

Relationships & Sex Education Policy

2021

Appendices

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1. CURRICULM MAP

PSHE + RSE Content and Coverage

	PSHE curriculum	Additional units	RSE additional units Summer Term in RSE Week
Explorers 1	Within topics	NCPCC Pants materials	Stories to promote positive relationships
Explorers 2	Dimensions F2	Safe Zone Year 1 NCPCC Pants materials	Medway RSE Year 1/2
Pathfinders	Dimensions Year 1 + 2	Extremism and Radicalisation KS1 Safe Zone Year 2	Medway RSE Year 3/4
Year 5 pupils (+ any individuals identified needing input earlier)			Medway RSE Year 4/5 Puberty lessons
Year 5/6 classes	Dimensions Year 3 + 4	Extremism and Radicalisation KS2 Substance Related Abuse	Medway RSE Year 4/5 Puberty lessons
Year 6 pupils			Medway Year 6 and Dimensions RSE units Sex Education

2. DIMENSIONS 3D PSHE CURRICULUM

Explorers 1

PSHE is embedded into the topics

Example of PSHE content within topic planning for Explorers 1 classes - **Come Fly with Me! Asia**

Making Relationships

Learning objectives

- Plays alongside others
- Plays cooperatively with a familiar adult
- Interested in others' play and starting to join in
- Seeks out others to share experiences
- May form a special friendship with another child
- Plays in a group, extending and elaborating play ideas
- Initiates play, offering cues to peers to join in
- Responds to what others say or do and keeps play going
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults
- Is more outgoing towards unfamiliar people and more confident in new social situations

Possible Activities

- Interact with friends to plan role-play areas, take turns in activities, such as playing at being an engine driver.
- Link up with others to share similar experiences such as going on an imaginary journey outside. Prepare resources such as a picnic together.
- Dress in costumes in the role-play areas, putting on outfits to drive vehicles or dress up as a passenger.

Self-confidence and self-awareness

Learning objectives

- Demonstrates sense of self as an individual
- Expresses own preferences and interests
- Selects and uses activities and resources with help
- Enjoys responsibility of carrying out small tasks
- Talks confidently to other children when playing
- Communicates freely about own home and community
- Shows confidence in asking adults for help

Possible Activities

- Make a birthday train for the children to identify which month their birthday falls in. Talk about the months of the year when their friends' birthdays fall.
- Engage parents and carers by encouraging them to bring in artefacts, postcards, photographs and memorabilia of places the family has visited. Encourage children to talk about places they remember visiting.
- Use available props and resources to create role play areas within the setting e.g. bus or train station, airport, garage or bike repair shop.
- Work alongside adults to make tickets, collect items needed and decide upon group rules for playing in the role play areas.

Managing Feelings and Behaviour

Learning objectives

- Takes turns and shares resources sometimes with support
- Adapts behaviour to different events, social situations and changes in routine
- Shows understanding and cooperates with some boundaries and routines
- Responds to a few appropriate boundaries, with encouragement and support

Possible Activities

- Devise setting rules for using equipment and sharing
e.g. use an egg timer when waiting for a turn on a bike or car. Provide pictures of popular wheeled ride-on toys and encourage children to write their name if they want a turn.
- Talk about ways to resolve potential conflict situations such as arguments over bikes or toy vehicles

F2 overview

Explorers 2 classes (KS1 and lower KS2/more complex pupils) over a 2 year curriculum cycle

Making relationships	Lessons
Initiates conversations, attends to and takes account of what others say (DM 40-60 months) It's all about...taking part!	Lesson 7 'An Old Friend'
Explains own knowledge and understanding (DM 40-60 months) It's all about... taking part!	Lesson 16 'All Join In' Lesson 23 'Eid Mubarak!'
Asks appropriate questions of others (DM 40-60 months) It's all about... being smart!	Lesson 11 'I Feel Poorly' Lesson 18 'A Piece of Cake'
Takes steps to resolve conflicts with other children by finding compromises (DM 40-60 months) It's all about...where to start!	Lesson 4 'It's Your Turn'
Plays co-operatively, taking turns with others (ELG) It's all about...taking part!	Lesson 4 'It's Your Turn' Lesson 24 'Playtime Games' Lesson 25 'Litter Bug!'
Takes account of one another's ideas about how to organise an activity (ELG) It's all about... having heart!	Lesson 10 'Rainy Days' Lesson 19 'Busy Body'
Shows sensitivity to others' needs and feelings and form positive relationships with adults and other children (ELG) It's all about... having heart!	Lesson 1 'Hide and Seek' Lesson 7 'An Old Friend' Lesson 14 'Family Fun' Lesson 23 'Eid Mubarak!'
Self Confidence / Awareness	Lessons
Confident to speak to others about own needs, wants, interests and opinions (DM 40-60 months) It's all about... being smart!	Lesson 3 'I Like...' Lesson 10 'Rainy Days' Lesson 25 'Litter Bug!'
Can describe self in positive terms and talk about abilities (DM 40-60 months) It's all about... being smart!	Lesson 8 'Me and You' Lesson 15 'One Gold Star'
Confidence / Awareness	Lessons
Confident to try new activities (ELG) It's all about...being smart!	Lesson 6 'Taking the Plunge'
Says why they like some activities more than others (ELG) It's all about... being smart!	Lesson 2 'Nan's House'
Confident to speak in a familiar group (ELG) It's all about... taking part!	Lesson 10 'Rainy Days'
Talks about their ideas (ELG) It's all about... being smart!	Lesson 10 'Rainy Days'
Chooses resources they need for their chosen activities (ELG) It's all about... being smart!	Lesson 18 'A Piece of Cake'
Says when they do or don't need help (ELG) It's all about... being smart!	Lesson 6 'Take the Plunge' Lesson 17 'I'm Stuck' Lesson 21 'Dressing Up'

	Lesson 22 'E-Safety, Be Safe'
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Managing Feelings / Behaviour	Lessons
Beginning to be able to negotiate and solve problems without aggression (DM 40-60 months) It's all about...where to start!	Lesson 5 'What a Problem' Lesson 25 'Litter Bug!'
Talks about how they and others show feelings (ELG) It's all about... having heart!	Lesson 2 'Nan's House' Lesson 20 'The New Pet'
Talks about their own and others' behaviour and its consequences (ELG) It's all about... being smart!	Lesson 12 'Clean and Tidy' Lesson 13 'Bully Boy' Lesson 24 'Playtime Games'
Works as part of a group or class, and understands and follows the rules (ELG) It's all about... taking part!	Lesson 9 'Stick to the Rules'

SAFE ZONE KS1 YEAR 1

Lesson 1	Copyright and Ownership	<ul style="list-style-type: none"> I can explain why work I create using technology belongs to me (e.g. 'It's my idea' or 'I designed it'). I can save my work so that others know it belongs to me (e.g. filename, name or content).
Lesson 2	Self-Image and Identity	<ul style="list-style-type: none"> I can recognise that there are many people online who could make me feel sad, embarrassed or upset. If something happens that make me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust.
Lesson 3	Managing Online Information	<ul style="list-style-type: none"> I can use the internet to find things out. I can use simple keywords in search engines. I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable, worried or frightened.
Lesson 4	Privacy and Security	<ul style="list-style-type: none"> I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's name, where I go to school). I can explain why I should always ask a trusted adult before I share any information about myself online. I can explain how passwords can be used to protect information and devices.

