

Relationships, Sex & Health Education



**Consultation meeting –
27th May 2021**

Aims of this meeting:

- Share the new RSE guidance with you.
- Look at our current PSHE provision
- Know what is statutory/compulsory learning and what is not.
- Know why Relationships Education and Sex Education (RSE) is taught in schools.
- Gain your views in order for the school to finalise our draft RSE policy.
- Share the intended outline of provision for each year group along with some teaching material to support this.

What is PSHE?

Personal, Social and Health Education is learning about:

- Myself and my relationships
- Healthy and safer lifestyles
- Respect, diversity and citizenship
- Economic wellbeing.



Relationships Education includes Health Education

These are statutory

What is Relationships Education?

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

What is Health Education?

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body.

What we do at MHCE

- We have a comprehensive scheme from Cambridgeshire PSHE service which we refer to for updates and resources as well as providing a clear programme of study/outline of activities which we teach from.
- Teachers and support staff use their knowledge of the children's need to then tailor their year group/classes learning.

The Government wants improvements to PSHE because:

- Children are increasingly living their lives online
- This is full of opportunities but also challenges and risks – they need skills to deal with these.
- Children need to the skills to make well-informed decisions about how to live their lives and the ability to ask for help.
- Good teaching can prepare pupils for the opportunities, responsibilities and experiences of adult life.

What does the government say is the aim of Relationships Education?

‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline....children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way’

Secretary of State for Education... SRE guidance 2019

*From 2020 Relationship and Health Education became compulsory and Primary schools were given the choice whether or not to deliver Sex Education **RSE** as part of PSHE which as a school we have decided to include.*



Why teach Relationships and Sex Education?

Research has shown that RSE has the effect of:

- Raising the age of first sexual activity
- Making it more likely that abuse will be reported
- Making it less likely that young people describe their first sex as unwanted
- Reducing the likelihood that young people will contract a sexually transmitted infection
- Making it less likely that young people will have an unwanted pregnancy.

- RSE and PSHE teach children and young people how to stay safe and healthy, and how to negotiate some of the personal and social challenges they will face growing up and as adults. These subjects form part of the building blocks young people need to thrive in modern Britain. At the moment, too many young people feel they don't have the RSE they need to stay safe and navigate becoming an adult.

Justine Greening (previous Secretary of State after responses from England consultation)

Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

- Friendships e.g. sharing
- Respect
- Personal space and boundaries
- Being considerate
- Honesty and truthfulness
- Being sensitive to differences
- Families
- Positive relationships and appropriate behaviour online

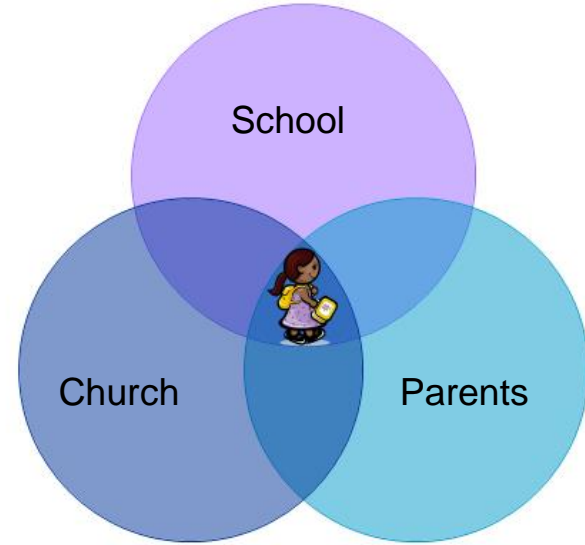
Relationships Education

What children should know about relationships

1. What a positive, healthy, caring, safe relationship looks and feels like.
2. How to speak up and get help when a relationship does NOT feel healthy/ positive/ safe.
3. How to make and maintain positive relationships.
(Online and offline relationships)

Partnership

- Parents are the first educators of the child.
- Partnership is essential and our role as a school is to support you not replace you.
- The other key partnership for us as a C of E School is the church.



The central message of the
Christian faith and a key
ethos of our school is love.

“My commandment is this:
love one another, just as I
love you.”

John 15:12

For each of us, life is like a journey.
Birth is the beginning of this journey,
And death is not the end; but the destination.
It is a journey that takes us
From youth to age,
From innocence to awareness
From ignorance to knowledge
From foolishness to wisdom
From weakness to strength and often back again
From offence to forgiveness
From pain to compassion,
From fear to faith,
From defeat to victory and from victory to defeat,
Until, looking backward or ahead,
We see that victory does not lie
At some high point along the way,
But in having made the journey,
Stage by stage

Adapted from a Hebrew Prayer

How we will incorporate religious views and beliefs into the learning.

This will be addressed through Citizenship and the units on Community and Diversity

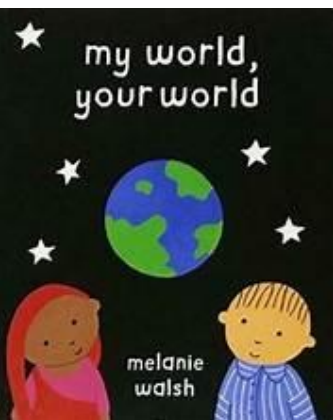
I have included some year group learning objectives for these units in Citizenship.

I have chosen some resources for the lessons mentioned above to discuss .



