

Relationship and Sex Education (RSE) from September 2020

Parental Consultation Presentation - June 2020



Aims and Objectives:

- To explain about the new statutory RSE curriculum requirements.
- To gain views and opinions to inform our school's Relationship and Sex Education Policy.
- To inform you about the RSE we plan to deliver.
- To show you samples of the resources to be used.



The new guidance states:

‘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, 2019

- ▶ From September 2020, all primary schools in England teaching ‘Relationships Education’ and ‘Health Education’
- ▶ Guidance recommends all primary schools have a Sex and Relationships Education Programme that ensures ‘boys and girls know about puberty and how a baby is born’

At Stoke Holy Cross Primary School, RSE and Health Education will be taught as part of our wider PSHE and Science curriculum.



Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies,
proprietors, head teachers, principals, senior
leadership teams, teachers

GOOD RSE CONTRIBUTES TO:

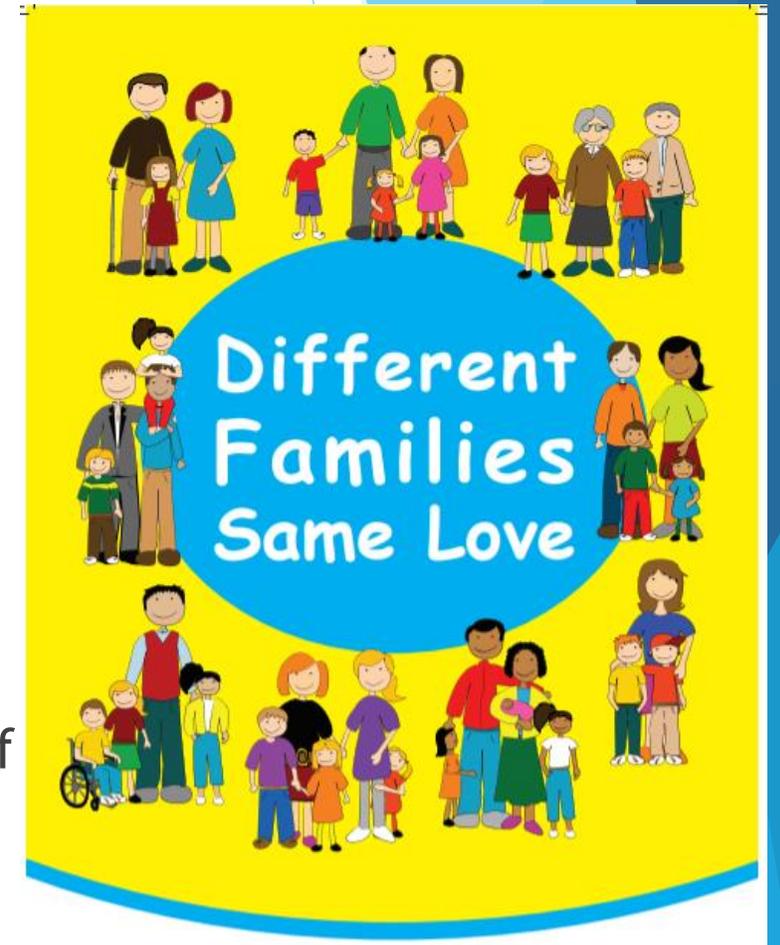
- ▶ positive ethos and environment for learning;
- ▶ safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school;
- ▶ a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships;
- ▶ helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice;
- ▶ reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying.

Good and appropriate RSE takes away children's ignorance; not their innocence.

- ▶ Children are naturally curious about growing up, how their bodies work and how humans reproduce. Their questions need to be answered honestly, using the correct language and explanations appropriate for their age and maturity, thus avoiding unnecessary mystery, confusion, embarrassment and shame.
- ▶ Effective RSE provides balance to sometimes distorted messages about sex and gender roles in the media.
- ▶ It helps protect children by explaining boundaries and safety, and developing the language and understanding needed to recognise abusive behaviour and seek help.
- ▶ It also helps pupils to develop respectful and consensual attitudes and behaviours.

Will Relationships Education include LGBT relationships?

- ▶ The guidance states that pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships.
- ▶ RSE should meet the needs of all pupils, whatever their developing sexuality or identity - at our school, this is planned to include age-appropriate teaching about different types of relationships in the context of the law.
- ▶ Primary schools can cover LGBT content if they consider it age appropriate to do so. We plan to include this at Stoke Holy Cross Primary School, through teaching about different types of family, including those with same sex parents.



Relationships Education will focus on:

- **Families and people who care for me**
 - Healthy family life
 - Diversity
 - Marriage and civil partnerships
 - Stable, caring relationships
- **Caring friendships**
 - Importance and characteristics of friendships
 - Healthy friendships
 - Ups and downs
 - Who to trust



Relationships Education

- **Respectful relationships**
 - Respecting others
 - Courtesy and manners
 - Self-respect
 - Anti-bullying
 - Stereotypes
 - Permission seeking