Year One Overview

Pathfinders (lower KS2 pupils) as part of a 2 year curriculum cycle

Autumn 1	Core Theme 3 Unit 1 LESSON 1: Rules / Expectations - We Expect ... Core Theme 3 Unit 1 LESSON 2: Rules / Expectations - Class Charter Core Theme 1 Unit 5 LESSON 6: Internet Safety - E-Safety Core Theme 2 Unit 4 LESSON 1: Friendship - Forever Friends Core Theme 2 Unit 4 LESSON 2: Friendship - Make Friends Core Theme 3 Unit 1 LESSON 3: Taking Turns - It's Your Turn!
Autumn 2	Core Theme 2 Unit 1 LESSON 7: Good Manners - How Rude! Core Theme 1 Unit 4 LESSON 1: Happiness - Smile! Core Theme 1 Unit 4 LESSON 2: Anger - Grrrr! Core Theme 2 Unit 1 LESSON 1: Feelings - How I Feel Core Theme 2 Unit 1 LESSON 2: Responses - You and Me Core Theme 2 Unit 1 LESSON 3: Opinions - I Think...
Spring 1	Core Theme 1 Unit 2 LESSON 4: Washing Hands - Meet Grub! Core Theme 1 Unit 1 LESSON 1: Healthy Eating - Vote Green! Core Theme 1 Unit 1 LESSON 2: Healthy Eating - Meat Eaters Core Theme 1 Unit 1 LESSON 3: Healthy Eating - Party Time! Core Theme 1 Unit 1 LESSON 4: Physical Activity - Get Physical! Core Theme 2 Unit 3 LESSON 2: Comparisons - All the Same
Spring 2	Core Theme 2 Unit 2 LESSON 1: Definition - A Bully is... Core Theme 2 Unit 2 LESSON 2: Unkindness - Blame Game Core Theme 2 Unit 2 LESSON 3: Behaviour - Bullying is... Core Theme 2 Unit 2 LESSON 4: Behaviour - + and - Core Theme 1 Unit 5 LESSON 4: Personal Safety - Secret Surprise Core Theme 1 Unit 5 LESSON 5: Emotional Safety - Getting Help
Summer 1	Core Theme 2 Unit 3 LESSON 6: Kindness - Give a Little Core Theme 2 Unit 4 LESSON 5: Family - My Family Core Theme 2 Unit 4 LESSON 6: Family - Special People Core Theme 3 Unit 1 LESSON 6: Caring - Talking to Plants Core Theme 3 Unit 1 LESSON 4: Lending / Borrowing - The Borrowers Core Theme 3 Unit 1 LESSON 5: Sharing - Share the Booty
Summer 2	Core Theme 1 Unit 5 LESSON 1: Sun Safety - It's a Cover Up! Core Theme 1 Unit 5 LESSON 2: Road Safety - Green X Code Core Theme 3 Unit 3 LESSON 1: Money - Grows on Trees? Core Theme 3 Unit 3 LESSON 2: Money - Coining it in! Core Theme 3 Unit 3 LESSON 3: Money - Keep Money Safe

SAFE ZONE KEY STAGE 1 YEAR 2

Lesson 1	Self-Image and Identity	<ul style="list-style-type: none"> • I can explain how other people's identity online can be different to their identity in real-life. • I can describe ways in which people might make themselves look different online. • I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened. I can give examples of how I might get help.
Lesson 2	Online Relationships	<ul style="list-style-type: none"> • I can use the internet to communicate with people I don't know well (e.g. email a pen-pal in another school / country). • I can give examples of how I might use technology to communicate with others I don't know well.
Lesson 3	Online Reputation	<ul style="list-style-type: none"> • I can explain how information put online about me can last for a long time. • I know who to talk to if I think someone has made a mistake about putting something online.
Lesson 4	Online Bullying	<ul style="list-style-type: none"> • I can give examples of bullying behaviour and how it could look online. • I understand how bullying can make someone feel. • I can talk about how someone can / would get help about being bullied online or offline.
Lesson 5	Managing Online Information	<ul style="list-style-type: none"> • I can use keywords in search engines. • I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons, links, tabs and sections). • I can explain what voice activated searching is and how it might be used (e.g. Alexa, Siri, Google Now).
Lesson 6	Copyright and Ownership	<ul style="list-style-type: none"> • I can describe why other people's work belongs to them. • I can recognise that content on the internet may belong to other people.
Lesson 7	Privacy and Security	<ul style="list-style-type: none"> • I can explain what passwords are and can use passwords for my accounts and devices. • I can explain how many devices in my home could be connected to the internet and can list some of those devices.

Year Two Overview

Pathfinders (lower KS2 pupils) as part of 2 year curriculum cycle

Autumn 1	Core Theme 2 Unit 4 LESSON 3: Friendship - Hola! Bonjour! Core Theme 2 Unit 4 LESSON 4: Friendship - Share Alike Core Theme 2 Unit 3 LESSON 1: Fair and Unfair - It's Not Fair! Core Theme 3 Unit 2 LESSON 1: Our School - Common Goals Core Theme 3 Unit 2 LESSON 2: Belonging - I Belong ... Core Theme 3 Unit 2 LESSON 3: Belonging - Join Our Club! Core Theme 2 Unit 5 LESSON 7: Staying Safe – I Don't Know You
Autumn 2	Core Theme 2 Unit 3 LESSON 4: Right and Wrong - In the Right Core Theme 1 Unit 4 LESSON 5: Consequences - Good v Bad Core Theme 1 Unit 4 LESSON 6: Aspirations - It's a Goal! Core Theme 2 Unit 1 LESSON 4: Co-operation – Negotiation Core Theme 2 Unit 1 LESSON 5: Co-operation - Want to Play? Core Theme 2 Unit 1 LESSON 6: Co-operation - Let's Debate!
Spring 1	Core Theme 1 Unit 2 LESSON 5: Keeping Clean - Bath-time Core Theme 1 Unit 2 LESSON 6: Skin - Skinny Tips Core Theme 1 Unit 2 LESSON 1: Dental Hygiene - Brushing Up! Core Theme 1 Unit 2 LESSON 2: Dental Hygiene - Bright White Core Theme 1 Unit 2 LESSON 3: Dental Hygiene - Top Teeth Core Theme 1 Unit 5 LESSON 3: Drug Safety - Magic Medicine
Spring 2	Core Theme 1 Unit 3 LESSON 1: Similarities and Differences - Boys v Girls Core Theme 1 Unit 3 LESSON 2: The Human Body - Body Bits Core Theme 1 Unit 3 LESSON 3: Growing Up - All Grown Up Core Theme 1 Unit 3 LESSON 4: Changing Needs - I Need Core Theme 1 Unit 1 LESSON 5: Physical Activity - Mighty Muscles Core Theme 1 Unit 1 LESSON 6: Exercise - Workout!
Summer 1	Core Theme 2 Unit 2 LESSON 5: Behaviour - Help Me! Core Theme 2 Unit 3 LESSON 3: Behaviour - In My Shoes Core Theme 2 Unit 3 LESSON 5: Teasing - Cry Baby! Core Theme 3 Unit 2 LESSON 4: Local Citizenship - Our Local Area Core Theme 3 Unit 2 LESSON 5: Local Citizenship - Community Care Core Theme 1 Unit 3 LESSON 5: Responsibility - Who's at Fault?
Summer 2	Core Theme 1 Unit 3 LESSON 6: Emotions – Mood Swings Core Theme 1 Unit 4 LESSON 3: Love - Three Little Words Core Theme 1 Unit 4 LESSON 4: Sadness - How to Cope Core Theme 3 Unit 3 LESSON 4: Money - Shopping List Core Theme 3 Unit 3 LESSON 5: Choices - This or That? Core Theme 3 Unit 3 LESSON 6: Enterprise - Dragons' Den

3D PSHE Extremism and Radicalisation Unit

We use the 3D PSHE Extremism and Radicalisation Units. In KS1 we cover understanding the differences between 'fact' and 'opinion'; recognising and respecting similarities and differences between people; how to deal with confrontation; understanding that difference is a positive feature.