Citizenship – Diversity and Community

Year	Learning Objectives
Year 1	<ul style="list-style-type: none">• What makes me 'me' and you 'you'?• Do all boys and girls like the same thing?• What is my family like and how are other families different?• What different groups do we belong to?• What is a stereotype, and can I give some examples?• What does 'my community' mean and how does it feel to be part of it?
Year 4	<ul style="list-style-type: none">• What have we got in common and how are we different?• How might others' expectations of girls and boys affect people's feelings and choices?• How are our families the same and how are they different?• Do people who live in my locality have different traditions, cultures and beliefs?• How does valuing diversity benefit everyone?• Why are stereotypes unfair and how can I challenge them?
Year 5	<ul style="list-style-type: none">• How do other people's perceptions, views and stereotypes influence my sense of identity?• How do views of gender affect my identity, friendships, behaviour and choices?• What are people's different identities, locally and in the UK?• How can I show respect to those with different lifestyles, beliefs and traditions?• What are the negative effects of stereotyping?• Which wider communities and groups am I part of and how does this benefit me?• What are voluntary organisations and how do they make a difference?



ADELE (Afro-Caribbean Girl)

Hello to all my new friends! Today I'm wearing my favourite BLUE top, I think blue is the most beautiful colour in the world.

My favourite football team is Chelsea and I'm the only one in my family who supports them, so my brothers like to tease me about it, but I don't mind too much because I tease them, as well.

I describe myself as Black British. My grandparents came from the Caribbean in the 1950's and my parents were born here, and so was I.



When I get home from school my Dad gets me my favourite food, cheese on toast, to have as a snack until dinner is ready. I love going to school every day and I like English best because I love to read and write and make up stories. When I grow up I want to be a famous writer and I hope you all enjoy reading my exciting books.

Every day I walk to school with my Dad, my two older brothers and my baby brother who goes to the Nursery school, sometimes we walk with our friends who live in the house next door to ours. On Sundays we all walk to church together and I see lots of my friends there too.

My favourite animals are horses and I really want to learn how to ride. My Dad promised me that for my next birthday he would let me have a riding lesson. I think that when I do learn to ride a horse it might be my favourite hobby, but until then I like reading best. I usually read instead of watching TV, but I like watching book reviews on YouTube.

MELISSA (Chinese British Girl)

I love all my friends and making new ones, too. As you can see from the self-portraits of me and my friends, I like art lessons best at school. My favourite colour is purple and I always put purple in all my paintings, even if it's just a little bit. I love to watch programmes about Art and making things on TV and I always try out all the different ideas.



My dad is White British. He was born and grew up in Scotland, so he talks with a Scottish accent. My Mum is Chinese, but she was born in England. My grandmother came from China when she was a little girl. I love hearing her stories about the place she grew up and one day I'd love to visit China. I describe myself as Chinese British, because my family come from both places.

I don't really like football, but my cousin and his friends all support Cambridge United. When they go to watch football on Saturday afternoons my Mum takes me to my dance class where I get to wear my new purple leggings. Dancing is my favourite hobby and sometimes my Dad tells me to stand still as it makes him feel dizzy just watching me. My family are Buddhists and my dad says I've got a lot to learn about being still.

Resource 2 - The British by Benjamin Zephaniah

Serves 60 million

Take some Picts, Celts and Silures
And let them settle
Then overrun them with Roman conquerors.

Remove the Romans after approximately 400 years
Add lots of Norman French to some
Angles, Saxons, Jutes and Vikings, then stir vigorously.

Mix some hot Chileans, cool Jamaicans, Dominicans,
Trinidadians and Bajans with some Ethiopians, Chinese,
Vietnamese and Sudanese.

Then take a blend of Somalis, Sri Lankans, Nigerians
And Pakistanis,
Combine with some Guyanese
And turn up the heat.

Sprinkle some fresh Indians, Malaysians, Bosnians,
Iraqis and Bangladeshis together with some
Afghans, Spanish, Turkish, Kurdish, Japanese
And Palestinians
Then add to the melting pot.

Leave the ingredients to simmer.

As they mix and blend allow their languages to flourish
Binding them together with English.

Allow time to be cool.

Add some unity, understanding, and respect for the future,
Serve with justice
And enjoy.



Note: All the ingredients are equally important. Treating one ingredient better than another will leave a bitter unpleasant taste.

Warning: An unequal spread of justice will damage the people and cause pain.

Give justice and equality to all.

Sex Education

Is sex Education miss-named and misleading

The Government emphasis is on Relationships and Health Education!

Don't forget...

We are educating children and young people to live in the real world, with all its contradictions:

When it comes to sex, children's heads are probably not empty – but they may be full of myths and half-truths.

We mustn't let our adult knowledge of relationships and sex prevent us seeing things from a child's perspective.

Our focus should be on building healthy attitudes and positive relationships, not just fighting off perceived threats.

Keeping children SAFE

Ignorance does not protect innocence... but may make children vulnerable.

Informing does not mean the same as promoting.

PSHE (Personal, Social, Health Education) including Relationships Education, Health Education and Sex Education aims to keep children safe.

Health Education

- Benefits of physical exercise, healthy eating, time outdoors, community participation
- Self-care- personal hygiene, time for hobbies and interests, friends, family
- Bullying and Internet Safety
- Risks around drugs, alcohol, tobacco, sun exposure, obesity, not taking care of teeth, handwashing
- Basic First Aid
- The changing adolescent body- puberty and menstruation
- Emotions and how to recognise and talk about them.
Judging if how they are feeling is appropriate and proportionate

How we will be teaching RSE

- The Cambridgeshire PSHE Service has thoroughly analysed the Government's statutory objectives and developed new Frameworks and lessons.
- The program is in use in over 600 schools nationwide.
- I will be showing you some lessons and resources for your views.



What are your views on Relationships and Sex Education?

We have pulled out the lessons from Cambridgeshire PSHE that we think will be relevant for discussion and gives details of what we are proposing to teach them in the related years.