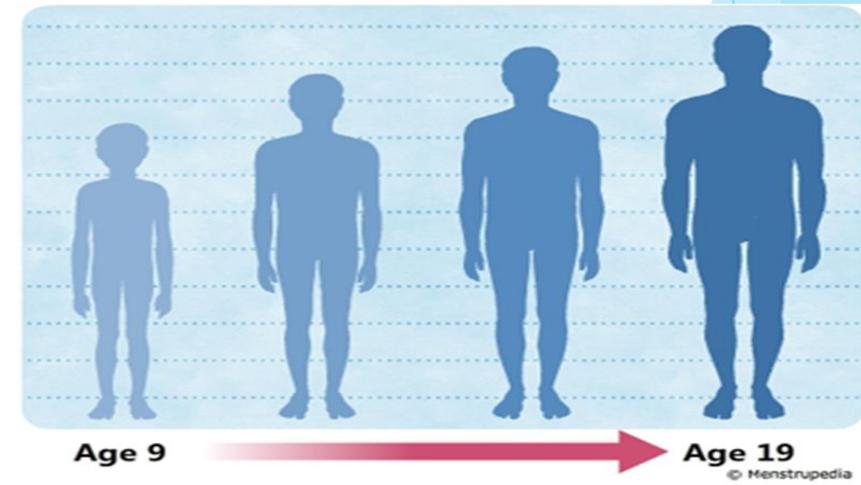
Relationships Education

- **Online relationships**
 - Behaviour online
 - Keeping safe
 - Be critical of friendships/information
 - How data is shared and used
- **Being safe**
 - Appropriate boundaries in friendships
 - Privacy and secrets
 - Each person's body belongs to them
 - Responding to adults they don't know
 - Getting help and advice



Health Education will focus on:

- 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 (before onset)



‘Sex Education’: Mis-named...and misleading

Sex Education in primary school is not really about sex!
The Government emphasis is on Relationships and Health Education.

‘Sex Education’ at primary school only includes:

1. Puberty

2. Human reproduction

Most of this is already covered in our Science curriculum...

What are the expectations for Science related to Sex Education?

As part of our Science curriculum we must teach the following statutory objectives:

▶ Year 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

▶ Year 2

- notice that animals, including humans, have offspring which grow into adults

(Non-statutory note: Pupils should be introduced to ...the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs)

Year 5

- 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
- describe the changes as humans develop to old age

Year 6

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

How is RSE taught?

- ▶ RSE is delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.
- ▶ PSHE Ground Rules are used in all PSHE and RSE lessons to create a safe and supportive learning environment.
- ▶ When discussing issues related to RSE, pupils are expected to treat others with respect and sensitivity.
- ▶ Pupils are able to ask anonymous questions. A question box or 'Ask-it basket' is available in every class. Teachers will answer questions as fully as they feel age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson.
- ▶ Correct medical vocabulary will be used throughout the RSE and PSHE curriculum.
- ▶ RSE is delivered through a varied range of activities including circle time, active teaching and learning, role play/scenarios, card sorting and discussions.
- ▶ All pupils will regularly be made aware of how they can access help and support.
- ▶ We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the schools safeguarding/child protection policies.

Parents' right to withdraw their children from Sex Education at primary school

Parents of primary-age children have the right to withdraw their children from some or all of Sex Education that is taught outside of the Science curriculum, but cannot withdraw from Relationships Education or Health Education.

So, what can parents withdraw their children from?

- ▶ Learning how a baby is conceived and born (Year 6)
- Year 6 parents will be informed before Sex Education lessons are taught in the summer term.
- Parents will be encouraged to talk to the class teacher and/or view the teaching resources in order to inform any decisions regarding withdrawing their child.
- Requests for withdrawal should be put in writing and addressed to Miss Chaney.

Why is it so important to teach children the real names of their body parts?

- ▶ When children know the correct name for their body parts, they are better able to tell doctors about their needs. For example, if they're having pain or another problem, they feel both able and comfortable to talk about it.
- ▶ Children are better able to tell someone, whether a trusted adult, a social worker, or a doctor, when someone has touched them inappropriately. Without proper terminology, children have a very hard time telling someone about inappropriate touching.
- ▶ Teaching children the appropriate terms for their body parts is important for reasons of self-esteem, confidence, and self-love. It helps children develop a healthy, more positive body image. It also gives children the correct language for understanding their bodies and asking questions about development.

All children will be taught the NSPCC Underwear Rules



Lesson plan

Learning objectives

Children will be able to:

- understand and learn the PANTS rules
- name body parts and know which parts should be private
- know the difference between appropriate and inappropriate touch
- understand that they have the right to say “no” to unwanted touch
- start thinking about who they trust and who they can ask for help.



Our chosen resources to support our delivery of RSE to all year groups...

coram 
Life Education

SCARF

c w p
resources

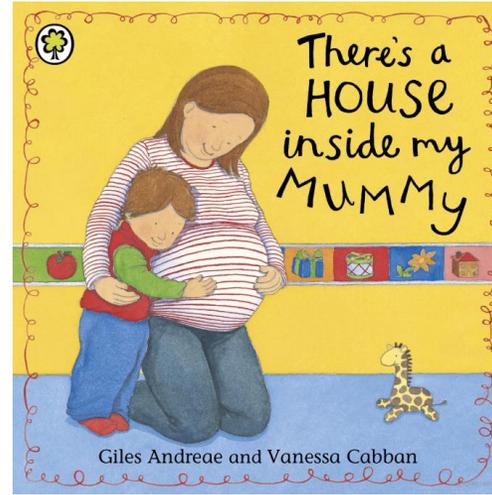
Foundation Class content

- Seasons and change
- Life stages in plants, animals and humans
- Where do babies come from?
- Getting bigger
- Me and my body
- Looking after my special people
- Looking after my friends

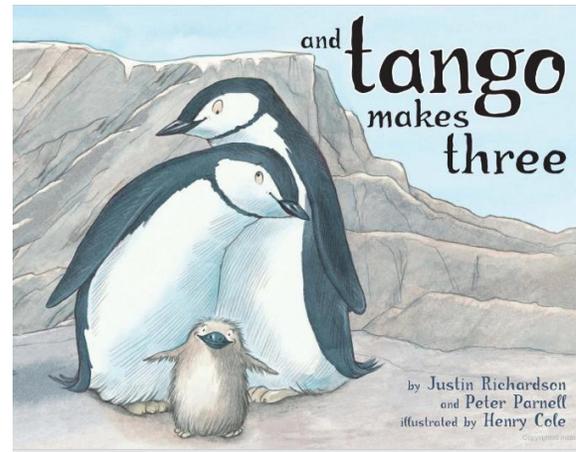
Sample Learning Activities

- Role play how you can help your special people at home
- Read a book together about getting bigger
- Using the pairs cards, match up the baby animal with its adult equivalent
- Draw pictures of a friend. At the bottom of the picture write how they look after that friend or how their friend looks after them.





https://www.youtube.com/watch?v=FcLec2_SMMY&safe=active



<https://www.youtube.com/watch?v=4uOXUCiDE-s&safe=active>

Year 1 content

Extending learning from Reception.

