

Dear Parents and Carers,

Year 3 'Growing and Changing' Relationships and Sex Education unit

Promoting the health and well-being of our pupils is an important part of children's overall education. We do this through our Personal, Social and Health Education (PSHE) curriculum. This looks at many topics including physical and emotional health, all kinds of relationships, and living in the wider world.

During Term 6, our school will be focusing on part of our SCARF PSHE scheme to deliver some of the relationships and sex education (RSE) aspect of our PSHE programme to Year 3 children. It became a legal requirement in September 2020 for relationships and sex education to be taught across the school, in an age- and developmentally appropriate way. From September 2026, schools will be required to teach the 2025 revised guidance for Relationships and Health Education. The design of the programme has taken into account the requirements of the statutory guidance, up-to-date best practice guidance, and the needs of our children.

Your Year 3 child will be exploring 'Body Space' and 'My Changing Body'. During these lessons, correct vocabulary will be taught and shared with your child. This includes the scientific vocabulary of penis, testicles, scrotum, vulva, vagina, nipples, anus, womb, breasts, ovaries, sperm, eggs, wet dreams, involuntary erections, menstruation. These scientific names and descriptions are used across all years in Key Stage 2, so that children are able to express themselves clearly when talking about these body parts and understanding the difference between male and female bodies.

Research shows that not delivering this vital education puts our children at greater risk of poor mental health. We know this because every year, around 25% of girls start their periods before learning about them at school. This can result in them agonising over why they are bleeding and how serious the cause might be. Similarly, 38% of boys experience wet dreams before having learnt about them, leaving them open to shame and stigma over a natural bodily function; this can lead to problems later in life. This updated guidance stipulates that puberty education including menstruation must start at eight years old to help children understand what to expect and avoid distress.

We also know that RSE has a protective factor when it comes to safeguarding children. 1 in 20 children are sexually abused and 1 in 3 of these do not report this to an adult. Sexual abuse can happen to any child; the best way to safeguard children is to ensure that they receive information on naming parts of their body, knowing the difference between appropriate and inappropriate touch, and having the skills and confidence to find and talk to a trusted adult to report any abuse.

Research now shows that children with better health (including mental health) and wellbeing are likely to achieve better academically. By learning about positive relationships, respect for themselves and others, and behaving appropriately and safely, they are better able to enjoy their friendships and therefore focus more whilst at school.

We recognise that parents and carers play a vital part in their child's RSE, and we encourage you to look at this parent's support page for further support and ideas:

[Helping your children understand changes at puberty](http://www.coramscarf.org.uk/rse-for-Y6-and-P7)
(www.coramscarf.org.uk/rse-for-Y6-and-P7)

If further advice/support is required or you have any questions about the programme, please do not hesitate to speak to your child's class teacher or the Headteacher.

Kind regards,
Miss Carter (PSHE Lead)

Growing and Changing - part of our Personal Social Health and Economic Education (PSHE)

Year 3

What your child will be learning about:

Term 6's PSHE topic 'Growing and Changing' incorporates Relationships and Health Education (RHE) and has been designed to cover key skills, attitudes and values children need to explore in order to develop healthy relationships with their peers. Children will also learn how to keep themselves safe and how to ask for help when they need it.

Year 3 topics build on and reinforce all the themes of the previous years. New content will cover:

Healthy and unhealthy relationships

Children will be asked to consider people who they think of as their 'special people'. Children may not wish to name a person but will be able to label them: friend, parent (mum/dad/carer), grandparent, aunt, neighbour, teacher etc. The children will be able to identify different types of relationships.

The focus will be on positive, healthy relationships, and asks children to consider what makes a relationship unhealthy or negative, such as breaking promises.

Teachers highlight that our 'special' people are those who make us feel safe and comfortable, and that should children ever feel uncomfortable or unsure about something, even with a person they know well, they should tell a different adult - someone they trust.

Menstruation

It's essential to teach about puberty before children experience it. This helps to ensure that their physical, emotional and learning needs are met and that they have the correct information about their changing emotions, how to take care of their bodies, and understand how to keep themselves safe. NHS guidance states that girls as young as 8 can start menstruating.