We will be consulting on:

- When the elements of RSE should be taught
- How RSE will be taught
- What to teach in Sex Education – the non-statutory element of RSE
- How RSE will be monitored and evaluated.

PSHE/RSE Whole school yearly overview			Please note that Citizenship - working together will be covered throughout the year in general classroom practice			
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 6	Myself and My Relationships Beginning and Belonging	Citizenship Rights, Rules and responsibilities	Health and Safer Lifestyles Relationship and Sex Education	Healthy and safer Lifestyle Safety contexts	Citizenship Diversity and Communities	Health and Safer Lifestyles Relationship and Sex Education
	Healthy & Safer Lifestyles: Drug education whole school	Myself and My Relationships Anti-Bullying whole school				Economic Wellbeing Financial Capability Myself and My Relationships Managing Change
Year 5	Myself and My Relationships Beginning and Belonging	Citizenship Rights, Rules and responsibilities	Myself and My Relationships My Emotions Family and Friends	Myself and My Relationships Anti-bullying	Healthy and Safer Lifestyles Managing Safety & Risk	Healthy and Safer Lifestyles Relationship and Sex Education
	Healthy & Safer Lifestyles: Drug education whole school Personal safety	Myself and My Relationships Anti-Bullying whole school				Myself and My Relationships Managing Change
Year 4 cycle 2	Myself and My Relationships Beginning and Belonging	Citizenship Rights, Rules and responsibilities	Healthy & Safer Lifestyles Managing Safety and Risk	Heathy and Safer Lifestyles Relationships and Sex Education	Economic Wellbeing Financial Capability	Myself and My Relationships Managing Change
	Healthy & Safer Lifestyles: Personal Safety Drug education whole school	Myself and My Relationships Anti-Bullying Family & Friends				
Year 4 cycle 1	Myself and My Relationships Beginning and Belonging	Citizenship Rights, Rules and responsibilities	Myself and My Relationships My Emotions	Healthy & Safer Lifestyles Relationships and Sex Education	Citizenship Diversity & Communities	Myself and My Relationships Managing Change
	Healthy & Safer Lifestyles: Healthy Lifestyles (in science) Drug education whole school	Myself and My Relationships Anti-Bullying whole school Family and Friends				
Year 2	Myself and My Relationships Beginning and Belonging	Healthy and Safer Lifestyles Healthy Lifestyles	Healthy and Safer lifestyles Personal Safety	Citizenship Diversity and Communities	Citizenship Diversity and Communities	Citizenship Diversity and Communities
	Citizenship Rights, Rules and responsibilities	Myself and My Relationships Anti - Bullying whole school	Myself and My Relationships My Emotions	Healthy and safer lifestyles Relationships and Sex Education	Healthy and Safer Lifestyles Managing Risk & safety	Myself and My Relationships Managing Change
	Healthy and Safer Lifestyles Drug education whole school				Healthy and Safer lifestyles Personal Safety	Economic Wellbeing Financial Capability
Year 1	Myself and My Relationships Beginning and Belonging	Myself and My Relationships Anti - Bullying	Citizenship Diversity and Communities	Citizenship Diversity and Communities	Citizenship Diversity and Communities	Citizenship Diversity and Communities
	Citizenship Rights, Rules and responsibilities	Healthy and Safer Lifestyles Sex and Relationships Education	Myself and My Relationships Family and Friends	Healthy and Safer Lifestyles Managing Risk & safety	Healthy and Safer Lifestyles Managing Risk & safety	Myself and My Relationships Managing Change
	Healthy and Safer Lifestyles Drug education whole school					Healthy and Safer lifestyles Personal Safety
EYFS	Myself and My Relationships Beginning and Belonging My Family and Friends	Myself and My Relationships My Emotions	Citizenship People who help us Me and My World	Healthy and Safer Lifestyles Healthy Lifestyles	Healthy and Safer Lifestyles My Body and Growing Up	Citizenship Identities and Diversity
	Healthy and Safer Lifestyles Keeping Safe Drug education whole school					Myself and My Relationships Managing Change

YEAR 1

To be able to:

- use names such as arm leg, elbow with confidence
- use scientific names such as penis, testicles and vagina /vulva
- use the words male and female
- give an example of how I can be in control of my body
- describe some things I would only do in private
- name the parts of my body which are private.

YEAR 2

- Explain adult animals and humans have babies who look like them
- show understanding that my parents were once children
- explain that a baby grows inside its mother
- describe some things I can do now that I couldn't do when I was a baby
- describe some ways my body will change as I get older
- explain how babies need care from adults to stay safe and healthy.

YEAR 3

- use body part names such as penis, vagina/ vulva, testicle and breast confidently
- give an example of one new thing they have learnt about the body
- identify a trusted adult I can talk to about my body
- recognise that each body is different
- understand that our bodies are special and unique.

YEAR 4

- State the main stages of the human life cycle
- say what stage a person is at in the human lifecycle
- explain that when animals reproduce they make copies of themselves
- understand that human babies are made when an egg and sperm join together
- explain why babies need special care from a parent/ carer
- state some things parents/carers need to do to look after babies.

YEAR 5

- Name confidently the sexual parts outside and inside male and female bodies
- understand which words for sexual parts are acceptable for use in the classroom
- understand that some words for sexual parts are rude
- describe some of the changes that will happen to male and females during puberty
- name some common misconceptions about puberty and correct them
- give a reason for starting puberty at different times
- explain worries that people might have about puberty
- explain some coping strategies for people who have worries about puberty.

