



PSHE/RSE at Danson Primary School



KS2 Parent Information Session



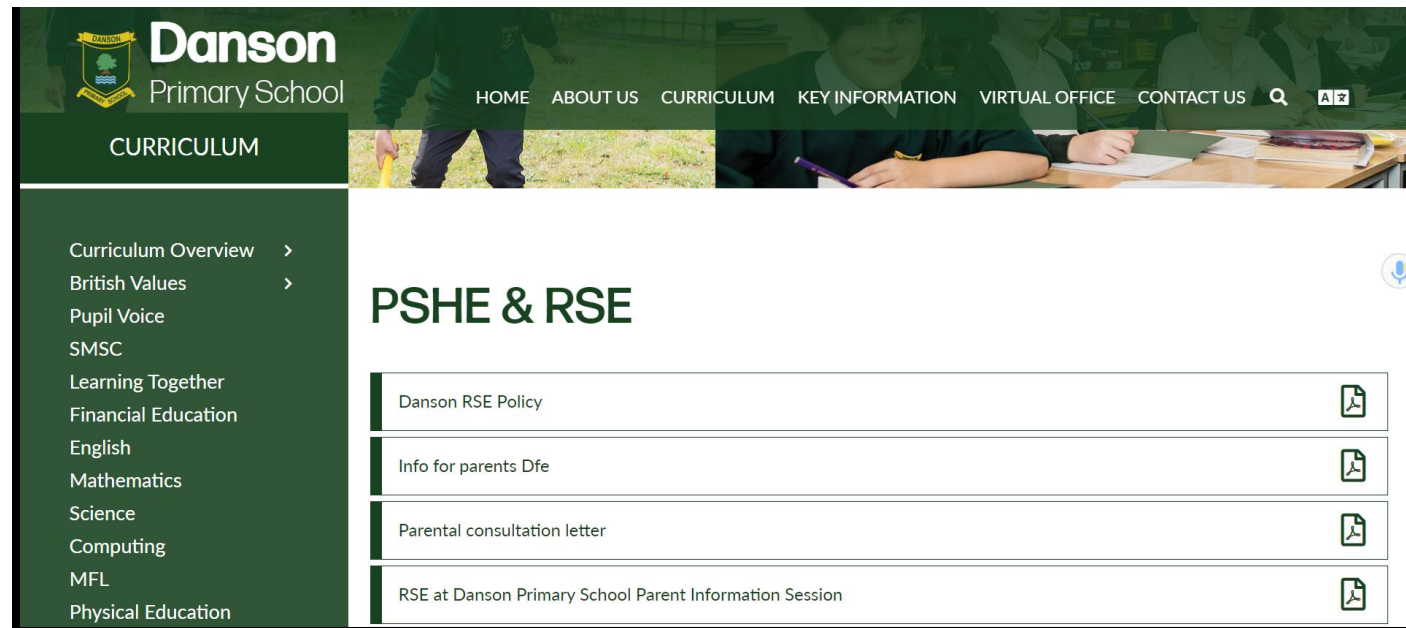
Aims of this session:

- ▶ To understand the RSE curriculum.
- ▶ To understand why RSE is important.
- ▶ To know the statutory requirements of RSE
- ▶ To have a greater knowledge of how RSE is taught at Danson
- ▶ To know how to support your child at home







Danson RSE Policy

Danson's RSE policy is available to view on our school website. This outlines the school's approach to statutory Relationships Education and non statutory Sex Education.



The screenshot shows the Danson Primary School website. The header includes the school logo and name, and a navigation menu with links for HOME, ABOUT US, CURRICULUM, KEY INFORMATION, VIRTUAL OFFICE, and CONTACT US. The main content area is titled 'CURRICULUM' and features a sidebar with a list of subjects: Curriculum Overview, British Values, Pupil Voice, SMSC, Learning Together, Financial Education, English, Mathematics, Science, Computing, MFL, and Physical Education. The main content area is titled 'PSHE & RSE' and contains a list of documents: Danson RSE Policy, Info for parents Dfe, Parental consultation letter, and RSE at Danson Primary School Parent Information Session. Each document has a download icon.

Document Title	Download Icon
Danson RSE Policy	
Info for parents Dfe	
Parental consultation letter	
RSE at Danson Primary School Parent Information Session	



What is RSE?

