from conflict to compromise to show what they did to the rest of the class.

Summing up

Review what we mean by the word 'compromise'.

Ask:

- What were some good ways of compromising (e.g. acknowledging the other person's feelings, suggesting a different way of sorting out a problem, both sides giving in a little bit but not completely, agreeing to talk about it another time, when everyone is calmer, etc.)
- Did talking about the issue help in most cases - or even some?
- Is it sometimes hard being a parent?

Emphasise that it is so important to talk to parents/carers/trusted adults as they can help us to work out the best thing to do.

Learning Outcomes

Children will be able to:

- Name some positive and negative feelings;
- Understand how the onset of puberty can have emotional as well as physical impact
- Suggest reasons why young people sometimes fall out with their parents;
- Take part in a role play practising how to compromise.

Key Vocabulary

compromise
 hormones
 puberty
 feelings
 independence
 conflict

Resources needed

A suitable prop for Teacher-in-Role activity, e.g. a football and a pair of trainers (see lesson plan for where to use these).

Whiteboards

A compromise is an agreement in an argument in which the people involved reduce their demands, or change their opinion in order to agree.

Source: Cambridge Dictionary

[Compromise](#)

DfE Relationships Education and Health Education statutory requirements

- **Relationships Education**
Families and people who care for me 1. That families are important for children growing up because they can give love, security and stability.
- **Relationships Education**
Families and people who care for me 2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- **Relationships Education**
Families and people who care for me 3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- **Relationships Education**
Families and people who care for me 4. 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.
- **Relationships Education**
Caring friendships 5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or

All change!

Year: Y4

Subjects and Issues

Body parts 11 Feelings Growing and changing Puberty 11 Science
- Relationships education - Reproduction - Periods 11 Menstruation - Body changes
Life cycles Emotions National Curriculum science - relationships elements

Please note from September 2020 pupils should be taught the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. The RHSE guidance does not specify when pupils should be taught this content; that is a decision for the school.

The DfE acknowledges in the 2020 guidance that whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Introduction

Start by reviewing the class agreement or develop one if not already developed. Look at [suggested ground rules/ class agreement](#).

Explain to the children that an Alien has just landed in their classroom and doesn't understand why we have both males and females on Planet Earth. Can anyone explain why we do? Amongst many suggestions, elicit the response that we need both a male and a female to reproduce and create another human being/baby.

Activity 1 - Body parts

Show the outlines of the male and female bodies on the IWB. Split the class up into groups of up to 5 and using the *Body outlines* Activity sheet ask children to draw on all the parts of the body that men and women have in common in one colour, and all of the differences in another colour. They can choose to write the words rather than draw if preferred (ask them not to worry about the spellings at this stage). Next, ask the children to share the different body parts they have come up with during this activity. As they do this, you write these on the body outlines on the IWB for both female and male. Make sure to include:

Female:

- Vulva (External parts of female genitals which are visible.)
- Vagina (Inside the body the passage which leads to the womb. This is also where tampons and Mooncups or Menstrual cups are placed during menstruation.)
- Ovaries (Where eggs are stored)
- Eggs (Cell needed for reproduction)
- Womb (Space for baby to grow)
- Breasts (These develop and grow during puberty. Breasts produce milk after childbirth, to feed a baby.)

Male:

- Penis (This is the shaft-shaped reproductive organ that hangs outside the male body. It helps transport urine (wee) and sperm away from the body.)
- Testicles (produce millions of sperm everyday once a boy starts puberty)
- Scrotum (sack of skin that holds the testicles outside the body)
- Sperm (cell needed for reproduction)

Both:

- Nipples (help a baby to drink milk from its mother's breasts. Boys and girls have nipples but only females grow breasts when they're older. Some babies are breastfed, some babies are bottle fed.)
- Anus (end of the digestive system, where poo comes from)
- Pubic Hair (Hair which starts to grow around the genitals during puberty.)

Emphasise that nobody should ask to see or touch these parts of the body [unless we give permission, e.g. to see a doctor] These parts are private, but remember, your whole body belongs to you.