YEAR 6

- name internal and external sexual parts for males and females, using scientific words
- describe the stages of fertilization
- ask a question about sexual intercourse
- show understanding that there are lots of different types of love
- describe examples of special ways that people who are 'in love' might behave
- describe ways that adults who are 'in love' might show their commitment to each other.

What does **Healthy & Safer Lifestyles: Relationships and Sex Education** look like in Year 1?

Unit Description

In this unit children will develop familiarity with the names of the main external parts of the body and become more confident in describing them. They will consider the amazing nature of their bodies, with a view to developing respect for their bodies and develop an understanding of how important it is to look after their body. Children will also consider simple hygiene practices and their levels of responsibility for these. The main themes of this unit are 'body knowledge', 'body functions', 'body awareness/image', 'personal hygiene' and 'prevention of illness and disease'.

RSE lesson in Year 1

Section A: Body Knowledge

Framework question/s

What are the names of the main parts of the body? (BS)

Learning Objective

1. To recognise the main external parts of the bodies of humans, including names for sexual parts. (BS)

Possible Success Criteria

To be able to:

- use names such as arm leg, elbow with confidence
- use scientific names such as penis, testicles and vagina/vulva
- use the words male and female.

Teaching Activities

- 1.1 Show the children a large outline shape of a boy and a girl of their own age. You might choose to draw around people in the class. As a class, ask the children to talk in pairs about the bodies and make a list together of all the body parts they can think of that can be seen from the outside. Tell the children that family names for sexual parts *e.g. willie and twinkle* are acceptable to use in class, but ensure that children are introduced to the scientific terms *e.g. penis, testicle, vagina/vulva*. Explain this to the children by saying that these are the words a doctor might use if they were describing different body parts. You might call them the 'doctor' words. Show the children sets of cards with named external body parts, including the 'doctor' names for sexual parts, and compare these to the lists they have made, noting any body parts/names they may have missed out. If necessary add further cards to the sets to ensure that the children's suggestions are included. Mix the cards up and ask children to place them on the body outlines in the appropriate place. Acknowledge the children who can say the scientific words aloud in order to encourage others to say the 'doctor' words.

Points to Note

- It is highly desirable to encourage children to use the scientific words for sexual body parts for reasons of safeguarding. Ensure that you have agreed which terms are to be used with your teaching colleagues and that this is consistent with your school Relationships Education Policy. Young children need one word for the external female parts. You should decide as a staff whether to use the term vulva or vagina. ('Vulva' is the scientifically correct term for the external female sexual parts. 'Vagina' is an internal part.) See **6D Use of Vocabulary in Primary RSE** to assist in your decision making.
- It is suggested that you focus on the bodies of children of this age group in this exercise. A development in later units will be to look at adult bodies.
- You may choose to share the book *Who Has What?* Be aware that it introduces simple names for internal organs, which goes slightly beyond the scope of this unit.
- You may refer to NSPCC Pants Rule teaching materials to focus on personal safety issues closely linked to this activity. www.nspcc.org.uk/preventingabuse/keeping-children-safe/underwear-rule/

What does **Healthy & Safer Lifestyles: Relationships and Sex Education** look like in Year 2?

Unit Description

Children will consolidate their understanding of how babies develop into children and then into adults and will consider their own physical development. They will be able to explain that a baby human or animal grows inside its mother. They will think about their responsibilities and how these have changed since they were a baby. They will then consider what babies and young children need to stay healthy and safe. The main themes covered in this unit are 'the human life cycle', 'growing up', 'personal responsibilities' and 'parents, carers and families'.

RSE lesson in Year 2

Section A - The Human Life Cycle	
Framework question/s	How do babies change and grow? (NC Science)
Learning Objective	1: To know that humans produce babies that grow into children and then into adults. (NC Science)
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> explain that adult animals and humans have babies who look like them show understanding that my parents were once children.
Teaching Activities	Points to Note
<p>1.1 In Circle Time, ask the children to close their eyes and imagine a baby animal. Encourage them to think how that animal moves, how it stays safe, how it gets its food. Then ask the children to imagine a baby human. Ask the same questions. Having opened their eyes, ask the children to share a fact about any sort of baby they know about e.g. <i>When my little sister was born she was very sleepy. We found a bird's egg shell in the wood and heard a baby bird cheeping. Our hamster had babies.</i></p> <p>Ask the children to talk to a partner and discuss the names of as many different animal babies they can think of. Record some of the names of the animal babies on the board. Then ask the children if they know the names of the adult animals who have those sorts of babies – so a cow has a calf, a tiger has a cub etc. You might wish to play an animal baby matching game at this point.</p> <p>As a class, talk about how all babies grow up to be like their parents. Humans have babies that grow into children, which grow into adults.</p> <p>Read <i>The World is Full of Babies</i>. As you read ask the children what similarities there are between human and animal babies. Focus on how amazing babies are and how quickly they grow and develop.</p>	<ul style="list-style-type: none"> Share <i>The World is Full of Babies</i> If you do not have a copy of this book search for a reading of the book online e.g. YouTube or openlibrary.com. Alternatively read <i>Monkey Puzzle</i>. If you wish to play an animal baby matching game, search on a teacher resources website you trust to download cards. There are links with this activity and the KS1 science curriculum, where human and animal life cycles are covered. You might give each child a card and ask them to move around a space looking for their parent/baby animal. Each pair could then explain what sort of animal they are and how the adult animal looks after the baby animal. The focus here is where babies come from rather than how babies are made. Information about Circle Time can be found in the TG Circle Time.
<p>1.2 Using Resource 1, provide the children with a set of pictures of babies, toddlers, older children and adults and ask the children to sequence the pictures by age. Alternatively, ask the children to draw pictures of members of their family and then place them in order of age to make a time line representing how people grow and change. A</p>	<ul style="list-style-type: none"> Use Resource 1 <i>Babies to Adults</i> or find pictures of people of different ages in magazines/newspapers.
<p>1.3 In Circle Time, ask the children if any of them have a family member or friend who is older than their parents/carers who helps to look after them? Ask the children who this person is (granny or grandpa perhaps) and to share something special that this older person does to help look after them. Ask the children to draw a picture of themselves, a parent/carer and their older person/grandparent. Then ask the children how long ago they think each of the people in their drawing was a baby. They could write the guess under their picture.</p> <p>Ensure the children understand that everyone was once a baby, and that we all grow and change as we get older. Read <i>Once There Were Giants</i> to the children and think about how the little baby in the story and the adults in the story changed over time.</p>	<ul style="list-style-type: none"> Be sensitive to children who may not know their grandparents, may not see them often, or who have lost grandparents. Depending on family circumstance some children may have a grandparent as their main carer, or living with them in their house. Celebrate and acknowledge all the variety of family situations the children have. Refer to <i>Once There Were Giants</i>. Information about Circle Time can be found in the TG Circle Time.