Year Three Overview

Pathfinders/Adventurers Upper KS2 (Hayfield Year 5 + 6)

Autumn 1	Core Theme 1 Unit 6 LESSON 1: E-Safety – Online Chat Core Theme 1 Unit 6 LESSON 2: Online Privacy – The Secrets Jar Core Theme 1 Unit 6 LESSON 3: Online Privacy – E-Protection Core Theme 3 Unit 1 LESSON 1: Rules – I’m In Charge! Core Theme 3 Unit 1 LESSON 2: Thinking Ahead – Lesson Planning Core Theme 3 Unit 1 LESSON 3: Taking the Lead – Learning Time
Autumn 2	Core Theme 2 Unit 5 LESSON 1: Friendship – Best Features Core Theme 2 Unit 5 LESSON 2: Friendship – Circles Time Core Theme 2 Unit 5 LESSON 3: Friendship - Falling Out Core Theme 2 Unit 5 LESSON 4: Friendship – The BAFAs Core Theme 1 Unit 5 LESSON 1: Loss / Separation – Lost! Core Theme 1 Unit 5 LESSON 2: Loss / Separation – Found!
Spring 1	Core Theme 1 Unit 1 LESSON 1: Physical, Emotional and Mental – I Am Who I Am! Core Theme 1 Unit 1 LESSON 2: Physical, Emotional and Mental – Hearts and Minds Core Theme 1 Unit 1 LESSON 3: Physical, Emotional and Mental – Three in One Core Theme 1 Unit 2 LESSON 4: Sleep – Sweet Dreams
Spring 2	Core Theme 2 Unit 1 LESSON 1: Clear Messages – Dot, Dot, Dash Core Theme 2 Unit 1 LESSON 2: How to Listen – Listen Up! Core Theme 3 Unit 2 LESSON 1: Different Communities – My Community. Core Theme 3 Unit 2 LESSON 2: School Communities – School Swap
Summer 1	Core Theme 1 Unit 7 LESSON 1: Before Puberty – You’ve Grown! Core Theme 1 Unit 7 LESSON 2: Visible Changes – Mind the Gap Core Theme 1 Unit 8 LESSON 1: How to Help – Who to Call Core Theme 1 Unit 8 LESSON 2: Emergency Calls – Calling 999 Core Theme 1 Unit 8 LESSON 3: Emergency Calls – Ambulance, Now!
Summer 2	Core Theme 1 Unit 2 LESSON 1: A Balanced Approach – Define: Healthy Core Theme 1 Unit 2 LESSON 2: Physical Exercise – Active Kids? Core Theme 1 Unit 2 LESSON 3: Lifestyle Choices – It’s Your Choice Core Theme 2 Unit 2 LESSON 1: Working Together – Name Game Core Theme 2 Unit 2 LESSON 2: Working Together – Build It Up Core Theme 2 Unit 2 LESSON 3: Shared Goals – Better Places

EXTREMEISM AND RADICALISATION KS2

Lesson 1	Building Courage and Resistance	<ul style="list-style-type: none">• Understand the meaning and importance of resilience and courage• Recognise and know how to deal with situations involving peer pressure
Lesson 2	Extreme Reactions	<ul style="list-style-type: none">• Recognise the features of extremism• Identify why and how people are recruited into extremist activity• Identify some of the stereotypes relevant to extremism• Understand how extremism can lead to harm
Lesson 3	Minority Groups	<ul style="list-style-type: none">• Recognise individuality and celebrate differences• Identify and challenge stereotypes, including LGBT and other minority groups
Lesson 4	Vulnerability	<ul style="list-style-type: none">• Recognise extremism and radicalisation• Identify why and how people are recruited into radicalised activity• Identify some of the stereotypes relevant to radicalisation• Identify the risks faced in relation to extremist activity• Understand how they can lead to harm
Lesson 5	Terrorism	<ul style="list-style-type: none">• Recognise extremism and radicalisation• Identify why and how people are recruited into radicalised activity• Identify some of the stereotypes relevant to extremism• Identify the risks faced in relation to extremist activity• Understand how they can lead to harm

Year Four Overview

Pathfinders/Adventurers Upper KS2 (Hayfield Year 5 + 6)

Autumn 1	Core Theme 1 Unit 6 LESSON 4: Online Privacy – It's Personal Core Theme 1 Unit 6 LESSON 5: Internet Use – Online Usage Core Theme 1 Unit 6 LESSON 6: Internet Use – Age Limits Core Theme 3 Unit 3 LESSON 1: Gender Stereotypes – His and Hers
Autumn 2	Core Theme 2 Unit 3 LESSON 1: Reactions - Frustration Core Theme 2 Unit 3 LESSON 2: Self-Worth – I'm a Marvel! Core Theme 2 Unit 3 LESSON 3: Persistence and Resilience - Don't Give Up Core Theme 2 Unit 3 LESSON 4: Negative Persistence – Over and Over Core Theme 1 Unit 5 LESSON 5: Feelings - Overreacting
Spring 1	Core Theme 1 Unit 3 LESSON 1: A Balanced Diet – Plant or Animal? Core Theme 1 Unit 3 LESSON 2: A Balanced Diet – Balancing Act Core Theme 1 Unit 3 LESSON 3: Working with Food – Master Chef Core Theme 1 Unit 3 LESSON 4: Working with Food – Our Food Hall
Spring 2	Core Theme 2 Unit 1 LESSON 3: Responding to Others – Agony Aunts Core Theme 2 Unit 1 LESSON 4: Expressing Opinions – It's Debatable Core Theme 1 Unit 5 LESSON 3: Loss / Separation – Left Behind Core Theme 1 Unit 5 LESSON 4: Family Changes – Two Homes
Summer 1	Core Theme 1 Unit 4 LESSON 1: Identified Strengths – I'm Good at That Core Theme 1 Unit 5 LESSON 6: Self-Respect – Let's Rock! Core Theme 1 Unit 4 LESSON 2: Identified Strengths – Future Me Core Theme 1 Unit 4 LESSON 3: Setting Goals – That's My Goal! Core Theme 1 Unit 4 LESSON 4: Setting Goals – The Impossible Dream
Summer 2	Core Theme 2 Unit 4 LESSON 1: Connections – Paper Chains Core Theme 2 Unit 4 LESSON 2: Family Links – Family Tree Core Theme 2 Unit 4 LESSON 3: Religious Views – Faith Findings Core Theme 2 Unit 4 LESSON 4: Celebrate Diversity – Inside Outside Core Theme 3 Unit 4 LESSON 1: Money Choices – A Million Dollars Core Theme 3 Unit 4 LESSON 2: Managing Money – Design Choices

3D PSHE Sex Education Unit

We use the 3D Sex Education Unit. This covers close relationships, including friendships, that often form during puberty; the physical, mental and emotional changes that take place during puberty; sexual relationships; busting some myths about sex; the features of healthy and unhealthy relationships; gender identities; an awareness of transgender issues; the difference between transgender and cross-dressing.

3D PSHE Substance Related Abuse Unit

We use the 3D Substance Related Abuse Unit. This covers keeping safe; understanding some of the consequences of risk-taking; knowing some of the different forms addiction can take; the names of the most common drugs; how advertising influences our choices.

3D PSHE Extremism and Radicalisation Unit

We use the 3D PSHE Extremism and Radicalisation Units. In KS2 we look at how to deal with peer pressure; how extremism manifests itself; homophobia and racism as extremist behaviours; terrorism.

