

This policy applies to all pupils in the school, including in the EYFS.

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1. Scope of this policy

Policy Context and Rationale

- 1.1 This policy covers all pupils and year groups within the school, including the EYFS and sets out the School's approach to Personal, Social, Health and Economic Education (PSHE) and Relationships Education delivery.
- 1.2. It was produced through consultation with staff, pupils and parents through (but not limited to) the following channels:
 - 1.2.1 departmental review and feedback,
 - 1.2.2 departmental training via the PSHE Association,
 - 1.2.3 parent focus group,
 - 1.2.4 student voice,
 - 1.2.5 wellbeing surveys,
 - 1.2.6 ongoing feedback from pastoral teams.
- 1.3. PSHE education provides a significant contribution to the schools' responsibility to:
 - 1.3.1 promote children and young people's wellbeing
 - 1.3.2 achieve the whole curriculum aims
 - 1.3.3 promote community cohesion
 - 1.3.4 provide careers education
 - 1.3.5 provide relationships education
- 1.4. The policy is informed and underpinned by the School's values of Nurture, Inspire, Achieve. The PSHE and RSE programme aims to develop:
 - 1.4.1 Successful learners who enjoy learning, making progress and achieving
 - 1.4.2 Confident individuals who are able to live safe, healthy and fulfilling lives
 - 1.4.3 Responsible citizens who make a positive contribution to society
- 1.5. To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum, pupils are also taught explicitly about British Values which are defined as:
 - 1.5.1 Democracy & the rule of law
 - 1.5.2 individual liberty
 - 1.5.3 mutual respect
 - 1.5.4 and tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Emotional Education (PSHE) as well as through the School's broad and balanced curriculum.
- 1.6. Parents will be informed about the policy via an explicit email and the policy will be made available through the school website.

2. Legislation (Statutory Regulations and Guidelines)

- 2.1. Under the Education Act 2002, all schools must provide a balanced

broadly-based curriculum which:

- 2.1.1 Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- 2.1.2 Prepares pupils at the school for opportunities, responsibilities and experiences of later life
- 2.2. The 2006 Education and Inspections Act placed a duty on Governing Bodies to promote the wellbeing of pupils at the school
- 2.3. Revised Department for Education statutory guidance will state that from September 2020 all schools must deliver:
 - 2.3.1 Relationships Education.
 - 2.3.2 LGBT inclusion is required as part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse. (KCSIE para 204) Please refer to the equal opportunities policy.

3. Roles and Responsibilities

- 3.1. From September 2020 PSHE and RSE delivery across all of the School sites will be monitored by the Head of PSHE and Pastoral Lead. Each school has its own PSHE lead to ensure contextual and appropriate delivery at each key stage. They will be responsible for liaising with other curriculum leads so that curriculum design in different areas complements the RSE program, rather than repeating what is already taught. Further detail is outlined in Paragraph 8.
- 3.2. Governance will oversee that the discharge of this policy ensures:
 - 3.2.1 all pupils make progress in achieving the expected educational outcomes;
 - 3.2.2 the subjects are well led, effectively managed and well planned;
 - 3.2.3 the quality of provision is subject to regular and effective self-evaluation;
 - 3.2.4 teaching is delivered in ways that are accessible to all pupils with SEND;
 - 3.2.5 clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
 - 3.2.6 the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

4. Curriculum Design

- 4.1. The curriculum is designed around active engagement in learning, rather than passively receiving information. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

Pre-Prep	Prep
PSHE Lead: C. Bartholomew Head of Pastoral Care: C. Bartholomew	PSHE Lead: C. Bartholomew Head of Pastoral Care: C. Bartholomew

- Curriculum time delivered by Form Tutors and other staff.
- Use of Jigsaw as a source of PSHE and RE content and scope.
- PSHE is taught through other subjects/curriculum areas, eg. R.S, P.E., Science.
- PSHE delivered through whole school and extended timetable activities, eg. assemblies.
- PSHE enabled through specific projects, eg. awareness days/weeks, through involvement in the life of the school and wider community.
- PSHE through pastoral care and guidance.

Best practice in PSHE education:

- Any new topic in PSHE will be introduced by taking into account pupils' prior knowledge and will complement, not replicate learning in other subjects.
- Research shows that attempts to scare or shock young people into making healthy choices rarely works and often backfire.
- Pupils will be reassured that the majority of young people make positive healthy lifestyle choices Pupils are helped to make connections between PSHE education and their 'real life' experiences, including online contexts.
- Curriculum design around online presence and social media will link to our e-safety and safeguarding policy.

