



6<sup>th</sup> June 2025

Dear Families,

### RSHE Curriculum Delivery

As part of our commitment to providing a broad and balanced education, we would like to inform you about how Relationships, Sex and Health Education (RSHE) is taught within the science curriculum at our school. This always take place in Term 6 of the academic year. We hope that below overview also gives you a clear understanding of the content taught to your child, both now and in future years.

RSHE is a statutory part of the primary curriculum and is delivered in an age-appropriate and sensitive manner. Within science, these lessons focus on understanding how our bodies grow and change, the human life cycle, and the biological aspects of human reproduction, all of which are taught in line with the National Curriculum.

Our aim is to ensure that children develop a clear and factual understanding of these topics, supporting them to stay safe, respect themselves and others, and develop a positive, healthy approach to their own development. These lessons are delivered by experienced staff and are always underpinned by our school's Christian ethos.

If you have any questions or would like to find out more about the RSHE curriculum, please don't hesitate to get in touch. We welcome your support and involvement in helping us deliver this important part of your child's education.

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## Overview of RSHE within Science

### KS1 Science – Animals including Humans

Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

### KS2 Science Animals, including humans

Pupils should be taught to:

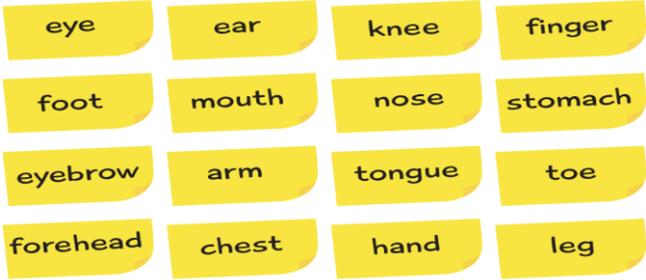
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

### Notes and guidance (non-statutory)

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult

Year group	EYFS statements	RSHE learning Intentions taught through Science
Reception	<p><b><u>Building Relationships</u></b></p> <ul style="list-style-type: none"><li>• Work and play cooperatively and take turns with others;</li><li>• Form positive attachments to adults and friendships with peers;</li></ul>	<p><b><u>My Body</u></b></p> <p>I can name parts of the body</p> <p><b><u>Respecting My Body</u></b></p> <p>I can tell you some things I can do and foods I can eat to be healthy.</p> <p><b><u>Growing Up</u></b></p>

	<ul style="list-style-type: none"> <li>Show sensitivity to their own and to others' needs.</li> </ul> <p><b><u>Managing Self</u></b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b><u>Personal and social and emotional development</u></b></p> <ul style="list-style-type: none"> <li>Learn how to look after their bodies, including healthy eating, and manage personal needs independently.</li> <li>Learn how to make good friendships, co-operate and resolve conflicts peaceably</li> </ul>	<p>I understand that we all grow from babies to adults.</p> <p><b><u>Fun and Fears Part 1</u></b></p> <p>I can express how I feel about moving to Year 1</p> <p><b><u>Fun and Fears Part 2</u></b></p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1.</p> <p><b><u>Celebration</u></b></p> <p>I can share my memories of the best bits of this year in Reception.</p> <p>Vocabulary</p> 
	<p><b>National curriculum statement</b></p>	<p><b>RSHE learning Intentions taught through Science</b></p>
<p>Year 1</p>	<ul style="list-style-type: none"> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth)</li> </ul> <p><b>Vocabulary</b></p> <p>Changes, lifestyle, baby, adulthood, grown up, adult, mature, male, female, <b>Vagina, Penis, Testicles, Vulva, Anus,</b></p>	<p><b><u>Life cycles</u></b></p> <p>I am starting to understand the life cycles of animals and humans</p> <p><b>I understand that changes happen as we grow and that is ok.</b></p> <p><b><u>Changing me</u></b></p> <p>I can tell you some things about me that have changed and some things about me that have stayed the same</p> <p><b>I know that changes are OK and that sometimes they will happen whether I want them to or not</b></p> <p><b><u>My changing body</u></b></p> <p>I can tell you how my body has changed since I was a baby.</p> <p><b>I understand that growing up is natural and that everybody grows at different rates.</b></p> <p><b><u>Boys and Girls bodies</u></b></p> <p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus.</p> <p><b>I respect my body and understand which parts are private.</b></p> <p><b><u>Learning and growing</u></b></p> <p>I understand that every time I learn something new I change a little bit.</p> <p><b>I enjoy new things.</b></p>