New content includes:

- ▶ Our special people
- ▶ Caring behaviour
- ▶ Respecting others
- ▶ Safe touch
- ▶ Unsafe secrets
- ▶ Friendship
- ▶ Communication
- ▶ Bullying
- ▶ Boundaries
- ▶ Privacy including naming the genitals
- ▶ Feelings

Sample Learning Outcomes

- Recognise and name some of the qualities that make a person special to them
- Identify simple qualities of friendship
- Identify things they could do as a baby, a toddler and can do now
- Explain the difference between appropriate and inappropriate touch
- Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep
- Identify parts of the body that are private



Activity sheet

Secret and surprise cards



Dad tells you he is planning a surprise birthday party for Mum and asks you to keep it a secret.

As you are walking home from school, your friend Jack hits a boy from your class then runs off. He tells you not to tell anyone.

You are at home with your big sister. You tell the rest of the family to keep out of the kitchen because you are both tidying up. What you are really doing is making pasta for everyone for tea.

A stranger says hello to you when you are waiting outside a shop for your Mum. They give you a sweet and tell you to keep it a secret.

6.



1.



2.



3.



4.



5.



Lifecycle whiteboard summary

Year 2 content

Extending learning in year 1.

New content to include:

- ▶ How my behaviour (positive or negative) affects others
- ▶ Becoming more independent
- ▶ Keeping themselves and others safe
- ▶ Growing from young to old and how people's needs change

Sample Learning Outcomes

- Identify some of the ways that good friends care for each other
- Know and use words and phrases that show respect for other people
- Explain where someone could get help if they were being upset by someone else's behaviour
- Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.
- Identify the types of touch they like and do not like
- Explain that our genitals help us make babies when we are older



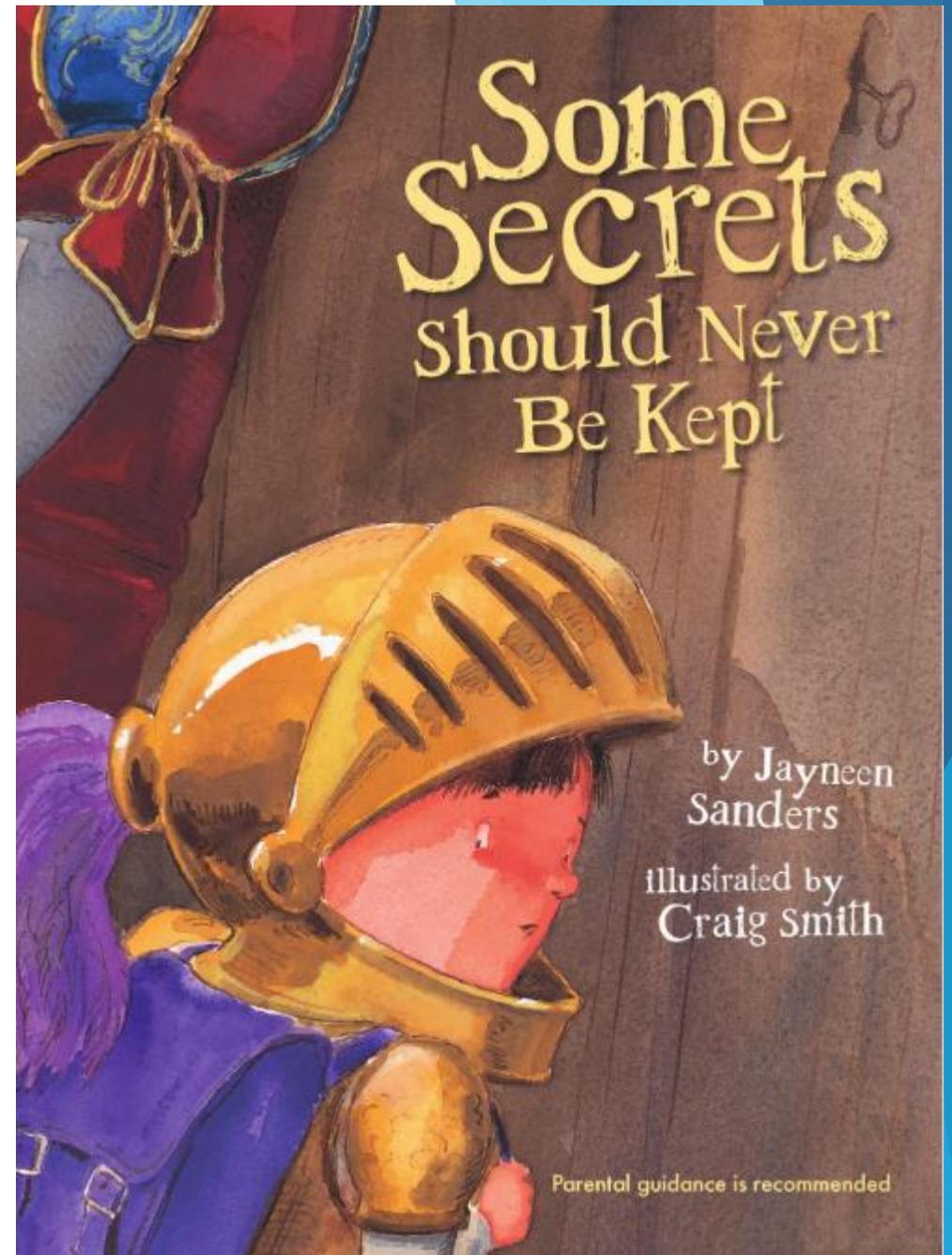
Activity sheet

Should I tell? Surprises and secrets



Draw or write your answers in the space below

What sort of surprises is it OK to keep?	Should we ever keep an adult's secret that we feel uncomfortable about? Why not?
Who can we tell when we want to talk about it?	If the adult we want to tell is busy, how can we get their attention?