These lessons prepare the children in advance for changes they will experience and allow girls to understand that periods are a normal part of puberty. We deliver the lesson on menstruation to both girls and boys, along with some of the main changes boys will experience. Learning about menstruation is a concept of

reproduction covered by the National Curriculum for Science; doing this fosters good relationships by breaking down the stigma and potential fears of going through these changes. This, in turn, can help to prevent bullying.

We explain both what a period is and why menstruation happens. We explain that babies are created when an egg and a sperm join together, but not how they come together. We explain that menstruation occurs when an egg does not join with a sperm, so the lining of the womb is no longer needed.

Body space

We help children understand what is meant by the term body/personal space, including when it's appropriate or *not* appropriate to allow someone into their body space. For example, someone might be in our body space if you invite them to hug you or when playing tag with friends.

Someone might be in our body space without meaning to be e.g. on a crowded bus, or when we don't want them to be, such as during an argument. To reinforce the learning, the children may practice being assertive and rehearse strategies for how to manage someone in their body space without consent.

Secret or surprise

Children will be taught the difference between the terms 'secret' and 'surprise' and to know the difference between a safe and an unsafe secret, including how these different things might make them feel. For example, a surprise party would be a safe secret that could make a child feel excited. In contrast, a friend who talks about taking a knife from a toolbox at home to school would be an unsafe secret to keep and might make the child feel uncomfortable. The teacher will discuss what to do or who they might tell if they have been told an unsafe secret or a secret that makes them feel uneasy.

Vocabulary your child will learn:

personal space, invade, respect, uncomfortable, jealous, penis, testicles, scrotum, vulva, vagina, nipples, anus, womb, breasts, egg, sperm, puberty, period, ovary/ovaries, fallopian tube, uterus (womb), lining, vaginal, period/menstruation pad, tampon, menstrual cup, wet dreams, involuntary erections

Questions your child may ask at this age:

- What can I do, without hurting someone's feelings, if someone invades my personal space?
- Have you ever had to tell someone to stop doing something that made you feel uncomfortable?
- Can you help me practise being assertive?
- What was puberty like for you?
- When did you start your periods?
- What products do you use for periods?
- When I start my period, where can I get period products from?
- Who are your 'special people' that you trust? Why them?
- Can I talk to you about who my 'special people' are that I can go to if I want to talk or if I need help?



Resources for Parents: [SCARF Growing and Changing Parents Page](#)



[Age 6-10 | Outspoken Sex Ed](#)

[Resource for Parents](#)

[Starting your periods](#)



[Friendship Struggles
School](#)

[Helping Your Child Make Friends at Primary](#)



[Menstruation
problems](#)

[Help your child navigate friendship](#)

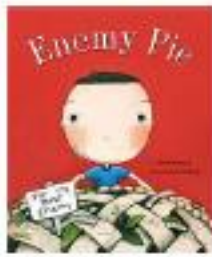


[Normal and Abnormal Puberty](#)

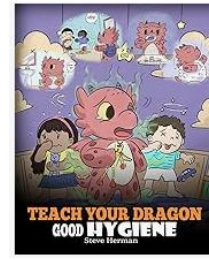
Books to support learning:



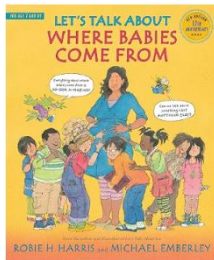
[Friendship Soup](#)



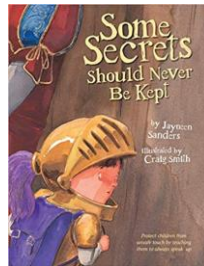
[Enemy Pie](#)



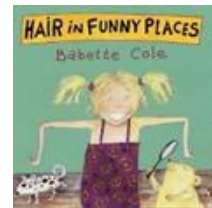
[Teach your dragon good hygiene](#)



[Let's talk about where babies come from](#)



[Some secrets should never be kept](#)



[Hair in funny places](#)