Explain that they might use different words at home to name their 'private parts' (their penis and vulva), but that these are their correct medical names and will help them if they ever need to talk to someone like a doctor about them, e.g. because they are sore. [You may find it useful to refer to the [Puberty Glossary](#) to help answer any questions regarding the function or correct medical name of a body part.]

♦

♦

Learning Outcomes

Children will be able to:

- Identify parts of the body that males and females have in common and those that are different;
- Know the correct terminology for their genitalia;
- Understand and explain why puberty happens.

Key Vocabulary

puberty
pubic hair
eggs
sperm
penis
testicles
breasts
ovaries
womb
vagina
vulva

If using the film clips, the following words are also used:

underarm hair
sweat
growth spurt
acne
breast growth
Puberty for boys:
facial hair
body odour
ejaculation
spontaneous erections
wet dreams
deeper voice
spots
reproduction
testosterone
mood swings
privacy
Puberty for girls:
hair removal
wider hips
All about getting your period:
endometrium (uterus lining)
headache
stomach ache
cramps
nipples
scrotum
anus

Body outlines - Activity sheet - enough for working in small groups



Preparing for changes at puberty

Year: Y4

Subjects and Issues

Body parts Growing and changing Personal hygiene Puberty Science
Relationships education Periods Menstruation Body changes Wet dreams
National Curriculum science - relationships elements

Please note from September 2026 pupils should be taught the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. The RHSE guidance does not specify when pupils should be taught this content; that is a decision for the school.

The Science National Curriculum statement associated with this lesson is from the Y5 Programme of Study. However, it is not uncommon for menstruation to begin before that age. Girls can start their periods as young as 8 years old, so it is strongly recommended that children learn about periods from Y3/P4. The DfE acknowledges in the 2025 guidance that whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

This lesson builds on the content of the Y3/P4 lesson *My changing body*. It reviews some of its content and extends the learning. If the children haven't done that lesson then it's recommended that you teach it first, as a lead into this one.

Introduction

Start by reviewing the class agreement or develop one if not already developed. Look at [suggested ground rules/ class agreement](#).

Explain that male and female bodies have differences, and things in common. We'll learn about both kinds of bodies today. This is important for all pupils – to have an awareness and understanding of the changes all bodies go through during puberty, to help them be respectful and supportive of those around them.

Ask the children who can remember from the previous puberty lesson (All Change) the names of the private parts of the male and female bodies:

Female:

- Vulva
- Vagina (Inside the body - the opening of the reproductive part of the girl's body (the passage which leads to the womb. This is also where tampons and Mooncups or Menstrual cups are placed during menstruation.
- Breasts (These develop and grow during puberty. Breasts produce milk after childbirth, to feed a baby.)

Male:

- Penis (This is the shaft-shaped reproductive organ that hangs outside the male body. It helps transport urine (wee) and sperm away from the body.)
- Testicles (produce millions of sperm everyday once a boy starts puberty)
- Scrotum (sack of skin that holds the testicles outside the body)

Both:

- Anus (end of the digestive system, where poo comes from)

• Emphasise that nobody should ask to see or touch these parts of the body [unless we give permission, e.g. to see a doctor] These parts are private, but remember, your whole body belongs to you.

Can anyone tell us what happens to a boy's body when he starts puberty? (increased body hair, get bigger and taller, voice deepens, may get spots, greasy hair, testicles start to make and store sperm, may have wet dreams).

Can remember what happens to a girl's body when she starts puberty? (increased body hair, get bigger and taller including widening of hips and breast development, voice can deepen slightly, may get spots, greasy hair,

Activity 1 – What happens with periods?

Show the clip of menstruation from the Kidshealth website to help remind the class of what they talked about in the *My changing body* lesson in Year 3/P4. [View this film here](#).

Allow time for any questions after. You may find it useful to refer to the *IWB slide showing the female internal reproductive organs* and the *Menstruation Cycle* image, here. (NB - the IWB resource contains a second slide showing the male internal reproductive organs. Although this is not needed for this lesson it can be used if questions about boys' internal reproductive organs arise). The [Puberty Glossary](#) may also be useful to have to hand for this section.

Learning Outcomes

Children will be able to:

- Know the key facts of the menstrual cycle;
- Understand that periods are a normal part of puberty for girls;
- Identify some of the ways to cope better with periods.