Activity sheet

Haven't you grown?



When I was a baby I could.....

I liked.....

Now I can.....

I like.....

When I am a grown up, I will.....

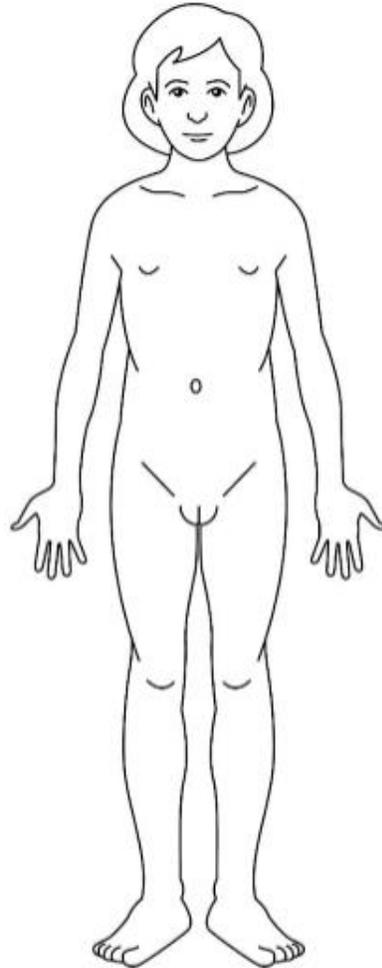
This is how I feel about growing up –



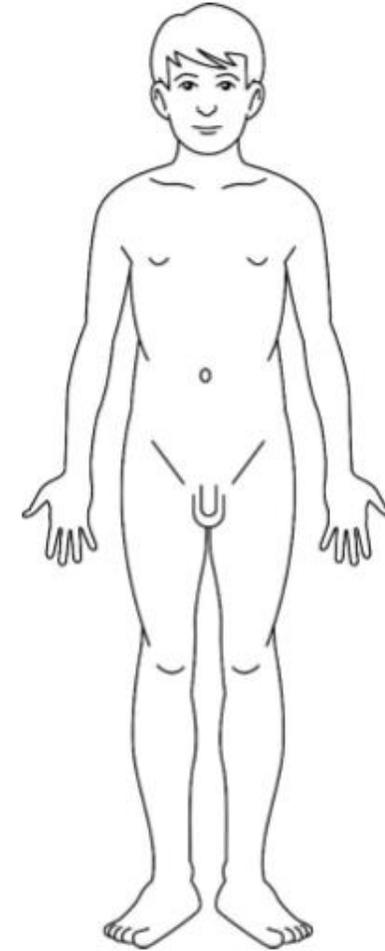


Activity sheet

My body, your body



- head
- eyes
- ears
- nose
- nipples
- belly button (navel)
- vulva
- penis
- testicles
- fingers
- knees
- toes



Year 3 content

Extending learning in year 2.

New content to include:

- ▶ Change including bereavement
- ▶ Images in the media
- ▶ Protecting personal information online
- ▶ Different types of relationships
- ▶ Healthy and unhealthy relationships (friendships),
- ▶ Discrimination and its consequences
- ▶ Understanding risk
- ▶ Making informed choices
- ▶ Resisting pressure

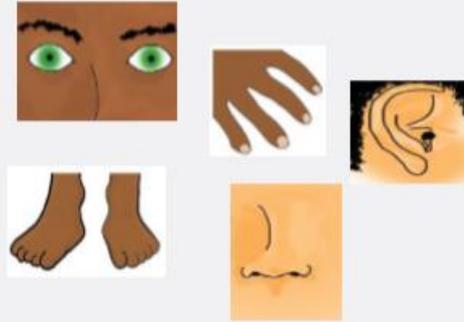
Sample Learning Outcomes

- Explain some of the feelings someone might have when they lose something important to them
- Recognise and describe appropriate behaviour online as well as offline
- Identify when it is appropriate or inappropriate to allow someone into their body space
- Recognise who they have positive healthy relationships with
- Recognise that repeated name calling is a form of bullying

Body Difference matching cards

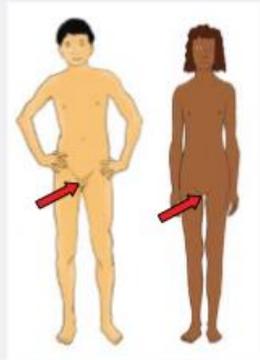
1.

Our bodies are all unique, but we have many body parts that are similar



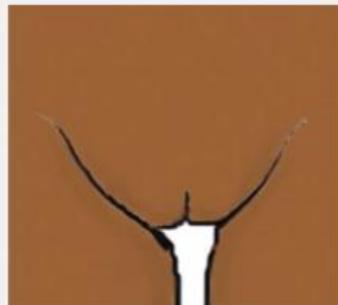
2.

One difference is the male and female private parts



3.

The vulva is a female private part



4.

The vagina is inside the body and leads to the uterus



5.