What does **Healthy & Safer Lifestyles: Relationships and Sex Education** look like in Year 3?

Unit Description

In this unit children will develop familiarity with the names of the main external parts of the body and become more confident in describing them. They will consider the amazing nature of their bodies, with a view to developing respect for their bodies and themselves. Children will also consider simple hygiene practices and their levels of responsibility for carrying these out. The main themes of this unit are 'body knowledge', 'body functions', 'body awareness/image', 'personal hygiene' and 'prevention of illness and disease'. A positive partnership between the school and parents/carers over children's RSE is central to delivering this unit, and is supportive when sensitive issues arise. See Notes for Staff above, and the RSE toolkit for guidance on communicating with and consulting parents/carers. Of particular interest will be **8A Leaflet for Primary School Families**.

RSE lesson in Year 3

Section A - Body Knowledge

Framework question/s	How are male and female bodies different and what are the different parts called? (BS)
Learning Objective	1.To know scientific names for male and female sexual parts and use them confidently. (BS)
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> • use body part names such as penis, vagina/vulva, testicle and breast confidently • give an example of one new thing they have learnt about the body.
Teaching Activities	Points to Note
1.1 Carry out the Draw and Write Exercise Draw the Difference . Use this as a baseline assessment of children's awareness of body parts and scientific names and choose subsequent activities on the basis of your findings. A	<ul style="list-style-type: none"> • See Resource 1 Draw the Difference. • Information about using Draw and Write activities can be found in the TG Classroom Strategies.
1.2 Having completed the Draw and Write (1.1) activity ask the children to share with you any doctor/scientific names for body parts they have written down. As a class, collect a written list of external body part names – including sexual parts. Accept (inoffensive) colloquial names for body parts, but place them alongside scientific names. Ask pairs of children to pick one body part from the list and discuss where this body part is located and its function. Ensure that the children are aware of the scientific names for parts of the body including names for sexual parts where this is appropriate e.g. <i>penis, testicles, breast, vagina/vulva</i> . Challenge the children by asking if any of them know the doctor words for any other parts of the body e.g. <i>thorax, intestine, humerus</i> . Explain that some body parts are found in males and females and some are found in just males or females. Using different coloured markers underline the body parts found in just males in one colour and just females in another colour.	<ul style="list-style-type: none"> • At this age some children may still be unfamiliar with the scientific terminology for male and female sexual parts and it is necessary therefore to allow them to use their own language e.g. 'willie', 'noo-noo' when referring to them, but encourage them to use the scientific terminology. Refer to 6D Use of Vocabulary in Primary RSE for further guidance. • You may refer to NSPCC Pants Rule teaching materials to focus on personal safety issues closely linked to this activity. http://www.nspcc.org.uk/preventingabuse/keeping-children-safe/underwear-rule/ • Try to choose 'unstereotypical' colours for males and females if your stationery supply allows.
1.3 In pairs, using Resources 2, 3 and 4, give the children drawings of adult male and female bodies. The children then mark on their outlines the names of parts of the body in the appropriate place. Visit each pair and ensure that the children have marked on the outline of the body the parts that make males and females different. You may use the IWB to place the names on a picture of an adult male and female body. Discuss the physical differences between males and females and ensure that the children are aware of the appropriate scientific language. A	<ul style="list-style-type: none"> • In RS 1 the children will have looked at a child's body. Here the focus is on adult bodies, so a little new terminology is needed e.g. breast, pubic hair. • Use Resource 2 KS2 Adult Male Body, Resource 3 KS2 Adult Female Body and Resource 4 Body Part Labels. • The focus of this activity is external parts of the body. Ensure that you correct sensitively any misinformation that the children may have.

What does **Healthy & Safer Lifestyles: Relationships and Sex Education** look like in Year 4?


Unit Description

This unit is intended for use with children in Year 3 or 4. Children will consider the human life cycle in more detail. They will learn that an egg and sperm join together to form a baby. They will consider what they think it means to be 'grown up'. They will then look at their responsibilities and the responsibilities parents and carers have for babies and children. The themes covered in this unit are 'the human lifecycle', 'growing up', 'personal responsibilities' and 'parents, carers and families'.

RSE lesson in Year 4

Section A: The Human Life Cycle

Framework question/s	What are the main stages of the human life cycle? (NC Science)
Learning Objective	1. To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death.
Possible Success Criteria	To be able to: <ul style="list-style-type: none">• state the main stages of the human life cycle• say what stage a person is at in the human lifecycle.