3. ADDITIONAL RSE UNITS

MEDWAY RSE UNITS

Overview of lessons – learning objectives and intended learning outcomes:

Lesson	Learning objectives We are learning:	Intended learning outcomes We can:
Year 1 or 2 <i>My special people</i>	<ul style="list-style-type: none"> about the special people in our lives and how we care for one another 	<ul style="list-style-type: none"> identify our own special people explain what makes them special to us and why they are important in our lives describe the different ways our special people care for us recognise how we can care for them in return
Year 1 or 2 <i>We are growing: human life cycle</i>	<ul style="list-style-type: none"> about how we change as we grow 	<ul style="list-style-type: none"> recognise the main stages of the human life cycle (baby, child, adult) recognise that the process of growing takes time and describe what changes when people grow from young to old identify ways we are more independent now than when we were younger describe our feelings about growing and changing
Year 1 or 2 <i>Everybody's body</i>	<ul style="list-style-type: none"> about the differences and similarities between people 	<ul style="list-style-type: none"> describe similarities and differences between ourselves and others challenge simple stereotypes about boys and girls recognise and use the correct names for main parts of the body
Year 3 <i>What makes a good friend?</i>	<ul style="list-style-type: none"> about friendship – why it is important and what makes a good friend 	<ul style="list-style-type: none"> recognise the different types of friendships that are important to us (eg: family, friends, groups we belong to, neighbours) explain why friendship and having friends is valuable identify how friends show they care for and value each other describe what makes a good friendship and what is most important in a friendship
Year 3 <i>Falling out with friends</i>	<ul style="list-style-type: none"> how to maintain good friendships about solving disagreements and conflict amongst themselves and their peers 	<ul style="list-style-type: none"> identify what helps maintain friendships describe feelings when disagreements and conflict occur identify what can help and not help if there are friendship problems demonstrate strategies for solving arguments with peers
Year 4 or 5 <i>Puberty: time to change</i>	<ul style="list-style-type: none"> about some of the physical changes experienced during puberty 	<ul style="list-style-type: none"> identify some of the physical changes that happen to bodies during puberty explain that puberty begins and ends at different times for different people use scientific vocabulary for external male and female body parts/genitalia

Year 4 or 5 <i>Puberty: menstruation and wet dreams</i>	<ul style="list-style-type: none"> about the physical changes that happen to males and females during puberty 	<ul style="list-style-type: none"> use to use scientific vocabulary for external and internal male and female body parts/genitalia explain what happens during menstruation (periods) explain what is meant by ejaculation and wet dreams
Year 4 or 5 <i>Puberty: personal hygiene</i>	<ul style="list-style-type: none"> about the importance of personal hygiene during puberty to respond to questions about puberty 	<ul style="list-style-type: none"> explain how and why it is important to keep clean during puberty describe ways of managing physical change during puberty respond to questions and give advice to others about puberty

Lesson	Learning objectives We are learning:	Intended learning outcomes We can:
Year 4 or 5 <i>Puberty: emotions and feelings</i>	<ul style="list-style-type: none"> how and why emotions may change during puberty about getting appropriate help, advice and support about puberty 	<ul style="list-style-type: none"> describe how emotions and relationships may change during puberty know where we can get the help and support we need in relation to puberty
Year 6 <i>Puberty: recap and review</i>	<ul style="list-style-type: none"> more about the changes that happen at puberty (recap from year 4 or 5) 	<ul style="list-style-type: none"> describe the physical and emotional changes that occur during puberty and how to manage these identify myths and facts about puberty, and what is important for a young person to know demonstrate how to begin conversations (or ask questions) about puberty with people that can help us
Year 6 <i>Puberty: change and becoming independent</i>	<ul style="list-style-type: none"> about managing change - new roles and responsibilities as we grow up 	<ul style="list-style-type: none"> describe some changes that happen as we grow up identify the range of feelings associated with change, transition to secondary school and becoming more independent describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities
Year 6 <i>Positive and healthy relationships</i>	<ul style="list-style-type: none"> about what constitutes a positive, healthy relationship that relationships can change over time 	<ul style="list-style-type: none"> describe some changes that happen as we grow up identify the range of feelings associated with change, transition to secondary school and becoming more independent describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities
Year 6 <i>How babies are made</i>	<ul style="list-style-type: none"> about adult relationships and the human life cycle about human reproduction (how a baby is made and how it grows) 	<ul style="list-style-type: none"> identify the links between love, committed relationships / marriage and conception explain what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults explain what pregnancy means, how long it lasts and where it occurs i.e.: that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female)

References to the PSHE Association Programme of Study:

Lesson	Core theme 1: Health and Wellbeing	Core theme 2: Relationships:	Core theme 3: Living in the wider world
Year 1 or 2 <i>My special people</i>		R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another	
Year 1 or 2 <i>We are growing: human life cycle</i>	H8. about the process of growing from young to old and how people's needs change H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring		
Year 1 or 2 <i>Everybody's body</i>	H10. the names for the main parts of the body (including external genitalia) the bodily similarities and differences between boys and girls H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy	R9. to identify and respect the differences and similarities between people	L8. ways in which they are all unique; understand that there has never been and will never be another 'them' L9. ways in which we are the same as all other people; what we have in common with everyone else
Year 3 <i>What makes a good friend?</i>		R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships	
Year 3 <i>Falling out with friends</i>		R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R12. to develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and to support others to benefit themselves	
Year 4 or 5 <i>Puberty: time to change</i> <i>Puberty: menstruation and wet dreams</i>	H8. about change H18. how their bodies will, and emotions may, change as they approach and move through puberty H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe	R8. to identify and respect the differences and similarities between people R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)	
Year 4 or 5 <i>Puberty: menstruation and wet dreams</i>	H8. about change H18. how their bodies will, and emotions may, change as they approach and move through puberty H20. about taking care of their body	R7. to offer constructive support and feedback to others	L1. to discuss topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people

Lesson	Core theme 1: Health and Wellbeing	Core theme 2: Relationships:	Core theme 3: Living in the wider world
Year 4 or 5 <i>Puberty: personal hygiene</i>	<p>H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p>		
Year 4 or 5 <i>Puberty: emotions and feelings</i>	<p>H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p>	<p>R2. to recognise that their behaviour can affect other people</p>	
Year 6 <i>Puberty: recap and review</i>	<p>H8. about change</p> <p>H18. how their bodies will, and emotions may, change as they approach and move through puberty</p> <p>H20. about taking care of their body</p>		
Year 6 <i>Puberty: change and becoming independent</i>	<p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H18. how their body will, and their emotions may, change as they approach and move through puberty</p>		<p>L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p>
Year 6 <i>Positive and healthy relationships</i>		<p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p>	

Year 6 <i>How babies are made</i>	H19. about human reproduction	R2. Pupils should have the opportunity to learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships	
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References to National Curriculum Science (2014):

Lesson / Suggested year group/s	National Curriculum Science - Programmes of Study	Statutory requirements:	Non-statutory notes and guidance
We are growing: human life cycle KS1: Year 1 or 2	Year 2: Animals, including humans	Pupils should be taught to notice that animals, including humans, have offspring which grow into adults	<i>They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include references to baby, toddler, child, teenager, adult.</i>
Everybody's body KS1: Year 1 or 2	Year 2: Animals, including humans	Pupils should be taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense	<i>Have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes</i>
Puberty Lessons 1-4 KS2: Year 4 or 5	Year 5: Animals, including humans	Pupils should be taught to describe the changes as humans develop to old age	<i>They should learn about the changes experienced in puberty.</i>
How babies are made KS2: Year 6	Year 6: Evolution and inheritance	Pupils should be taught that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	

Medway RSE Units – Lesson Content

Year 1 + 2

MY SPECIAL PEOPLE

This lesson focuses on early learning about healthy, happy relationships, which is later built on in key stage 2. This lesson is based on a story, *Grandfather and I* by Helen E. Buckley, (an alternative story can be used if preferred). Pupils explore the ways the characters in the story care for each other and what makes them special. In addition, pupils think about the special people in their own lives, friendship, family and what it means to care for each other.

During the lesson pupils are asked to consider people whom they think of as their 'special people'. Pupils may not wish to name names but can label them: friend, parent (mum/dad/carer), grandparent, aunty, neighbour, teacher etc. It is generally good practice to encourage pupils to keep confidentiality in PSHE education lessons by not naming others directly, although at key stage one, for this activity in particular, this is not essential. It will however be very important to be sensitive to children who may feel they do not have their special people close to them. This may include pupils living with foster families, step families, blended families, adoptive parents or those recently bereaved or separated from their families. Be aware that some pupils may choose an animal or pet instead of a person for this activity which should be allowed.