The penis and testicles are male private parts



6.

These different private parts are needed if people choose to have a baby when they are grown up.



Who can I talk to?

If I had a problem I could talk to these people:

Someone in my family
or others who look after me

Someone at school

Someone I don't know
but I feel it is ok to talk to

Year 4 content

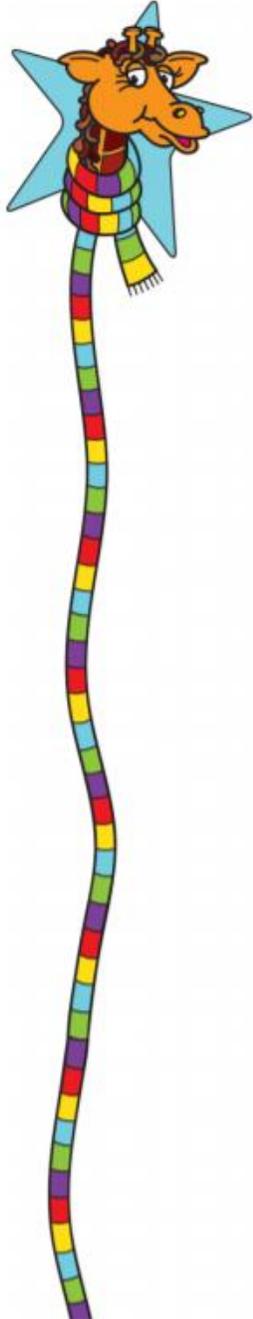
Extending learning in year 3.

New content to include:

- ▶ Body changes in puberty including menstruation.
- ▶ Conflicting emotions
- ▶ Good and not so good feelings
- ▶ Marriage and other relationships
- ▶ Consequences of our actions
- ▶ Recognise and challenge stereotypes
- ▶ Pressures to behave in an unacceptable, unhealthy or risky way

Sample Learning Outcomes

- Understand and explain why puberty happens
- Understand that for girls, periods are a normal part of puberty
- Suggest reasons why young people sometimes fall out with their parents
- Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony
- Define what is meant by 'being responsible'
- Understand and identify stereotypes, including those promoted in the media
- Understand that we can be influenced both positively and negatively

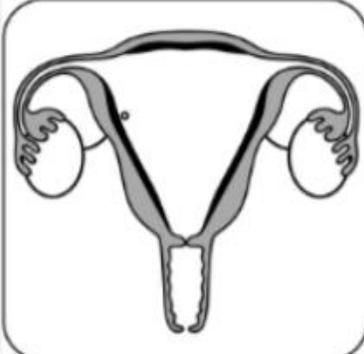
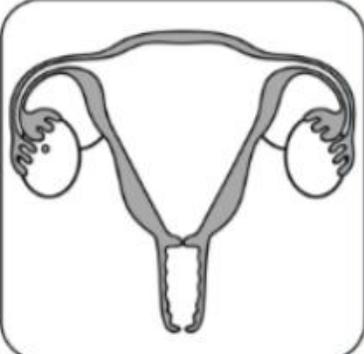


Activity sheet

Periods positive

Cut out the pictures and arrange them in the correct order. Then stick them onto a blank sheet of paper.

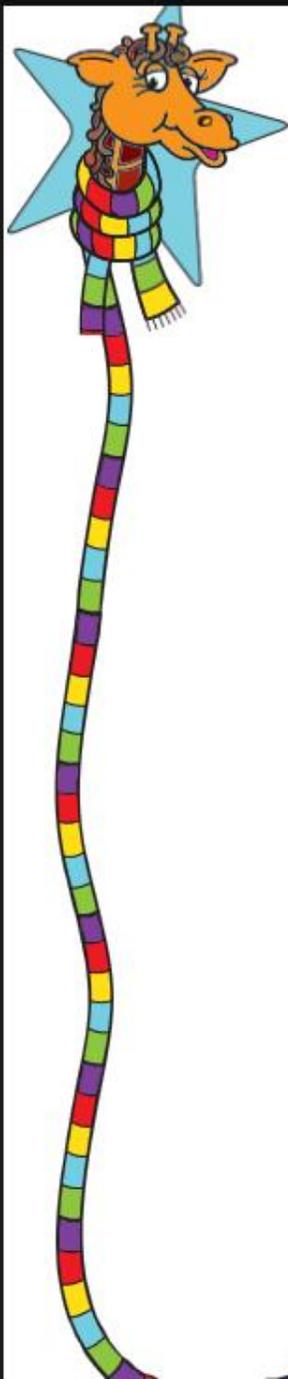


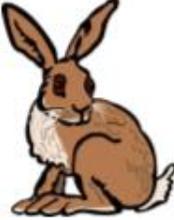
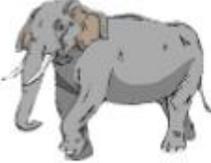
<p>A</p>  <p>Wall of uterus (womb) thickens.</p>	<p>B</p>  <p>Egg is released from ovary.</p>
<p>C</p>  <p>Wall of uterus and egg are released</p>	<p>D</p>  <p>Egg travels down the fallopian tube.</p>

Activity sheet

Animal Reproductive Ages

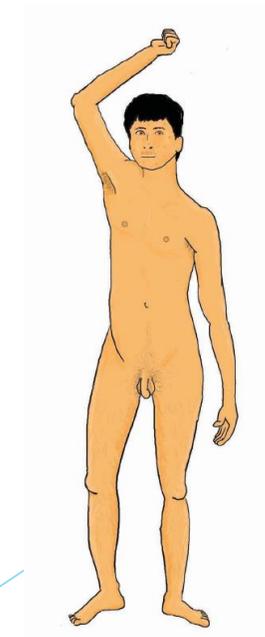
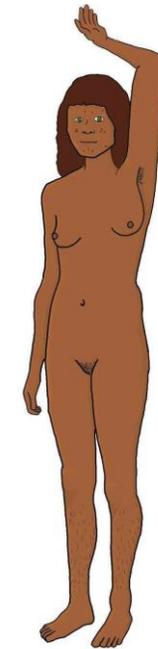
Guess the reproductive ages for these different species.
Cut out the cards below and then arrange them in order of their reproductive age, (that's the age at which these animals are able to start reproducing) from youngest to oldest.