		<p><u>Coping with changes</u></p> <p>I can tell you about changes that have happened in my life.</p>
	<b>National curriculum statement</b>	<b>RSHE learning Intentions taught through Science</b>
Year 2	<ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul> <p><b>Non -statutory-</b></p> <ul style="list-style-type: none"> <li>They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</li> <li>The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</li> </ul> <p>Change, grow, lifestyle, control, baby, adult, fully grown, old, young, respect, appearance, physical, toddler, child, teenager, independent, freedom, responsibilities, male, female, , <b>vagina, penis, testicles, vulva, anus</b>, private</p>	<p><u>Life cycles in Nature</u></p> <p>I can recognise cycles of life in nature.</p> <p>I understand there are some changes that are outside my control and can recognise how I feel about this.</p> <p><u>Growing from young to old</u></p> <p>I can tell you about the natural process of growing from young to old and understand that this is not in my control.</p> <p>I can identify people I respect who are older than me.</p> <p><u>The changing me</u></p> <p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</p> <p>I feel proud about becoming more independent.</p> <p><u>Boys and Girls bodies</u></p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private.</p> <p>I can tell you what I like/don't like about being a boy/girl.</p> <p><u>Assertiveness</u></p> <p>I understand there are different types of touch and can tell you which ones I like and don't like.</p> <p>I am confident to say what I like and don't like and can ask for help.</p> <p><u>Looking ahead</u></p> <p>I can identify what I am looking forward to when I move to my next class.</p> <p>I can start to think about changes I will make when I am in Year 3 and know how to go about this.</p>
	<b>National curriculum statement</b>	<b>RSHE learning Intentions taught through Science</b>
Year 3	<ul style="list-style-type: none"> <li>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul> <p><b>Non statutory</b></p>	<p><u>How babies grow</u></p> <p>I understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby.</p> <p>I can express how I feel when I see babies or baby animals.</p> <p><u>Babies</u></p> <p>I understand how babies grow and develop in the mother's uterus. I understand what a baby needs to live and grow.</p>

	<ul style="list-style-type: none"> <li>should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.</li> </ul> <p><b><u>Vocabulary</u></b> change, animals, birth, babies, mother, growing up, uterus, womb, nutrients, survive, love, affection, care, control, puberty, Vagina, Penis, Testicles, Vulva, Anus,</p>	<p>I can express how I might feel if I had a new baby in my family.</p> <p><b><u>Outside body changes</u></b> I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girls' bodies change on the outside during this growing up process.</p> <p>I recognise how I feel about these changes happening to me and know how to cope with those feelings.</p> <p><b><u>Inside body changes</u></b> I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that our bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings</p> <p><b><u>Family stereotypes</u></b> I can start to recognise stereotypical ideas I might have about parenting and family roles.</p> <p>I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes</p> <p><b><u>Looking ahead</u></b> I can identify what I am looking forward to when I move to my next class.</p> <p>I can start to think about changes I will make next year and know how to go about this.</p>
	National curriculum statement	<b>RSHE learning Intentions taught through Science</b>
Year 4	<ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> </ul> <p><b><u>Non statutory</u></b></p> <ul style="list-style-type: none"> <li>Pupils should be introduced to the main body parts associated with the digestive system, for example: mouth, tongue, teeth, oesophagus, stomach, and small and large intestine, and explore questions that help them to understand their special functions.</li> </ul> <p><b><u>Vocabulary</u></b> personal, unique, characteristic, parents, sperm, ovaries, egg/ovum, vagina, penis, testicles, vulva, anus,</p>	<p><b><u>Unique me</u></b> 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.</p> <p>I appreciate that I am a truly unique human being.</p> <p><b><u>Having a baby</u></b> I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</p> <p>I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult.</p> <p><b><u>Girls and puberty</u></b> 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.</p> <p>I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p> <p><b><u>Circles of change</u></b> I know how the circle of change works and can apply it to changes I want to make in my life.</p>

	<p>womb/uterus, making love, having sex, sexual intercourse, fertilise, conception, puberty, menstruation, periods, change, control, emotions, acceptance</p>	<p>I am confident enough to try to make changes when I think they will benefit me</p> <p><u>Accepting change</u> I can identify changes that have been and may continue to be outside of my control that I learnt to accept.</p> <p>I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.</p> <p><u>Looking ahead</u> I can identify what I am looking forward to when I move to a new class.</p> <p>I can reflect on the changes I would like to make next year and can describe how to go about this.</p>
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