5. Safe and Effective Practice

5.1. PSHE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Child Protection and Safeguarding Policy.

5.2. 5.2 Within the curriculum design there are opportunities to teach safeguarding within the RSE and Health curriculum in accordance with KCSIE 2022 (para 130), which states: Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment... These will be underpinned by the school/college's behaviour policy, the Equal Opportunities policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). NB: If any safeguarding issues are raised during RSHE lessons, the school will refer to its Safeguarding policy

6. Equality of Opportunity

6.1. Classroom practice and pedagogy will take into account pupils' development, age, ability, readiness and cultural background, protected characteristics and

pupils with SEND and will be adjusted accordingly to enable all students to access the learning. We will use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys. PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

- 6.2. Relationships Education takes account of the faith of individual pupils as well as the nature of the faith of the school whilst helping pupils from all backgrounds build positive and safe relationships and to thrive in modern Britain. When planning for teaching the religious background of pupils will be observed so that topics are appropriately handled.
- 6.3. Parents have the right to withdraw their children from those parts of RSE not within the national curriculum. Further details of this can be found in Paragraph 10.

7. Definition of Relationships and Sex Education (RSE)

- 7.1. Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, diverse families, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.
- 7.2. RSE is an entitlement for all children and young people and must:
 - 7.2.1 Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;
 - 7.2.2 Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief, protected characteristics or other life-experience particularly HIV status and pregnancy;
 - 7.2.3 Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
 - 7.2.4 Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
 - 7.2.5 Seeks to break down stereotypes, tackle negative behaviours and build a culture of positive tolerance and understanding consistently role modelled by all staff at the school.
 - 7.2.6 Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
 - 7.2.7 Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;
 - 7.2.8 Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
 - 7.2.9 Be relevant and meet the needs of children and young people, and

actively involve them as participants, advocates and evaluators in developing good quality provision;

7.2.10 Be delivered by competent and confident educators;

7.2.11 Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

8. Responsibilities and Delivery Overview

<p>Pre-Prep C. Bartholomew F. Martin P. Whitmore</p>	<p>Prep J. Heyhoe H. Twigge J. Nash S. Jones</p>
<p>PSHE Lead: C. Bartholomew Head of Pastoral Care: C. Bartholomew</p>	<p>Religious Studies Coordinator: H. Barker (maternity leave) Science Coordinator: J. Nash</p>

The focus during Relationship Education focuses on:

- the fundamental building blocks and characteristics of positive relationships, with particular emphasis on friendships, family and relationships with other children and adults;
- differences in families and their structure and respect for the individual circumstances of families

It addresses the relationships between:

- physical health and mental well being
- the balance of online and other activities
- emotion and the ability to express emotions

[Further detail of what Primary pupils need to achieve by the end of Y6 are available in the table after [Para 62](#)]

Unlike Relationships Education, Sex Education is not compulsory for pupils receiving primary education, although some primary schools may choose to teach it. However following consultation, the school has decided that, apart from the sex education content included in the science curriculum for the primary age range, Sex Education will not be provided at Edenhurst Prep. School.

9. Managing difficult questions:

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Questions are answered appropriately to the age and level being taught.

10. Parents' right to withdraw their child

Parents will not be able to withdraw their child from relationships education in the prep school.

11. Intended Outcomes

- 11. As a result of our PSHE and RSE programme, pupils will:
 - 11.1.1 Develop the knowledge, skills and personal attributes they need to manage their lives now and in the future
 - 11.1.2 Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers
 - 11.1.3 Learn to recognise and manage risk and take increasing responsibility for themselves and their actions both online and in their daily lives
 - 11.1.4 Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn and their mental health
 - 11.1.5 Understand the characteristics of and the importance of building healthy and positive relationships both online and in their daily lives
 - 11.1.6 Develop skills such as teamwork, communication and resilience
 - 11.1.7 Be encouraged to make positive contributions to their families, schools and communities
 - 11.1.8 Explore differences and learn to value diversity in all its forms
 - 11.1.9 Reflect on their own individual values and attitudes
 - 11.1.10 Identify and articulate feelings and emotions and manage difficult situations positively
 - 11.1.11 Learn about the world of work
 - 11.1.12 Learn to manage their money and finances effectively

12. Monitoring and Assessing

12.1. Monitoring:

- 12.1.1 The effectiveness of the PSHE and Relationship Education provision will be evaluated through: annual governance (spring) + identify school's own internal processes and frequency

12.2. Areas for assessment:

- 12.2.1 Pupils' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about pupils' progress. This may include: presentations, written evidence, group work, observations.
- 12.2.2 Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships. Pupil voice will be influential in adapting and amending the material for PSHE and RSE to ensure it is up to date and relevant.

13. Confidentiality

13.1 Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

14. Counselling Services

14.1 Pupils are made aware of counselling and information services both in and out of school and offered appropriate support.

15. Outside Speakers

Please refer to Appendix 6 of the Child Protection and Safeguarding policy for details of procedures for Visiting Speakers.