This lesson focuses on positive, happy relationships, and does not refer to inappropriate or unsafe behaviours. Teachers should highlight that our 'special' people are those who make us feel safe and comfortable, and that should they ever feel uncomfortable or unsure about something, even with a person they know well, they should tell a different adult, whom they trust.

WE ARE GROWING: HUMAN LIFE CYCLE

This lesson introduces the concept of the human life cycle. Pupils begin to understand how we grow and change as we get older. The lesson focuses on young children growing and changing (puberty is not mentioned until key stage 2). Pupils compare the differences between a baby and a child—what they look like and what they can do. The focus is on becoming independent; how we look after ourselves and each other as we grow, and some of the feelings that accompany the process of growing up.

To prepare for this lesson, you might want to ask some pupils to bring in photos of themselves when they were babies or toddlers to compare with how they are now. If you decide to do this, it is important to be sensitive to individual circumstances and to be aware that some children may not have photographs from their early childhood, that parents/carers may not be willing to share these and that children may not relate to their younger selves in terms of their identity.

When discussing the needs of people at different ages, it will be important to recognise that people's needs differ depending on a variety of things, not just their age, and that we all have different rates of growth and that some people are taller or shorter than others. During the lesson pupils consider things they are able to do independently now and things they will be able to do in the future. Be sensitive to pupils with disabilities — adapt *Resource 1* — '*things we can do*' if required

EVERYBODY'S BODY

Pupils may have been using a variety of different words to name the male and female genitalia/sex parts, but this lesson directly teaches the correct terminology. It is important for younger pupils to know how to name their body parts correctly as this contributes to safeguarding—helping them to take care of their bodies and keep themselves safe. This is built on later in key stage 2, when pupils learn about puberty and the changes when growing from children to adults. It is suggested that this lesson is taught within the context of other learning about similarities and differences (e.g. growing and changing, people and animals). This lesson also begins to address the issue of gender stereotypes.

We have been careful to choose language in the lesson plan that is inclusive, and acknowledges that whilst when babies are born the midwife or doctor will usually say they are either a boy (male) or girl (female) based on their genitalia, sometimes this is not clear (in the case of intersex children). This language also reflects that sometimes the biological sex a child is assigned at birth is not the same as the gender they identify as. This concept is not taught directly or in depth at this stage. If you have pupils who identify as

non-binary or trans, it is advisable to discuss the lesson content and approach with their parent(s) or carer(s) before teaching the lesson.

Schools can decide which terminology to introduce to younger pupils, in accordance with their RSE policy. The following gives definitions that are suitable and recommended to use with younger pupils at key stage one.

Female genitalia (parts that determine sex):

Vulva: the area between the legs, which includes the openings to the vagina and urethra, the clitoris and the soft skin covering them

Vagina: the small opening between the legs — a small tube from the outside to the inside of the body

Clitoris: the button-shaped bump above the vagina

It may also be useful for pupils to know about:

Urethra: the tiny opening near the vagina of a tiny tube through which urine 'wee' leaves the body

Male genitalia (sex parts):

Penis: the spongy tissue that dangles between the legs. Boys urinate 'wee' through a tube in their penis (the urethra)

Testicles: two plum-shaped 'balls' in a squashy bag (the scrotum) behind the penis

Year 3

WHAT MAKES A GOOD FRIEND?

This lesson builds on pupils' learning from key stage one about special people and extends their learning about their close networks and friendships. The focus is on the qualities of good friends, what is most important in a friendship and the importance of friendship in all our lives. This lesson will help to build pupils' understanding of positive, healthy relationships which is explored further later on in key stage two.

During the lesson activities, pupils might mention 'online friends'. Pupils may well be aware that young people or adults may also have friends that they have met online and whom they may or may never meet offline. Whilst it is fair to acknowledge this aspect of friendship, it may also be wise to reiterate the importance of people following safety rules when having contact with others online. Remind pupils that most social media and gaming sites have a minimum age of 13. Reinforce the importance of talking to a trusted adult if they are worried about something they have seen or read online.

FRIENDSHIP: FALLING OUT WITH FRIENDS

This lesson follows on from the previous lesson - What makes a good friend? Sometimes, even good friends have disagreements or 'fall out' – it is important that pupils learn that there are ways to manage this if it happens to them. Pupils should understand that a quarrel does not always mean the end of a friendship and that there are things they can do that might help to mend or strengthen their friendship. To further develop their understanding, pupils explore strategies they can use to try to solve problems that can arise in friendships and to seek help if they need it.

The extension activity involves pupils looking back at example problems that have arisen in friendships. This activity is not meant to apportion blame, but to encourage pupils to think about the consequences of behaviours before acting. It will be important to reiterate that sometimes quarrels do occur and we don't always know why (there may be other factors) but the important thing is they can usually be resolved.

Year 4 + 5

PUBERTY LESSONS 1-4

It is essential to teach about puberty before pupils experience it—to ensure that their physical, emotional and learning needs are met and that they have the correct information about how to take care of their bodies, their emotions and understand how to keep themselves safe. This includes being able to tell

someone about behaviour that worries them or makes them feel uncomfortable.

These lessons do not focus on personal safety, though by teaching them you are of course, helping safeguard pupils. Providing accurate information about the physical and emotional changes that take place during puberty is extremely important. By understanding their bodies and the changes they will experience, pupils will be confident in knowing how to respect and care for their own bodies. The opportunities to explore changing feelings will ensure that they are prepared for adulthood and will lay down the foundation for more complex learning on sexual and reproductive health at secondary school.

When talking about the male and female genitalia, it may be useful to highlight the [NSPCC underwear rule](#), whilst noting that this does not need to be taught in-depth in this lesson—as it should be covered in separate lessons on keeping safe.

PUBERTY: TIME TO CHANGE

The first lesson focuses on some of the external changes that happen to the body.

During the lesson, pupils will be recapping vocabulary for male and female body parts, including genitalia, previously learned in key stage one. Whilst you may highlight that children and adults sometimes use lots of different words for genitals, in this lesson you will use anatomic (scientifically correct) words. Explain to the pupils that some slang words (used to name genitalia) can be confusing and are sometimes even rude and disrespectful. Therefore, it is important to only use the anatomic words in these sessions.

For the plenary/assessment activity pupils respond to some common questions about puberty that other children they age might ask. It is important that all pupils feel included in these lessons and that differences are discussed without judgment to ensure pupils recognise themselves and others as part of a diverse group. Make sure, during the feedback to this activity, you refer pupils to where they can find additional advice, this might include:

- Home: a parent or other trusted adult
- School: a teacher or other member of staff
- Website:
 - www.childline.org.uk
 - www.nspcc.org.uk
 - www.nhs.uk/Livewell/puberty/Pages/Pubertyinfoforchildren.aspx
 - www.kidshealth.org/kid/
 - www.bbc.co.uk/education/topics/z3xxsbk#

PUBERTY: MENSTRUATION AND WET DREAMS

The second lesson focuses in more detail on some of the external and internal changes that happen to the human body. This session is slightly longer than the others, taking approximately 90 minutes to deliver in total, with approximate timings for each activity provided to allow for flexibility. You may wish to cover it in two sessions—spending a whole session on female changes—and devoting another to male changes. The baseline activity could also be carried out prior to the lesson, if time is short. However you approach this lesson, it is important that all pupils learn about both female and male changes. The lesson includes learning to name male and female genitals correctly. The following gives basic definitions of the male and female external genitalia and internal reproductive organs.