- ▶ Relationships and Sex Education (RSE) or Relationships, Sex and Health Education (RSHE) is designed to equip the children with the **knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life.** The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated - these changes bring the content into the 21st century, so that is relevant for all children.

Department for Education

Why is Relationships and Sex Education Important?

- We want our children at Danson to be able to grow up safely and have the knowledge to keep themselves safe.
- To provide our children the opportunity to practise and develop skills in dealing with different situations.
- Research shows that children are more likely to report sexual abuse if they understand what appropriate.
- It equips children to deal appropriately with social and cultural pressures.
- Pupils who are happy in their relationships at school are likely to be better able to learn.





Statutory Requirements

- Since Summer 2021, all primary schools (maintained, academies or independent) are required to provide Relationships and Sex Education.
- PSHE has always been seen as an essential part of the curriculum at Danson. The intended outcome of our PSHE curriculum is to support the children in building the essential life skills to support their physical and mental wellbeing - crucial for them to achieve their best, academically and socially. So most of the new statutory curriculum is already being covered and just builds upon what is already in place.
- Parents (and carers) are the **prime educators** for children on these matters. As a school we aim to complement and reinforce this role, building on what pupils learn at home.

Why is it important?

- PSHE education has proven impact on life chances and academic success when delivered well
- Statutory RSHE requirements can have a major impact on the quality of PSHE in all schools for all pupils.
- These developments mean that all pupils can benefit from an education that keeps them safe, healthy and prepared for the realities of modern life.

“The evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success.”

Department for Education review of PSHE education impact and effective practice

An extensive 2017 literature review by leading economists found ‘**Very strong evidence**’ that PSHE (personal, social, health and economic) learning has a positive impact on health, well being and academic attainment.

Key Components of RSE

Relationships Education

- Families and people who care for the pupil
- Caring friendships
- Respectful relationships
- Online relationships
- Being Safe



Health Education

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



What about sex education?

- ▶ “The Department for Education continues to recommend...that all primary schools should have a sex education programme... it should ensure that both girls and boys are prepared for the changes adolescence brings and how a baby is conceived and born.”

National Curriculum Science

In Year 2, children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the **concepts of reproduction and growth, but not how reproduction occurs.**



In Year 5, children are taught about the **life cycles** of humans and animals, including **reproduction**. They also learn about the changes that happen in humans from **birth to old age**. This includes learning what happens in **puberty**.



Non-Statutory Sex Education

- ▶ The only part of sex education that is not statutory, is how a baby is conceived and born. At Danson, we have decided to teach this in Year 6.
- ▶ We believe that all of the content within our school's PSHE curriculum, including RSE is of the utmost importance and relevance to all pupils. However, parents have the legal right to request that their child be withdrawn from some or all of **non-statutory** sex education other than that which is part of the National Curriculum for Science.
- ▶ Year 6 parents have received the right to withdraw letter in advance of any non-statutory sex education lessons being taught.



RSE Curriculum

At Danson, we deliver our PSHE/RSE lessons using the SCARF programme. This is a whole-school approach to children's mental health and wellbeing.



What will my child learn in SCARF lessons?



For each year group, there are six suggested themed units which provide a complete PSHE and wellbeing curriculum. They are:

Me and My Relationships

Explores feelings and emotions, develops skills to manage conflict, helps identify our special people and equips children to recognise the qualities of healthy friendships and how to manage them.

Valuing Difference

Includes a strong focus on British Values, supports children to develop respectful relationships with others, recognise bullying and know their responsibilities as a bystander. Younger children will also be thinking about how listening skills can help us and older children we'll be thinking about the importance of being kind and safe online.

Keeping Myself Safe

Covers a number of safety aspects from statutory Relationships Education including being able to identify trusted adults in their lives, what to do when faced with a dilemma and recognising appropriate and inappropriate touch

Rights and Responsibilities

Explores broader topics including looking after the environment, economic education and the changing rights and responsibilities children have as they grow older.

Being My Best

Includes a focus on keeping physically healthy, developing a growth mindset to facilitate resiliency, setting goals and ways to achieve them.

Growing and Changing

Has age-appropriate plans to cover the physical and emotional changes that happen as children as they grow older, including changes at puberty and how to approach this with confidence. Age-appropriate lessons on relationships and sex education are also included.