16. EYFS

In the Early Years Foundation Stage, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the accompanying statutory guidance do not apply; however Personal Social and Emotional Development (PSED) is one of the prime areas within the EYFS curriculum and age-appropriate provision is made accordingly.

Appendix A: Programme of Study

	Reception	Form 1	Form 2	Prep 3	Prep 4	Prep 5	Prep 6
Term 1	Growth Mindset Courage; Open-mindedness; Risk-taking; Resilience; Curiosity; Perseverance						
	Being Me in My World Welcome to new class/school; introduction of new systems, routines, expectations, social bonding						
	Review and development of the school's positive behaviour policy, with a focus on 'rewards and consequences' built upon the understanding of 'rights and responsibilities'.						
	Self identity Understanding feelings Being in a Classroom Being gentle Rights and responsibilities Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling Proud Consequences Owing the Learning Charter	Hopes and fears for the year. Rights and responsibilities. Rewards and consequences. Safe and fair learning environment. Valuing contributions Choices Recognising feelings	Setting personal goals Self identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Being part of a class team. Being a school citizen. Rights, responsibilities and democracy (School Council). Rewards and consequences. Group decision making. Having a voice. What motivates behaviour.	Planning the forthcoming year. Being a citizen. Rights and responsibilities. Rewards and consequences. How behaviour affects groups. Democracy, having a voice, participating.		Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role modelling
		L.i.s: I can explain why my class is a happy and safe place. I can give different examples where I or others make my class	L.i.s: I can explain why my behaviour can impact on other people in my class. I can explain what bullying is and how bullying might make	L.i.s: I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me	L.i.s: I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic	L.i.s: I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider	L.i.s: I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in

		happy and safe.	somebody feel.	and others in my class learn. I can explain why it is important to feel valued.	is important and can help me feel valued.	community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	my community and globally and explain how this can Influence the choices I make.
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Celebrating Difference

	Identifying talents. Being special. Families. Where we live. Making friends. Standing up for yourself.	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Assumptions and stereotypes about gender. Understanding bullying. Standing up for self and others. Making new friends. Gender diversity. Celebrating differences and remaining friends.	Families and their differences. Family conflict and how to manage it (child centred). Witnessing bullying and how to solve it. Recognising how words can be hurtful. Giving and receiving compliments.	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem solving Identifying how special and unique everyone is First impressions	Cultural difference and how they can cause conflict Racism Rumours and name calling Types of bullying Material Wealth and happiness Enjoying and respecting cultures	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion / exclusion Differences as conflict, differences as celebration Empathy
		L.I.s: I can tell you some ways I am different from my friends. I understand these differences make us all special and unique.	L.I.s: I can identify some ways in which my friend is different from me. I can tell you why I value this difference about him/her.	L.I.s: I can tell you about a time when my words affected someone's feelings and what the consequences were. I can give and receive compliments and know how this feels.	L.I.s: I can tell you a time when my first impression of someone changed as I got to know them. I can explain why it is good to accept people for who they are.	L.I.s: I can explain the difference between direct and indirect types of bullying. I know some ways to encourage children who use bullying behaviours to make other	L.I.s: I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in either situation.