Key Vocabulary

puberty
menstrual cycle
eggs
periods
menstruation
period/menstruation pad
menstruation cup
tampon

wet dreams
testicles
sperm
semen
hips
spots
sweat
genitals
pubic hair
voice deepens
ovaries
penis
breasts
vagina
fallopian tube
cervix
lining of the uterus
pads

menstrual cup

If using the film clips, the following words are also used:

Menstruation Film Clip
fertilised egg
pregnant
What is a wet dream?
ejaculate
nocturnal emission
whitish fluid
wet
ovulation
pee
sheets
laundry
guilty
embarrassed
normal
natural
scrotum
vulva
anus
involuntary erections
vaginal discharge

Resources needed

Items of feminine period protection to show the children, or use the IWB slide with pictures for this

Module Summary



Meet Your Brain

Helping children to understand how their brains work and teaching strategies for relaxation.



Celebrate

Building children's self-esteem through recognising and celebrating their strengths.



Appreciate

Developing a habit of gratitude! Teaching children the importance of thinking about what we are grateful for and sharing this with others.

Module Summary



Relate

Introducing relationship building skills to ensure children have the foundations to form friendships, be heard and understand others.



Engage

Introducing the power of goal setting to children so that they aspire, dream and learn to persevere.



The program is delivered via an innovative learning platform and the format is pre-recorded video lessons along with a beautiful colour printed journal.

This enables schools to run the program internally and gives the flexibility to deliver it at a time that suits them.

Our Content

The myHappymind curriculum is grounded in scientific research and helps children to:

- ✓ Feel happier
- ✓ Know what to do when they feel worried or stressed
- ✓ Improve their focus and learn more
- ✓ Achieve more of the goals that they set for themselves
- ✓ Develop better relationships with friends and families
- ✓ Feel great about who they are and have positive self-esteem

And much, much more!



My Happy mind curriculum mapping and coverage – Please see link.

https://import.cdn.thinkific.com/60422/QVP2JJVJT5SeGdmQXVnT_New%20mHm%20with%20Plus%20mapping.pdf

Useful resources / Appendix

SCARF – policy and planning: templates, guidance, curriculum mapping and assessment tools (available online).

Coram SCARF Resources

RSE guidance and support materials online teaching and learning training film clips -
<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films>

Frequently Asked Questions - <https://www.coramlifeeducation.org.uk/frequently-asked-questions>

Long-term planning document - <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/long-and-medium-term-plan>

Flexible Planning Tool - <https://www.coramlifeeducation.org.uk/scarf/planning>

How to answer children's questions that go beyond the planned curriculum -
<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/rse-films-supporting-teaching-and-learning>

PSHE and RSE Education Policy

[Assessment in PSHE education](https://www.coramlifeeducation.org.uk/training/assessment-in-pshe-education) recorded webinar -

<https://www.coramlifeeducation.org.uk/training/assessment-in-pshe-education>

[SEND: signposting and support](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/signposting-and-support-for-children-with-additional-needs) -

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/signposting-and-support-for-children-with-additional-needs>

[Protected Characteristics across SCARF](https://www.coramlifeeducation.org.uk/scarf/lesson-plans/protected-characteristics-across-scarf) -

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/protected-characteristics-across-scarf>

[Working with parents and carers](https://www.coramlifeeducation.org.uk/working-with-parents-and-carers) - <https://www.coramlifeeducation.org.uk/working-with-parents-and-carers>

[SCARF training](https://www.coramlifeeducation.org.uk/training/scarf-training-teachers-schools-bespoke) - <https://www.coramlifeeducation.org.uk/training/scarf-training-teachers-schools-bespoke>

[SCARF Teacher Training Portal](https://www.coramlifeeducation.org.uk/teacher-training-portal) - <https://www.coramlifeeducation.org.uk/teacher-training-portal>

PSHE Association PSHE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

The PSHE Association assessment guides for key stage 1-2 explain how PSHE teachers can use an ipsative model of assessment in PSHE education, and describe a wide range of methods available to assess progress, with accompanying examples from real classrooms. <https://pshe-association.org.uk/guidance/ks1-4/assessment>