External female genitalia resource: Labels and information

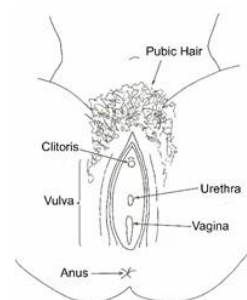
Pubic hair: the hair that grows above and around the genitals in young people and adults: it starts to grow during puberty.

Clitoris: the button-shaped bump above the urethra and vagina

Urethra: the opening above the vagina of a tiny tube through which urine 'wee' leaves the body

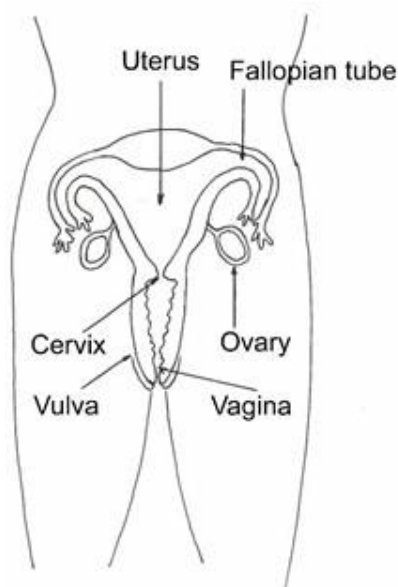
Vagina: a passageway from the uterus to the outside of the body.

Vulva: the whole area between a female's legs. The vulva includes the opening to the vagina, the opening to the urethra, the



clitoris and the folds of soft skin called labia that cover them.

Anus: the opening through which faeces (poo) leaves the body.



Internal female reproductive organs resource: Labels and information

Uterus: made of strong muscle and hollow inside, it's the size and shape of an upside-down pear and is connected to both the fallopian tubes and the inside of the vagina. This is where a baby grows until it's ready to be born.

Cervix: the small opening in the lower part of the uterus. It connects the uterus to the top of the vagina. This opening stretches wide when it's time for a baby to be born.

Ovary: there are two ovaries: one on each side of the uterus. The ovaries contain eggs or ova.

Fallopian tubes: the passageways through which an egg travels on its way to the uterus.

Vagina: a passageway from the uterus to the outside of the female body.

Vulva: the whole area between a female's legs. The vulva includes the opening to the vagina, the opening to the urethra, the clitoris and the folds of soft skin called labia that cover them. It is difficult to see from the front!

Menstruation:

Starting to menstruate happens at different times for everyone. It usually starts between the ages of 8 and as a late teen, if they are still expecting their period, they could speak to their GP for guidance. Some people experience painful 'cramps' before and during their period. These cramps are usually a tight pain around the area of the uterus, but usually only for the first day of their period. Painkillers and exercise can help to relieve the pain. The breasts may swell slightly and feel tender. Some people may also feel tense, moody or tearful just before or during their period. This is all perfectly normal! The blood usually comes out slowly and can be any amount, from a few tablespoonsful to half a cupful. The flow is usually heavier for the first couple of days of the period and gets lighter until it stops. Most periods last between three and five days but can be from about two to seven days. Sometimes a period doesn't look or feel the way you expect. It might not even look like blood straight away. It might start with pinkish, reddish or brown discharge. This is all perfectly normal.

Erections:

When a penis is not erect, blood flows in and out continuously, as it does in other areas of the body. When an erection happens, the muscles that allow the blood to flow open up wide to allow more blood to be pumped in, while other muscles close—stopping the blood from leaving. This makes the penis become stiff and erect and it stands out from the body. This is called an erection. When the erection is over, the muscles relax and the blood flow returns, making the penis soft again. An erection can last from a few seconds to a half-hour or more, and they can happen any time — from being a baby until they are old. Erections can happen at any time, and may happen unexpectedly. They usually happen when someone has sexy thoughts and feelings

but can also happen when the bladder is full of urine, as this affects nerves at the base of the penis. Sometimes erections can happen for no reason — even when someone doesn't want to have them

Producing sperm:

The testicles make an incredible number of sperm—about one hundred million to three hundred million sperm each day. That's about two thousand sperm every second! Once produced, the sperm travel through the epididymis, growing as they go. They travel through the vas deferens (the tube from the testicle that joins the urethra below the bladder) and mix with fluid: this mixture is called semen. Semen is a cloudy, whitish, sticky fluid. Sperm leave the body during ejaculation

Ejaculation:

To ejaculate means to suddenly 'release' or 'to let go', and ejaculation usually happens when the penis is erect. During ejaculation, semen squirts from the opening of the urethra at the end of the penis.

Wet dreams:

Wet dreams tend to start during puberty and can happen during an exciting, pleasurable or sexy dream; semen ejaculates during sleep. On waking, there may be some sticky, wet semen on the person's sheets or pyjamas. Wet dreams are perfectly natural; moreover, people's first ejaculation often happens during a dream. It is equally normal to not experience

PUBERTY: PERSONAL HYGIENE

This lesson helps pupils to recognise the importance of personal hygiene during puberty, and to consider some of the questions young people may have about the physical changes at puberty. During the session, to ensure a positive approach to menstruation, it is important to address misconceptions about periods being dirty/unhygienic, or shameful. For example, terms like 'sanitary protection' and 'feminine hygiene products' should not be used.

Information to be included in the session is set out below:

Menstrual products — pads and tampons:

Advise pupils that it is best to have a discussion with a trusted grown-up about the best form of period product for them, although it's probably best to start off using pads. They come in all shapes and sizes, can be reusable or disposable, and are worn outside of the body. They attach onto a pair of pants and soak up the blood, then are disposed of, or washed (if using reusable) and a new/clean one used. It is important to change them regularly to avoid leaks and bad odour. Highlight the importance of changing them regularly. Tampons are worn inside the body and absorb the blood in the vagina. They are made from cotton fibres pressed together, and also come in different sizes. Tampons are disposed of, and new ones should be used regularly. Menstrual cups are used internally, in place of a tampon, to catch the blood. They can be emptied into the toilet, rinsed, and used again. Menstrual Sponges are also known as Sea Sponges or Sea Sponge Tampons. They are formed in the ocean, and have highly absorbent properties. Period underwear absorbs menstrual blood and comes in various styles. The underwear is washed and reused. Show examples of reusable products such as cloth pads and menstrual cups as well as disposable pads and tampons. Remind pupils of the importance of hand washing

Oily hair:

Each strand of hair has its own sebaceous (oil) gland, which keeps the hair shiny and waterproof. But during puberty, when the sebaceous glands produce extra oil, it can make young people's hair look oily and greasy. Washing hair regularly can help control oily hair. Use warm water and a small amount of shampoo to work up a lather. Scrubbing or rubbing too hard doesn't get rid of oil any better and can irritate the scalp or damage the hair.

Skin and spots:

Our sebaceous glands make more sebum (oil) when we start puberty: causing greasy hair and spots. The sebum can trap dirt, dead skin and germs or bacteria in our hair follicles—causing 'blackheads' and 'whiteheads'. These spots, 'zits' or 'pimples' can appear on the face, where most sebaceous glands are. They can also appear on necks, chest, back or other places. Sometimes the bacteria that live on skin make the spots inflamed and cause red lumps that we call acne. Spots are a usual and normal part of puberty, but can be upsetting and embarrassing. It is important to stress that almost everyone will get some spots at some point in their life, and that while some things such as a balanced diet can help to minimise them, nothing can guarantee someone will not get spots. The point should also be made that if someone does have spots, it does not mean that they have poor hygiene.

Sweat and body odour:

Perspiration—or sweat—comes from sweat glands. During puberty, these glands not only become more active than before, but they also begin to secrete different chemicals into the sweat, causing a stronger smelling odour. Armpits might smell more than before. Feet and genitals might also have new smells. The best way to keep clean is to bathe or shower every day using a mild soap or shower gel and warm water. This will help wash away any bacteria that contribute to the smells. Wearing clean clothes, socks and underwear each day can also help to feel clean. Deodorants get rid of the odour of sweat by covering it up, and antiperspirants actually stop or dry up perspiration. They come in sticks, roll-ons, gels, sprays and creams, and are available at any pharmacy or supermarket.