Butterflies		Birds	
Frogs		Rabbits	
Humans		Mice	
Elephants			

Body Changes

Changes that happen in puberty...	Male	Female	Everyone
Grows taller			
Has hair under the arms			
Develops pubic hair			
Grows hair on the face			
Private parts grow bigger			
Breasts grow			
Hair on legs			
Periods start			
Voice gets deeper			
Has mood swings			
Might think about having a boyfriend/girlfriend			



Year 5 content

Extending learning in year 4.

New content to include:

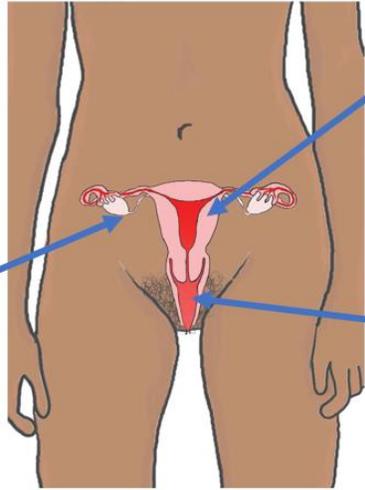
- ▶ Body changes and feelings during puberty
- ▶ Changing feelings and the effect on those we live with
- ▶ Unhealthy relationships
- ▶ Risky behaviour
- ▶ Using social media safely
- ▶ Types of bullying including homophobic
- ▶ Keeping personal information private online

Sample Learning Outcomes

- Identify some products that they may need during puberty and why
- Recognise some of the feelings associated with feeling excluded or 'left out'
- Identify what things make a relationship unhealthy
- Explore and share their views about decision making when faced with a risky situation
- Recognise that people aren't always who they say they are online
- Recognise that some people can get bullied because of the way they express their gender
- Know how to protect personal information online

Ovaries

There are two ovaries – they are connected to the uterus by the fallopian tubes. The ovaries contain the female sex cells which are called eggs or ova.



Uterus

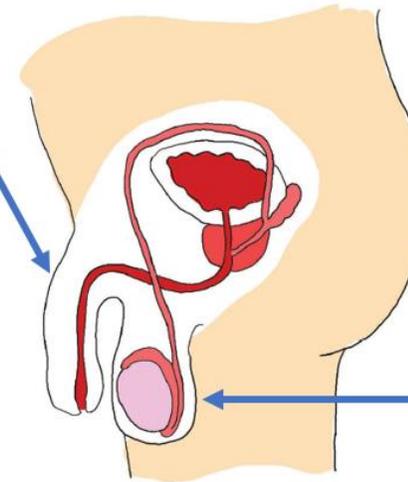
The uterus is sometimes called the womb. If a female chooses to have a baby the uterus is where the baby develops

Vagina

The vagina is the passageway that connects the uterus to the outside of the body.

Penis

The penis usually is soft and hangs down. Sometimes the penis becomes hard and stands out from the body. This is called an erection.

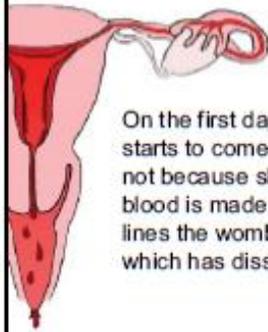


Testicles

There are two testicles behind the penis – they are held in a sac of skin called the scrotum. During puberty the testicles start to produce the male sex cells which are called sperm.



The menstrual cycle starts on the first day of a girl's period.

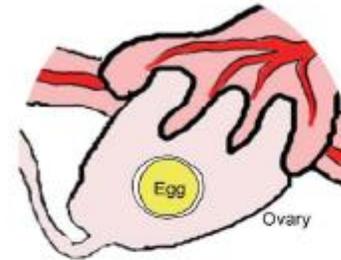


On the first day of a girl's period blood starts to come out of her vagina. This is not because she has been hurt. The blood is made up of special tissue that lines the womb and a tiny egg, which has dissolved.

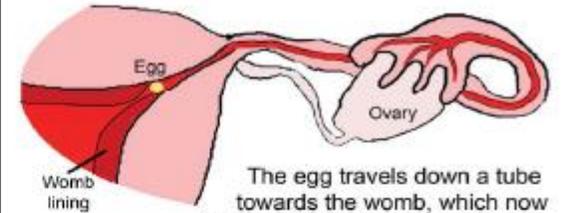


The bleeding can last from 2 to 7 days. Sometimes the blood comes out a bit at a time and sometimes there is quite a lot. Girls use sanitary protection to soak up the blood during their period.

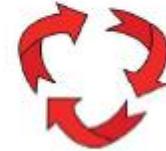
What is the menstrual cycle? Cards



When the new egg is fully grown, it is released from the ovary.



The egg travels down a tube towards the womb, which now has a new lining. If the egg is not fertilized by a sperm the girl will have another period. This means that blood will come out of her vagina again.



The menstrual cycle is now back at the beginning and everything is repeated. It usually takes about 28 days.

