

Dear Parents and Carers,

#### **Year 4 '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 and Economic (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) aspects of our PSHE programme to Year 4 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 4 child will be exploring the menstruation cycle and how bodies and emotions change during puberty for males and females. During these lessons (All Change; Preparing for Changes at Puberty) correct vocabulary will be taught and shared with your child around these topics, including penis, testicles, scrotum, vulva, vagina, vaginal discharge, clitoris, labia, nipples, anus, womb, breasts, ovaries, sperm, eggs, wet dreams, involuntary erections, menstruation, and periods. Self-touch/masturbation may be introduced in this topic to help children understand about appropriate and inappropriate touch within the boundaries of public and private places. All resources that will be used have been reviewed by the school for their suitability and have been tailored to suit our children's needs.

Appropriate questions that arise from the children during the lessons will be answered honestly and factually. If children ask questions that go beyond the planned curriculum, staff will consult the school's RSE policy and inform parents, to support discussions on an individual basis or at home if needed. Each pupil's privacy will be respected, and no one will be asked to reveal personal information; although children will be reminded that should anyone share anything personal, adults may need to share this information with other trusted adults, in order to keep them safe. Children will follow a class agreement, encouraging them to be respectful when discussing the content, and to be mindful of discussing content near younger children as they may not be ready for this.

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  
\(www.coramscarf.org.uk/rse-for-Y6-and-P7\)](http://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 4**

#### **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 4 topics build on and reinforce the themes of the previous years. New content will cover teaching children to recognise and understand conflicting emotions. We will learn how to recognise and understand good and not-so-good feelings. We also find strategies to deal with change and given examples of safe and unsafe secrets.

Other new topics we will look at include:

#### **Body changes as they approach and move through puberty including menstruation and human reproduction**

The children will be able to identify parts of the body that males and females have in common and those that are different, knowing the correct terminology for their genitalia. These lessons ensure that the children can understand and explain why puberty happens.

Leading on from the lesson in Year 3 on menstruation, we will teach the children that periods are a normal part of puberty for girls and help them identify some of the ways to cope better with periods. We also raise awareness of wet dreams and how some boys can wake up feeling sticky from releasing semen during the night. Self-touch/masturbation may be first introduced in this topic to help children understand about appropriate and inappropriate touch within the boundaries of public and private places.

The children will understand that babies come from the joining of an egg and sperm, but not how this occurs. They will therefore be able to explain why periods occur when an egg doesn't meet a sperm.

#### **Marriage and partnerships**

Increasing children's understanding of what is meant by a positive, healthy and loving relationship is an important part of safeguarding their health and

wellbeing. Children will look at different kinds of relationships and the values, expectations and responsibilities within healthy, positive relationships. They will understand that relationships can change over time and will explore some ways that changing relationships can be managed, ensuring behaviour is respectful, even when things do change.

Children will learn that marriage is a commitment freely entered into by both people and can include opposite-sex and also same-sex partners. They will learn the legal age for marriage and explore reasons why some adults might choose to be married, live with someone, or have a civil ceremony.

### Vocabulary your child will learn:

Puberty, hormones, pubic hair, eggs, sperm, penis, testicles, scrotum, anus, nipples, breasts, breastfeeding, ovaries, womb, vagina, vulva, clitoris, labia, menstrual cycle, menstruation, periods, period pad, period pants, menstrual cup, tampon, wet dreams, involuntary erections, self-touch/masturbation, civil partnership, marriage, forced marriage.

### Questions your child may ask at this age:

- When were you allowed to start doing things more independently?
- Did you have to do or prove anything to gain more independence from your parents?
- What products do you use for periods?
- When I start my period, where can I get period products from?
- When did you start puberty?
- What was puberty like for you?
- How did you feel? Was it bad?
- Is it normal?
- How can I tell someone not to do something that's making me uncomfortable, but without hurting their feelings?
- Have you ever been made to keep a secret when you didn't want to? How



did you handle it?

- Why do some grown-ups decide to get married/have a civil partnership/live together?

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

**OUTSPOKEN**  
Sex Ed

 Planned Parenthood



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

[Resource for Parents](#)

[Starting your periods](#)

*Sarah Sproule*

[How to talk to your kids  
about everything RSE](#)

**amaze**



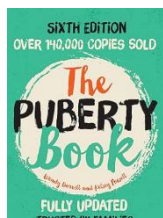
[Taking Care of Your  
Body](#)

[Personal hygiene  
for pre-teens](#)

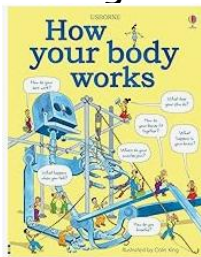


[Normal and Abnormal Puberty](#)

Books to support learning:



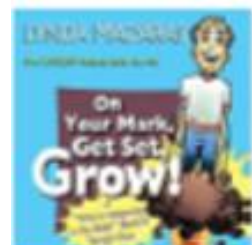
[The Puberty Book](#)



[How your body works](#)



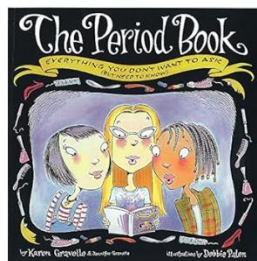
[A Boy's Guide  
to Growing Up](#)



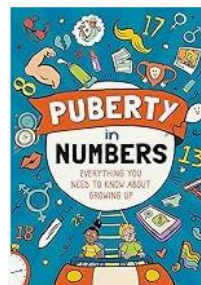
[On your marks,  
get set, grow!](#)



[The Girl's Body Book](#)



[The Period Book](#)



[Puberty in Numbers](#)



[Respect](#)