Washing genitals (vulva):

It is a good idea to avoid perfumed soaps, gels and antiseptics as these can affect the healthy balance of bacteria in the vagina, and cause irritation. Use plain, unperfumed soaps to wash the area around the vagina (the vulva) gently, every day. Some perfumed soaps can cause infections, irritation or itching—the vagina will clean itself inside your body with natural vaginal secretions (discharge).

Washing genitals (penis):

Gently wash the penis with warm water and soap or shower gel each day when having a shower or bath. If the penis has a foreskin, it should be pulled back gently and washed underneath. If the foreskin is not washed underneath correctly, a cheesy-looking substance called smegma may begin to gather. Smegma is a natural lubricant that keeps the penis moist: it is found on the head of the penis and under the foreskin. If smegma builds up in the foreskin, it can start to smell and become a breeding ground for bacteria.

Circumcision:

All males are born with some loose skin covering the end of the penis, known as the foreskin. Some male babies have their foreskin removed shortly after they are born, by a doctor or a specially trained person. This process is called circumcision. Although a circumcised penis looks different from an uncircumcised penis, both work in the same way and equally well. Some circumcisions are performed for religious reasons, while others are for health reasons—to make it easier to keep the tip of the penis clean. An uncircumcised penis can still be kept clean by pulling back the foreskin and gently washing the tip.

PUBERTY: EMOTIONS AND FEELINGS

This lesson focuses in more detail on some of the emotional changes that may take place during puberty and outlines some of the changes that may occur in friendships and other relationships. It teaches pupils where and how to get help and support.

Note on using the children’s story: Hair in Funny Places by Babette Cole

When you read the section ‘He soon began to take an interest in girls’, be sure to point out that anyone can experience that feeling about anyone; someone can have crushes on people of the same sex or the opposite sex, on people who are the same age, older or younger. Reiterate that having a crush on someone is perfectly natural.

USEFUL WEBSITES

- www.childline.org.uk
- www.nspcc.org.uk
- www.nhs.uk/Livewell/puberty/Pages/Pubertyinfoforchildren.aspx
- www.kidshealth.org/kid/
- www.bbc.co.uk/education/topics/z3xxsbk
- www.thinkuknow.co.uk/

Year 6

PUBERTY: RECAP AND REVIEW

This lesson has been designed to consolidate pupils’ previous learning about puberty for year 6 pupils. Pupils should have already learned about puberty in year 4 or year 5, but this lesson gives them the opportunity to recap and review their understanding of puberty, before introducing lessons on how babies are made. It will also allow pupils to recap key vocabulary used in later lessons. Encourage pupils to use scientific vocabulary throughout the lesson. If slang words are suggested, check pupils’ understanding and provide the correct word. It is essential to teach about puberty before pupils experience it—to ensure that their physical, emotional and learning needs are met and that they have the correct information about how to take care of their bodies and keep themselves safe. This includes being able to tell someone about behaviour that worries them or makes them uncomfortable.

These lessons do not focus on personal safety, though by teaching them you are of course, helping safeguard pupils. Understanding their bodies and the changes they will experience at puberty, helping pupils respect and care for their own bodies and exploring changing feelings at puberty all contribute to this. When talking about the male and female genitalia, it may be useful to highlight the [NSPCC underwear rule](#), whilst noting that this does not need to be taught in-depth in this lesson—as it should be covered in separate lessons on keeping safe.

PUBERTY FACT OR MYTH ACTIVITY – *discussion to dispel myths*

PUBERTY: CHANGE AND BECOMING INDEPENDENT

This lesson extends pupils’ thinking about puberty and the concept of change throughout our lives. It explores in more detail, some of the feelings associated with change. It helps pupils to consider changes that might occur alongside puberty, including moving to secondary school and the new roles and responsibilities that might accompany this.

Timeline activity

For the timeline activity towards the end of the lesson, explain to pupils that they should only include things they are willing to share with others in the class. You may prefer to ask pupils to make a fictional timeline for the character of Sami from the previous activity. They could think of a positive change Sami may have experienced as a baby, toddler or child, or something Sami may have achieved. They could then think of something Sami might achieve or aspire to as a teenager or adult.

POSITIVE, HEALTHY RELATIONSHIPS

Increasing pupils' understanding of what is meant by a positive, healthy and loving relationship is an important part of safeguarding their health and wellbeing. This lesson looks at different kinds of relationships, and the values, expectations and responsibilities within healthy, positive relationships. It also helps pupils to understand that relationships can change over time and explores some ways that changing relationships can be managed—ensuring behaviour is respectful, even when things do change. The focus for this lesson is on pupils of a similar age (or secondary school age)

Choosing pictures from magazines, newspapers, online or the media

When choosing pictures of different types of relationships for the initial activity, be sure to avoid ambiguous images or those that promote stereotypes—ensuring you include different ethnicities and cultural groups, in lots of different types of relationships. Try to find pictures of a wide range of relationships including, for example, parent-child, siblings, romantic relationships and grandparent-grandchild.

Separation and divorce

Whilst this lesson does not explicitly address separation and divorce, if pupils raise these in the discussion, it may be useful to reflect with the class that adult relationships can also go through times of change. Explain that some changes are joyful or happy occasions and others might be sad or confusing; both for the adults involved, and for the people around them. Remind pupils that they can ask for help and advice, and signpost whom they can talk to, at home, in school, as well as online — if they have concerns.

HOW BABIES ARE MADE

By year 6, it is likely that pupils will have some idea about how babies are made through sexual intercourse. Although it is possible they may have some misconceptions, very few pupils will still believe myths or make-believe stories. Having an understanding of what is meant by sex is an important foundation for the RSE they will receive at secondary school.

This lesson emphasises that having sexual intercourse or the decision to have a baby, is something for when they are much older. It also emphasises the importance of consent in this context. It enables pupils to reflect on values and responsibilities within healthy adult relationships, and is therefore set clearly within RSE — as part of the wider PSHE education curriculum.

This lesson should not be taught as a 'stand-alone', but should be taught within the context of other learning about growing, changing and relationships, and can be taught following Year 6 Lesson 1: Positive relationships. Pupils must have been taught about the changes that take place during puberty (in year 4 or 5) before this lesson is delivered.

Definition of 'adult'

An adult is someone who has fully grown or developed. The age range that someone is considered an adult varies in different countries and cultures, but in the UK, an 'adult' is generally thought of as aged 18 and over. Middle-age is generally thought of as the period after early adulthood and before old age. Again this will differ, but could be thought of as about 45-65.

Note on using the children's book: How did I begin? by Mick Manning and Brita Granstrom

We would advise using the text in this book with care as it does not reflect diverse relationships or the different ways of making a baby — these are however, addressed in the pregnancy facts activity

PREGNANCY FACTS – discussion to dispel myths around pregnancy

4. PARENT FORM: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

5. BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring Friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful Relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online Relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online
Being Safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult • how to ask for advice or help for themselves or others, and to keep trying until they are heard • how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice e.g. family, school and/or other sources
Mental Well being	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harm	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none">• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.• about menstrual wellbeing including the key facts about the menstrual cycle.

6. SUMMARY OF PARENT/CARERS' SURVEY + CONSULTATION

01.12.20

Parent/carers survey on Relationships and Sex Education

The survey was posted on school story in the Summer Term and again in the Autumn Term. We had a total of 30 responses and 30% of these were from Year 6 parents/carers.