Teaching Activities	Points to Note
1.1 Ask the children to draw a line on a piece of paper and mark it with number line showing intervals of 5 years. Ask them to mark or draw birth, baby, child, adolescent/teenager, adult, middle age and old age on their time line. Discuss the differences between children's ideas. Ask the children to write the names of people (real or fictional) they know along the line, showing which stage they think each person is in. They could draw a picture of each person and describe a little about their life to show their understanding. Ask the children if they know what happens at the 'end of the line'. Explain that death is the end of someone's life, but even though it will happen to all of us, it happens at different times for different people depending on their health and other factors like accidents.	<ul style="list-style-type: none">•  Be sensitive to those children who have experienced bereavement. Refer to MC 3/4 Managing Change.<ul style="list-style-type: none">• You may be able to offer the term 'puberty' for the physical and emotional process by which a child becomes an adult. You should describe this as an inevitable change which will affect everyone at some point between the ages of 8-14, but at different rates.
1.2 Read Drop Dead to the children and emphasise the amazing things that people can achieve and do at any time in their life.	<ul style="list-style-type: none">• Read Drop Dead or, alternatively, The Truth about Old People or Encyclopedia of Grannies.
1.3 You might choose to review children's understanding of the names of body parts and use images of naked bodies at different ages. You will find an excellent collection of images in Let's Talk about Where Babies Come From . Scan or copy the images and cut them out. Ask small groups of children to allocate them to one of the different stages of the human life cycle: <i>baby, child, adolescent, adult, middle age, old age</i> . Encourage the children to give reasons for their choices. They should stick the images down to a piece of paper and then decide which images were difficult to place in a category. Discuss these difficulties as a class and recognise that sometimes it is difficult to tell. Consolidate the learning by visiting BBC Bitesize. A	<ul style="list-style-type: none">• Refer to Let's Talk about Where Babies Come From.• You might prefer to collect images of (clothed) people of different ages from magazines etc. and use these instead.• Visit How do humans change during their lifetime? on BBC Bitesize.

What does **Healthy & Safer Lifestyles: Relationships and Sex Education** look like in Year 5?

Unit Description

This unit of work is intended for use with children in Year 5. It focuses on basic anatomy, reinforcing the physical differences between female and male bodies and introduces names and functions of internal organs, building on the work carried out in Unit RS3. It examines the changes that happen to people's bodies at various stages in their lives, especially at puberty. It includes learning about menstrual wellbeing. The children will learn about the benefits of carrying out regular hygiene routines, including how good hygiene is important for preventing the spread of viruses and bacteria. They will examine their own personal hygiene practices and consider new personal hygiene routines relevant to puberty. They will examine the ways in which they will have new responsibilities for their personal hygiene in the future. The main themes of this unit are 'body knowledge', 'body functions', 'body awareness/image', 'personal hygiene' and 'prevention of illness and disease'.

RSE lesson in Year 5

Section A - Body Knowledge	
Framework question/s	What are male and female sexual parts called and what are their functions? (BS)
Learning Objective	1. To identify male and female sexual parts confidently and describe their functions (BS)
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> name confidently the sexual parts outside male and female bodies name confidently the sexual parts inside male and female bodies.
Teaching Activities	Points to Note
1.1 Carry out the Draw and Write Exercise using Resource 1 . Use this as a baseline assessment of children's awareness of body parts and select and fine-tune subsequent activities based on your findings. A	<ul style="list-style-type: none"> Use Resource 1 Draw the Difference and refer to Draw and Write in the TG Classroom Strategies. All children need to be able to name the body parts of both males and females confidently. Ideally, this activity will take place in a mixed group. Refer to your Relationships Education policy for further guidance. Ensure that you are aware of children who, for religious or cultural reasons, might find discussion of bodies in mixed company uncomfortable. Refer to 8L Leading Discussions in RSE for further guidance. If you feel the children in your class lack confidence in using scientific words to describe sexual parts, you should consider doing Activity 2.1 at this point. If the children are confident in naming the external parts of the body using scientific words, consider moving straight to activity 1.3.
1.2 Explain to the children that you are going to discuss the sexual organs of males and females that are outside the body. In groups, provide the children with diagrams of male and female external sexual organs (Resource 2 Male External Parts , Resource 3 Female External Parts) and ask them to label the diagrams using words provided e.g. foreskin, testicles, vulva, vagina (You might use vocabulary given by the children in 1.1 alongside the scientific words to build their confidence.). As a class, discuss each of the organs and its functions. Begin a class dictionary or poster of body parts. Allocate each group a different body part and ask them to decide on a short definition for that part. Collect these together for future reference, perhaps using your IWB.	<ul style="list-style-type: none"> You might consider doing activity 2.1 before this one. Encourage the children to use these words confidently and without embarrassment. Acknowledge the other names they use, but emphasise the scientific ones. Refer to 6D Use of Vocabulary in Primary RSE for further guidance and information. Use Resource 2 Male External Parts and Resource 3 Female External Parts. You may refer to NSPCC Pants Rule teaching materials to focus on personal safety issues closely linked to this activity. www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/  All staff have a responsibility to be aware of the warning signs and symptoms that a child may be at risk of female genital mutilation (FGM) and must report a concern. Learning scientific names for body parts and building confidence in talking about them is a widely recognised protective factor. Visit www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/ for more information.

Changing adolescent body -KS2 Science Curriculum

Year 5 programme of study

Living things and their habitats

Statutory requirements

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Notes and guidance (non-statutory)

Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Animals, including humans

Statutory requirements

Pupils should be taught to:

- describe the changes as humans develop to old age.

Notes and guidance (non-statutory)

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

What is the non-statutory element of **Sex Education** in Year 6?