						choices and know how to support children who are being bullied.	
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	Anti Bullying Week						
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Term 2	Dreams and Goals						
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	Challenges Perseverance Goal setting Overcoming obstacles Seeking help Jobs Achieving goals	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Achieving realistic goals. Perseverance. Learning strengths. Learning with others. Group cooperation. Contributing to and sharing success	Difficult challenges and achieving success. Dreams and ambitions. New challenges. Motivation and enthusiasm. Recognising and trying to overcome obstacles. Evaluating learning processes. Managing feelings. Simple budgeting.	Hopes and dreams. Overcoming Disappointment. Creating new, realistic dreams. Achieving goals. Working in a group. Celebrating contributions. Resilience. Positive attitudes.	Future dreams. The importance of money. Jobs and careers. Dream job and how to get there. Goals in different cultures. Supporting others (charity). Motivation.	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments
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		L.I.s: I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. I know how to store the feelings of success.	L.I.s: I can explain some of the ways I worked cooperatively in my group to create the end product. I can express how it felt to be working as part of a group.	L.I.s: I can evaluate my own learning process and identify how it can be better next time. I am confident in sharing my success with others and know how to store my feelings of success.	L.I.s: I know how to make a new plan and set new goals even if I have been disappointed. I know what is meant to be resilient and to have a positive attitude.	L.I.s: I can describe the dreams and goals of a young person in a culture different from mine. I can reflect on how these relate to my own culture.	L.I.s: I can describe some ways in which I can work with other people to help make the world a better place. I can identify why I am motivated to do this.
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	Healthy Me						
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	Exercising	Keeping	Motivation.	Exercise.	Healthier	Smoking,	Taking
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	bodies Physical activity Healthy food Sleep Keeping clean Safety	myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety / safety with household items Road safety Linking health and happiness	Healthier choices. Relaxation. Healthy eating and nutrition. Healthier snacks and sharing food.	Fitness challenges. Food labelling and healthy swaps. Attitudes towards drugs. Keeping safe and why it's important online and offline. Respect for myself and others. Healthy and safe choices.	friendships. Group dynamics. Smoking. Alcohol. Assertiveness. Peer pressure. Celebrating inner strength.	including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress
		L.I.s: I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. I can recognize how being healthy helps me to feel happy.	L.I.s: I can make some healthy snacks and explain why they are good for my body. I can express how it feels to share healthy food with my friends.	L.I.s: I can identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe including who to go to for help. I can express how being anxious or scared feels.	L.I.s: I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.	L.I.s: I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to my body image pressures. I respect and value my body.	L.I.s: I can evaluate when alcohol is being used responsibly, anti socially or being mis used. I can tell you how I feel about using alcohol when I am older and my reasons for this,
Safer Internet Day							
Term 3	Relationships (RSE)						
	Family life Friendships. Breaking friendships. Falling out. Dealing with bullying. Being a good friend.	Belonging to a family Making friendships / being a good friend. Physical contract preferences. People who help us. Qualities as a friend and person.	Different types of family. Physical contact boundaries. Friendships and conflict. Secrets. Trust and appreciation. Expressing appreciation for special	Family roles and responsibilities. Friendship and negotiation Keeping safe online and who to go to for help Being a global	Jealousy. Love and loss. Memories of loved ones. Getting on and falling out. Girlfriends and boyfriends. Showing appreciation to people and	Self recognition and self worth Building self-esteem. Safer online communities. Rights and responsibilities online. Online gaming and gambling.	Mental health Identifying Mental health worries and sources of support. Love and loss. Managing feelings. Power and control. Assertiveness

		Self acknowledgment. Being a good friend to myself. Celebrating special relationships.	relationships.	citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	animals.	Reducing screen time. Dangers of online grooming. SMARRT internet safety rules. rooming SMARRT Internet safety rules	s. Technology safety. Take responsibility with technology use
	L.I.s: I can tell you why I appreciate someone who is special to me. I can express how I feel about them.	L.I.s: I can identify some of the things that cause conflict between me and my friends. I can demonstrate how to use the Positive problem solving techniques to resolve conflict with my friends.	L.I.s: I can explain how some of the actions and work of people around the world help and influence my life. I can show an awareness of how this could affect my choices.	L.I.s: I can explain different points of view on an animal rights issue. I can express my own opinion and feelings on this.	L.I.s: I can explain how to stay safe when using technology to communicate with my friends. I can recognize and resist pressures to use technology in ways that may be risky or cause harm to others.		L.I.s: I can recognize When people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in Situations where others are trying to gain power or control.
Changing Me (RSE)							
	Bodies. Respecting my body.	Life-cycles - animals and human.	Life cycles in nature.	How babies grow.	Being unique.	Self and body image.	Self-image. Body image.
	Growing up. Growth and change. Fun and fears. Celebrations.	Changes in me. Changes since being a baby. Differences between female and male bodies (correct terminology). Linking growing and learning. Coping with change. Transition.	Growing from young to old. Increasing independence. Differences in female and male bodies (correct terminology). Assertiveness. Preparing for transition.	Understanding a baby's needs. Outside body changes. Inside body changes. Family stereotypes. Challenging my ideas. Preparing for transition.	Having a baby. Girls and puberty. Confidence in change. Accepting change. Preparing for transition. Environmental change	Influence of online and media on body image. Puberty for girls. Puberty for boys. Conception (including IVF). Growing responsibility. Coping with change. Preparing for transition.	Puberty and feelings. Conception to birth. Reflections about change. Physical attraction. Respect and consent. Boyfriends/girlfriends. Sexting. Transition.

		<p>L.I.s: I can identify the parts of the body that make boys different to girls and can use the correct names for these. I respect my body and understand which parts are private.</p>	<p>L.I.s: I can recognise the physical differences between boys and girls, use correct names for parts of the body and appreciate that some parts of my body are private. I can tell you what I like / don't like about being a boy/girl.</p>	<p>L.I.s: 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 their bodies can make babies when they grow up. I can recognize how I feel about these changes happening to me and know how to cope with these feelings.</p>	<p>L.I.s: I can identify what I am looking forward to when I am in Year 5. I can reflect on the changes I would like to make when I am in Year 5 and describe how to go about this.</p>	<p>L.I.s: I can describe how boys' and girls' bodies change during puberty. I can express how I feel about the changes that will happen to me during puberty.</p>	<p>L.I.s: I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognize how I feel when I reflect on the development and birth of a baby.</p>