77% said that they felt comfortable talking to their child about relationships

Comments that were made

“in a very simplified way” “ I am not sure he would understand it” “ I feel like he has very little understanding”

44% felt that they could talk to their child about sexual matters

Comments that were made included:

“He’s far too young” “he won’t understand” “maybe in a year or so”

“I honestly don't know how to in a way that is appropriate for their level of understanding as may be year 4 physically but not in an educational/mental capacity”

Only 10% were aware of the school’s policy on RSE

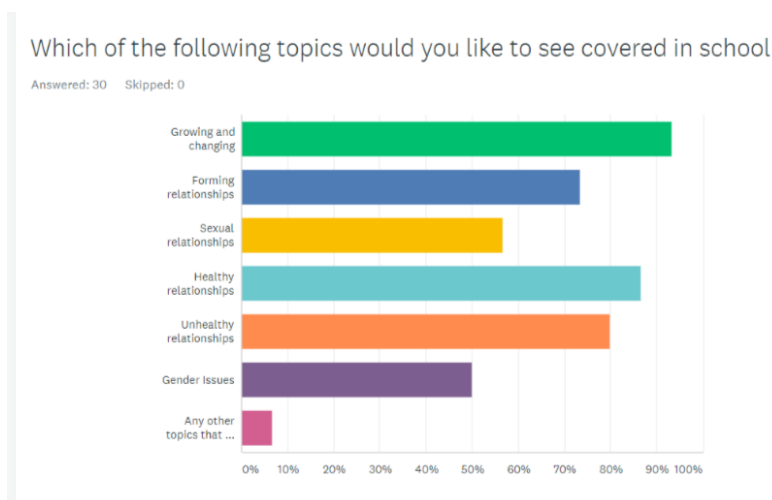
63% would like school to host a parent/carers information meeting to discuss and share resources used

33% thought RSE should be taught in single sex groups and 60 % in mixed groups

Comments that were made included:

“Only in part but all aspects taught. I think it can be helpful for girls to have chance to ask more questions about periods etc. without the boys there. “

“It’s important for both sexes to learn about the opposite sex”



Comments that were made included: I think it’s great that the school can help deliver such sensitive subjects to the young ones” “I think it should be as inclusive as possible, and cover same sex couples as well as straight couples. I also think body image should be included and social media as they’re huge issues for children now. “

Do you have any concerns or questions about RSE?

Comments that were made included:

“Children at this type of age should not be taught about sex education especially children with learning difficulties! Children should be left alone to be children and learn about these types of subjects at an age appropriate level. “

“No but I do have an issue with boys only learning this and girls only learning that. We live in a different world now where transgender is becoming more focused on. What if the child your teaching doesn't fit into the specific gender group your teaching them about? Why don't boys need to know about periods it's biology? Why should girls not learn about boys an erections? I have taught my child everything on a factual basis whenever it's come up. This has lead to him being open asking those awkward questions without me getting embarrassed and therefore decreasing curiosity and going looking for those answers elsewhere (we all know the stuff that Google can throw out) Healthy conversations around puberty and sex also leads to awareness knowing right and wrong safe and unsafe and protecting our kids from harm. Also teaching in a non-binary way leads to understanding and less bullying. “

“I think puberty should be taught earlier than year 6. Personally I think in year 4 “

The RSE policy was shared on School Story (our online communication website) and viewed by 137 people (including 110 parents/carers). They were invited to request more information and an online meeting on telephone call if they wished. One parent emailed requesting resources to use at home.

 **Mrs. Light Assistant Headteacher** Hayfield School May 28

 Hayfield School RSE Policy 2021 draft for school story.docx
Word Document - 250KB

Continuing on with our new RSE curriculum here is a draft of the policy. At the end I have included a list of the appendices which I can send to anyone if they are interested. If anyone would like more information or to discuss any of the policy please email me and I will arrange a video meeting or phone call depending on numbers. alexlight@hayfield.wirral.sch.uk
Thank you

Translation viewed by 1 parent

5 likes 137 views

Some resources have also been shared and these comments were received



For our youngest children RSE is about learning about loving healthy relationships and that families are diverse. They also begin to learn about consent and staying safe. We model this by asking children if they want a hug and teaching them to ask other children before hugging them. We also use the NSPCC Pants resources to begin to teach them about appropriate touch.

15 likes 2 comments 132 views

Like Comment

 **Caitlin Sagar** (Cohen B's parent) 11d
Different but not less...! this is what we tell Cohen xx

 **Mrs. Light Assistant Headteacher** 11d
Exactly!



More RSE resources. We will use these anatomically correct dolls to teach children in our Explorers 2 classes upwards the correct names for genitalia . We will also talk about whether the doll dressed in pink is a girl and if girls and boys have to wear particular colours

[Translation viewed by 1 parent](#)

17 likes 3 comments 143 views

Like Comment ...

- Rachael Joy** (Caelan C's parent) 9d
This is a brilliant idea. 😊
- Laura Saunders** (Joel S's parent) 9d
this is cool! 🙌👏❤️
- Claire Jones** (Abel j's parent) 9d
Love this!!

3. SUMMARY OF PUPIL VOICE ACTIVITY

For the activity the children were given a set of cards with descriptions or symbols of the topics covered in PSHE & RSE and asked to put them in order of importance. They were also asked to talk or write about what they thought it was important to learn about in PSHE & RSE.



Healthy relationships

What it means to be a friend, what is fair and unfair, knowing our special people and what makes them special, knowing about how to give and receive permission to do things (consent), recognising positive and healthy relationships, knowing when people are being unkind or hurtful, challenging teasing and bullying, difference between off line and online relationships

Money

Money, how to keep it safe, choices we have about how we spend money, how we can save money, knowing what the difference is between a want and a need, how we can use money to help others

Rights and Responsibilities

Exploring differences and similarities between people, belonging to different groups, recognising stereotypes, rules we have to follow and responsibilities we have

Healthy lifestyles

Taking care of our bodies and our minds, smoking and alcohol, how medicines and drugs can help us, healthy food choices, physical exercise, sleep and rest, taking care of our skin and teeth, germs and diseases

Keeping safe

Online safety, first aid, recognising risks in situations, ways of taking care of ourselves, road/travel safety, knowing whom to go to when we are worried or afraid

Media influence

How the media can affect how we feel about ourselves and our bodies, influence of social media on friendships and relationships, attitudes and decisions, recognising the difference between things that are private and things that are public

Hurtful behaviour and anti-bullying

Knowing how to solve disagreements in a kind way, recognising that friends can put us under pressure, recognising all types of bullying and hurtful behaviour including online, knowing whom to go to when we need help with relationships both in and out of school

Valuing Difference

Celebrating how we are the same and the ways in which we are different, developing mutual respect for people who are different to us, recognising what makes people special to us and to others

Growing and changing

Growing older, changing emotions and feelings, changes in our bodies, taking care of our bodies and protecting them, differences and similarities between boys and girls, acceptable and unacceptable physical contact, how babies are made, different kinds of friendships and relationships, managing change e.g. to new school/leaving school

The topics that were given the highest ranking were: money, healthy relationships and healthy lifestyles.

Examples of quotes from pupils:

Valuing differences

"It doesn't matter who you are"

"Don't laugh at people if they believe in something different"

"It's ok if someone is a Muslim"

"Someone's race or sexuality doesn't make them their personality does, and people should be treated the same"

"We shouldn't care about the colour of people"

"I want to learn how to value difference"

Money

"We need money to buy a house and have food. It's important to be rich"

"I want to get a job when I grow up"

Hurtful and bullying behaviour

"No bullying"

Healthy relationships

"Important to make your friendships are healthy"

"I want to be fit and healthy"

"I want to not be depressed and lonely"

Healthy lifestyles

"Learn about a balanced diet because you don't want to be unhealthy"

Growing and changing

"Because I want a wife and kids"

"I want to see myself as a teenager"

"I want to see how high I will be when I am an adult"

Keeping safe

"I want to keep safe"

"I don't want to be sick"

"I want to keep safe from rude stuff"