Unit Description

The unit is intended for use with children in Years 5 and 6. It begins with a focus on sexual intercourse and the human lifecycle. The children will examine how puberty brings about changing feelings and relationships with friends and family and consider ways to manage emotions so that they are able to express their feelings and concerns positively.

They will explore the meaning of love and consider their responsibilities to care for themselves and others. They will consider the need for trust and love relationships. In this context, there is the opportunity to discuss responsible parenting choices and the use of contraception. The themes covered in this unit are 'the human lifecycle', growing up', personal responsibilities' and 'parents, carers and families'.

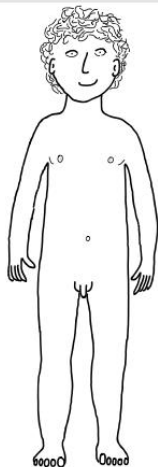
An example of a Sex Education lesson in Year 6

Children can be withdrawn from these lessons

Section A: The Human Life Cycle	
Framework question/s	What are different ways babies are conceived and born? (Sex Education)
Learning Objective	1. To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse. (Sex Education)
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> name internal and external sexual parts for males and females, using scientific words describe the stages of fertilisation ask a question about sexual intercourse.
Teaching Activities	Points to Note
<p>1.1 Individually, ask the children to make two lists of words. The first list should include any words at all they know for female internal or external sexual parts. The second list should give any words they know for male internal or external sexual parts. Emphasise that the words can be any words they know, whether they use the words themselves or not. Reassure them that you are not worried about spelling. Once they have made their lists, ask the children to put a tick by any words they think a doctor might use (or scientific words). Ask them to put a line under words they think would be okay to use at school. Ask them to put a cross by any words they think are not appropriate to be used in school. Once they have annotated their lists ask the children for any words which a doctor might use to describe male and female bodies and collect these together in a list, consolidating children's understanding of the functions of each named part. Explain that these are the words that you will be using in your topic. Keep the list to hand as a poster or electronically. Dispose carefully of any lists recorded on paper.</p>	<ul style="list-style-type: none"> This activity might address any 'giggleness' the children might feel. Some children will include words you consider inappropriate or even rude. Emphasise the purpose of the activity which is to establish an acceptable list of words which everyone understands. Allow children some 'giggle' time.  Be aware that some children might already have accessed or viewed explicit and possibly pornographic images online. Be prepared to speak to individuals or groups about such images, and follow your Safeguarding Policy. Refer to 6B Answering Children's Questions Relating to RSE. See www.nspcc.org.uk for more guidance on talking to children about explicit images. Also see 6J Consent, Pornography, Sexting for the primary school contexts.  Causing or allowing a child to view pornographic material may constitute child abuse. Discuss concerns about children who have viewed inappropriate material with your DSL.
<p>1.2 Show the children an unlabelled diagram of male and female internal sexual parts. Use Resource 1 Male and Female Internal Organs and ask them to use the diagram to jog their memories about the parts they can name and identify. A</p>	<ul style="list-style-type: none"> Use Resource 1 Male and Female Internal Organs. This resource was previously used in unit RS5. You might need to review the learning in more detail. If so, go back to RS5 and review learning ideas there.

YEAR 1

Resource 1 - KS1 External Male Body Outline



Resource 3 - Body Part Labels

penis	testes*	testicles*
knee	vagina*	vulva*
bottom	leg	anus
chest	eyebrow	arm
nipple	knuckles	shoulder
toe	foot	elbow
finger	fingernail	eyelash
wrist	lips	ear
nose	eye	mouth
hair	skin	shin
toenail	cheek	chin
palm	sole	ankle
back	calf	heel

YEAR 3

Resource 2 - KS2 Adult Male Body



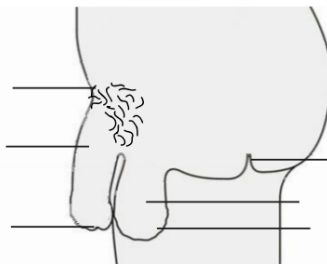
Resource 4 - Body Part Labels

penis	testes*	testicles*
thorax	vagina	vulva
bottom	leg	anus
chest	scrotum	arm
nipple	breast	shoulder
toe	foot	elbow
finger	eyebrow	eyelash
wrist	lips	ear
nose	eye	mouth
hair	skin	shin
toenail	cheek	chin
palm	sole	ankle
back	calf	heel

* Use which ever word you have agreed to use in your school.

YEAR 5

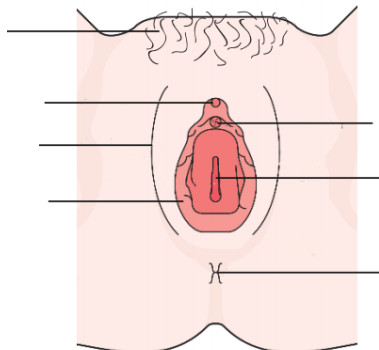
Resource 2 - Male External Parts



penis	anus
testicle	pubic hair
scrotum	opening to the urethra

Resource 3 - Female External Parts

The whole area is called the _____

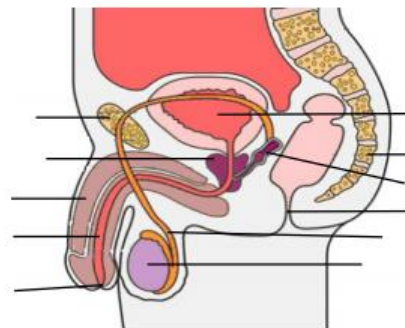
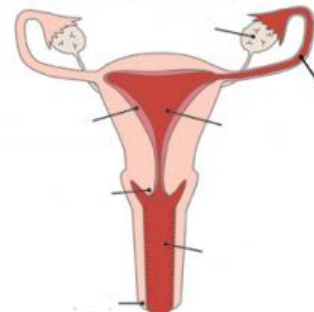


YEAR 6

Cambridgeshire Primary Personal Development Programme

Healthy and Safer Lifestyles • R56 Relationships & Sex Education

Resource 1 - Male and Female Internal Organs





Analysis of the parent questionnaire

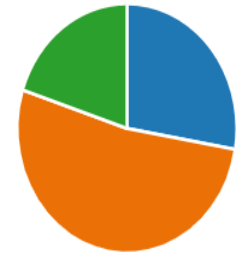
I have received adequate information about the changes to RSE.