What is the menstrual cycle? Cards



Puberty Card Game

1. A girl gets her first period when she starts secondary school

2. A period normally lasts 2-7 days

3. All boys have wet dreams

4. Girls can go swimming when they have their periods

5. Most boys' voices break during puberty

6. The blood from a period and the semen from a wet dream are dirty

7. A boy starts to produce sperm at age 12

8. Girls who start their periods unexpectedly should go home from school immediately

TRUE

FALSE

DON'T KNOW

Menstruation Card Game

1. It is embarrassing to buy menstrual products

2. A period normally lasts 2-7 days

3. A girl gets her first period at age 12

4. Girls can go swimming when they have their periods

5. The best way to get rid of used pads and tampons is to flush them down the toilet

6. All girls and women should use tampons

7. It is OK to take a bath or wash your hair when you are menstruating

8. All women get stomach pains and are moody when they are expecting their period

9. Girls who start their periods unexpectedly should go home immediately

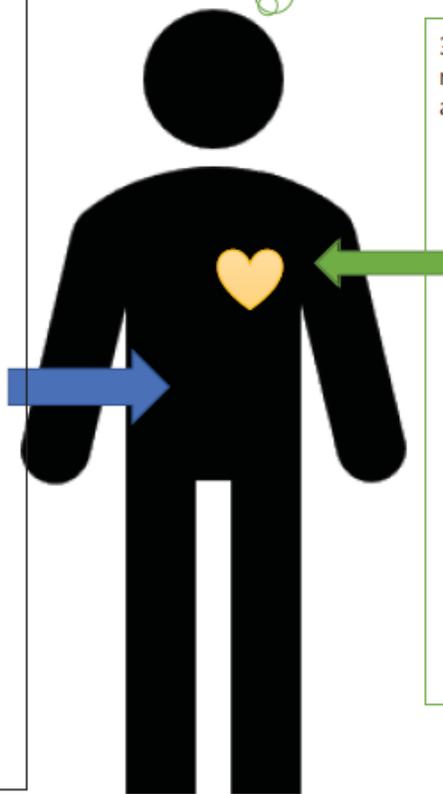
10. The blood from a period is dirty

Puberty Changes worksheet

People of all genders and biological sex go through puberty. Some changes happen to everyone and some depend on what body parts a person has.

What are the changes?

1. What are the physical changes that happen to a person's body?



2. How might puberty affect someone's feelings?

3. How could puberty affect relationships with family and friends?

YEAR 5 Puberty Problem Page

A problem shared...

Hold The Phone

Dear Problem Page,
I don't have a phone yet and the only computer in the home is in the living room. I want to chat with my friends on-line when I get back from school but I feel like my mum is always looking over my shoulder. I don't understand why I can't have a phone when everyone else has. R, age 11

A spot of bother

Dear Problem Page,
I started to get spots on my face and back when I was about 13. It makes me feel ugly and so I started watching videos on my phone that gave advice. The problem is they all say really different things and I don't know which advice to follow. How do I work out which I should try? P, age 13

Bed Bug

Dear Problem Page,
Sometimes when I wake up in the morning there is a wet patch in my bed, but it isn't wee. It makes a stain so I've tried washing the sheets in the sink but there is nowhere to dry them without my dad seeing. Why is this happening and what should I do? S, age 14

Sleepover Stress

Dear Problem Page,
I started my periods last summer. I told my carer and she helped me to deal with it and it was ok. Now I've been invited to a sleep-over. I really want to go but I'm worried I'll have my period when I'm there. I don't know if my friends have started yet and I'm too embarrassed to talk to them about it. What can I do? P, age 11

Puberty Worries

Dear Problem Page
I learnt about puberty in primary school but now I'm 12 and I feel really confused about things and have lots of questions. I haven't got my period but I get this white stuff in my knickers. I don't wear a bra but my nipples hurt. I don't know if these things are normal. I'm really worried. What should I do? C, age 12

YOUTUBERS

Dear Problem Page,
My friends are always talking about the youtubers we like and some of them have started to wear clothes and make-up to look more like them. I think I look really ordinary and could never look that good. None of the youtubers look like me, they all look amazing. It's making me upset. What should I do? K, age 13

Mood Swings

Dear Problem Page,
I used to be a really happy person. Now I'm 13 and I sometimes feel really miserable. I go up and down and people are beginning to notice. At home they keep calling me moody and tell me to snap out of it. Is this normal and how can I stop it happening? I, age 13

Chat Group Bullies

Dear Problem Page,
I am in a chat group with others in my class and we message each other after school. Some people have started to make nasty jokes about one of the group members even though she can read it. They would never say those things at school. I don't like it but worry they would do the same to me if I speak up. A, age 12

Year 6 content

Extending learning in year 5.

New content to include:

- ▶ Body image
- ▶ Sharing images online
- ▶ Forced marriage
- ▶ Conception, reproduction & birth

Sample Learning Outcomes

- Recognise that photos can be changed to match society's view of perfect
- Explore the risks of sharing photos and films of themselves with other people directly or online
- Describe ways in which people show their commitment to each other
- Know a variety of ways in which the sperm can fertilise the egg to create a baby

Reproduction Questions

1. Why do our bodies change during puberty?

2. What is an egg?

3. What is menstruation?

4. What happens during a girl's monthly period?

5. What is sperm?

6. Where are sperm made?

7. How are babies made?

8. How does sperm get out of a man's body?

9. What is a wet dream?

10. How many sperm does it take to make a baby?

Reproduction Answer Cards

Our bodies change during puberty so that when we become adults we are able to make babies.

An egg comes from the woman; it is needed to make a baby.

Menstruation is the word for a girl's monthly period.

A small amount of bleeding occurs as the egg and the lining of the womb pass out through the vagina.

Sperm comes from the male; it is needed to make a baby. Each sperm is so tiny you would need a microscope to see that they are shaped like tadpoles.

Sperm are made in the testicles.