I agree	89
I disagree	26
I don't know	15



I would prefer to leave teaching about puberty and reproductions to the school.

I agree	36
I disagree	68
I don't know	26



I support the school in their aims and objectives for RSE.

I agree	120
I disagree	0
I don't know	10



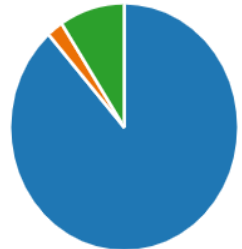
I think my child would like to discuss puberty, staying safe, families and sexual reproduction with me.

I agree	91
I disagree	6
I don't know	33



I would like to support the school as they review their policy and provision for RSE.

I agree	115
I disagree	3
I don't know	12

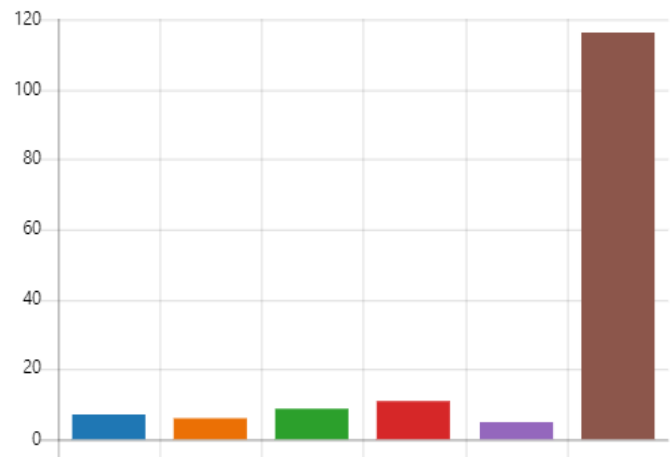
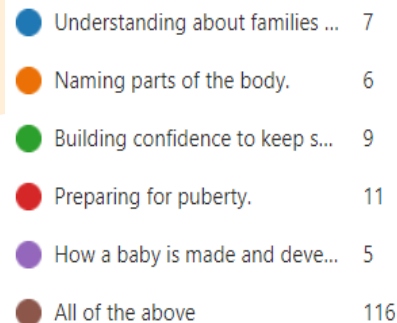


I am comfortable talking to my child about puberty, staying safe, families and sexual reproduction with me.

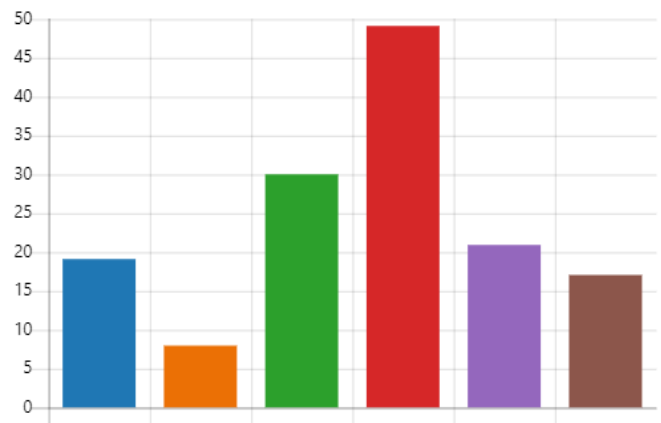
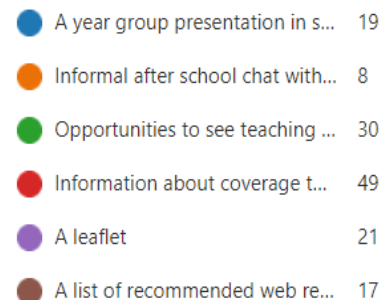
I agree	124
I disagree	0
I don't know	6



Which elements of RSE should we deliver by the end of Year 6.



How would you like to be given information about these topics and ways to support your child at home?



What our survey showed about RSE:

- 68% of responses agreed they had had adequate information about the changes in RSE but as a result of this meeting it is my aim for more material to be uploaded to the school website.
- 92% of responses supported the schools aims and objectives for RSE.
- Most parents would like letting know what's going to be taught in a termly email/newsletter and for resources and planning to be made available.
- The majority of parents are in agreement that teaching this subject is their responsibility in conjunction with the school.



Further comments and suggestions from parents:

Parents felt strongly that the following topics were to be addressed:

- Safe sex outside of marriage
- Consent and contraceptive measures
- Differences across cultures, religions and relationships were discussed
- Acceptance and awareness of physical and sexual differences in family structures and relationships (adoption, fostering, single parents, same sex parents, and multiracial parents).
- Gender identity (LGBTQI+) empathy and inclusivity.
- How to keep safe and knowing when and how to speak out
- Social media awareness, online safety (grooming, bullying), online manipulation of children's perception of their bodies.
- Peer pressure
- Safe and Healthy relationships (safeguarding)
- Normal changes to your body
- Drug and alcohol awareness and risks
- Children feeling able to speak freely with peers and adults



Do you have
any
questions?