Babies are made when one sperm joins with one egg in the woman's body.

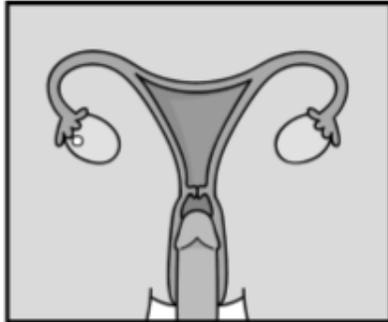
Sperm leaves the man's body through his penis.

This is when sperm leaves the boy's penis while he is asleep.

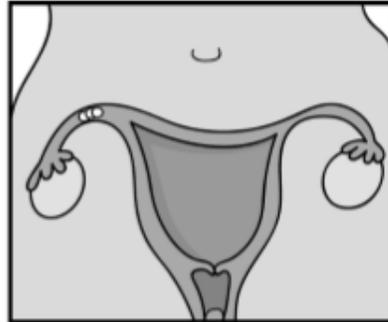
It only takes one sperm to make a baby, although an ejaculation produces about one teaspoonful of semen containing around 300 million sperm.

Sorting Activity: Conception and pregnancy timeline

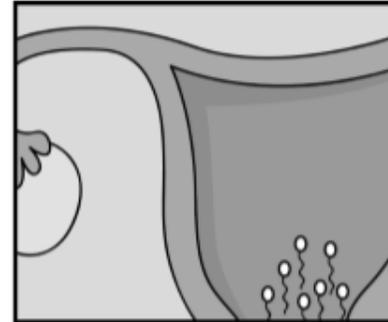
Cut out laminated copies of the images and related text for children to arrange them in the correct order. (Make enough sets for children to work in groups of 5 or 6).



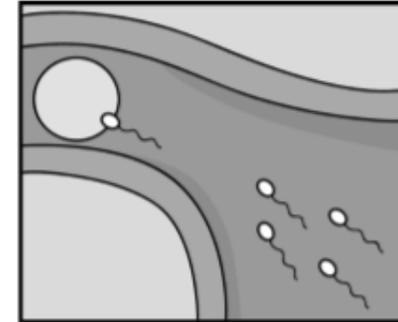
A man and woman have sexual intercourse. All this happens at the time of the month when the woman's body is releasing an egg from the ovary. This is called ovulation.



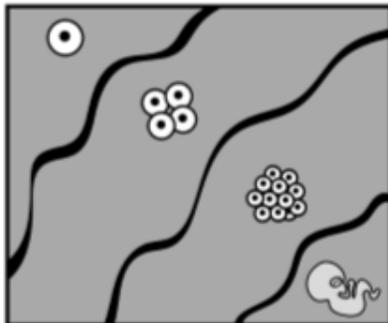
Ovulation- The egg is released from the ovary into the fallopian tube (passage the leads from the ovary to the womb). It starts to travel down the tube very slowly, towards the womb. It will stay in the fallopian tube for a few days.



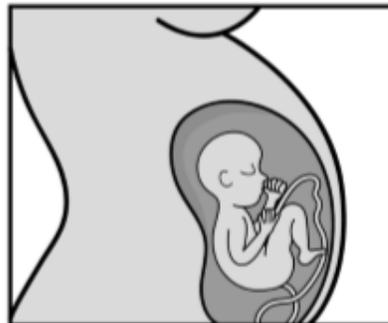
During sexual intercourse the man's penis enters the woman's vagina. He has an orgasm, releasing millions of sperm into her vagina. The sperm swim up the vagina. A few make it right to the fallopian tube, where the egg is.



One sperm meets the egg and enters it, beginning the first phase of making a baby. This is called fertilisation.



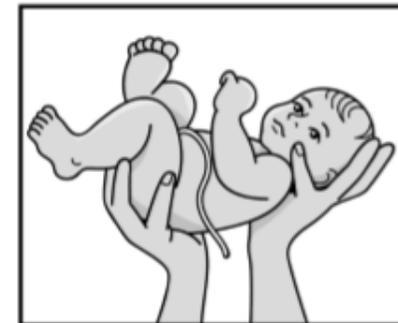
About 1½ days later the fertilised egg (egg and sperm combined) begin to change and grow.



About six days later the egg, now called an embryo, implants in the lining of the womb. This is where the embryo will continue to grow.



Eventually around nine months later, the baby is ready to be born. Most babies are born head first and will leave the womb, travel down through the birth canal and be born.



The baby arrives and now needs lots of milk and attention to ensure it grows happy and healthy.

Answering children's questions

- ▶ Children are curious, they ask questions!
 - Our teachers will have planned lessons however as with any other learning children will have their own questions and will want to clarify things. We cannot always anticipate what children may ask so we use a range of strategies to help us.
- ▶ Our strategies:
 - Group agreement - No personal questions
 - Question box - Allows time for the teacher to think of an age-appropriate answer
 - Whole class answers
 - Private answers
 - Involve parents/carers

The teachers may feel that some questions are best answered in a private conversation with a child or they may feel they want to involve parents/carers. Teachers will use their professional judgement when answering questions in an age-appropriate way.

Partnership with parents

- ▶ We want to work in partnership with our parents, we do this in several ways;
 - Consult with you whenever we change our programme
 - Support you to understand the content and delivery of our programme
 - Let you know when RSE will be taught
 - Let you know how you are able to withdraw your child from RSE lessons

What happens next?

Please view the draft RSE policy on the school website. This sets out the proposed RSE curriculum, which is part of our wider PSHE curriculum.

The wider PSHE curriculum can also be viewed on the school website.

We welcome your comments, questions and feedback via email to the school office (office@stokeholycross.norfolk.sch.uk) by Monday 6th July 2020.