Curriculum



PSHE Long Term Plan 2023 - 2024



Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others Safe and unsafe touches
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

Relationships and Sex Education



Relationships Education in primary schools should teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

SCARF's Relationships and Sex Education resources help children and young people to be safe, healthy and happy, both as they grow, and in their future lives. These lessons help to meet safeguarding, and emotional wellbeing requirements, as well as ensuring that schools cover the requirements of the DfE RSHE guidance.





Relationships and Sex Education

SCARF RSE-specific lessons are designed to cover key skills, attitudes and values children need to explore in order to develop healthy relationships with their peers. Children also learn how to keep themselves safe and to ask for help when they need it.

7-8 year-olds: introduces themes about change, including menstruation and bereavement, healthy and unhealthy relationships (friendships), how images in the media do not always reflect reality and the impact of this on people's thoughts and feelings; the nature and consequences of discrimination; the importance of protecting personal information online; understanding risk and building resilience; making informed choices; resisting pressure and recognising when and how to ask for help.

8-9 year-olds: builds on the themes covered in previous years, looking more closely at body changes as they approach and move through puberty including: menstruation and human reproduction; conflicting emotions; what positively and negatively affects their physical, mental and emotional health; understanding good and not-so-good feelings; recognising and challenging stereotypes; consequences of their actions; pressures to behave in an unacceptable, unhealthy or risky way and that marriage is a commitment freely entered into by both people.

Relationships and Sex Education



9-10 year-olds: builds on the themes covered previously and in greater depth, looking more closely at: body changes and feelings during puberty; how their changing feelings can affect those they live with; what makes relationships unhealthy; exploring risky behaviour in more detail; different types of bullying including homophobic and transphobic; how to keep their personal information private online (and why this is important), and how to use social media safely.

10-11 year-olds: builds on and reinforces all the themes of the previous years, with new content built into the lesson plans looking at: body image and the media; forced marriage; female genital mutilation (FGM); sexual intercourse; HIV; and managing pressure online.

Vocabulary Development

Correct vocabulary is taught throughout the curriculum to ensure children are kept safe. If they go to the doctors, they are able to describe what is wrong using the correct vocabulary. If a child makes a disclosure, there will not be any misunderstanding of what they mean. The words 'penis' and 'vulva' are used to describe the male and female private parts.



- ▶ Tinkle, winky, minnie, frou frou, noonie, pee pee. A mixture of embarrassment and uncertainty means parents often struggle to know what to call children's private parts. As such mums and dads often adopt nicknames such as 'willy' or 'front bottom' when referring to 'down-there.' But now, parents are being advised that this isn't the right thing to do.
- ▶ [NHS Greater Glasgow and Clyde \(NHSGGC\)](#) recently stated on its website that using various jokey words to refer to the penis or vagina can be confusing for children. Instead parents are being urged to "tell it like it is and use accurate terms from an early age."
- ▶ The trust explains that while adults can often view these words as sexual, they're actually not, and children won't view them as 'dirty' words unless we teach them to do so.
- ▶ That means using the actual medical terms for our bits, and not glossing over or telling children off when they use the correct terms either.
- ▶ Jill Wilson, Health Improvement Lead, Sandyford said: "Many adults were not taught these words growing up and can feel uncomfortable using them as they can be thought of as 'sexual' words. Young children do not have these associations and usually consider these words to be as normal as 'hand', 'leg' etc."
- ▶ https://www.youtube.com/watch?v=02b_JbPJlhk&t=4s



Class Agreements

During RSE lessons, pupils should feel safe, comfortable and confident to share their ideas and opinions, to reflect on issues and questions along with their own and others' values and attitudes safely, without fear of negative feedback.

To create this safe space and ensure boundaries and behaviour expectations are clear, an age appropriate group agreement is created with the class. This is displayed in the classroom and revisited at the beginning of each session.

The basic elements include:

- Listen to and respect each other
- Use language that won't offend or upset other people
- Use the correct terms, and if we do not know then, we'll ask for help
- Comment on what was said, not the person who said it
- Do not share our own, or our friends', personal experiences
- Do not put anyone on the spot or ask personal questions
- We have the right to pass
- Do not judge or make assumptions about anyone
- Age appropriate rule around confidentiality and safeguarding.



What will be taught in different year groups?

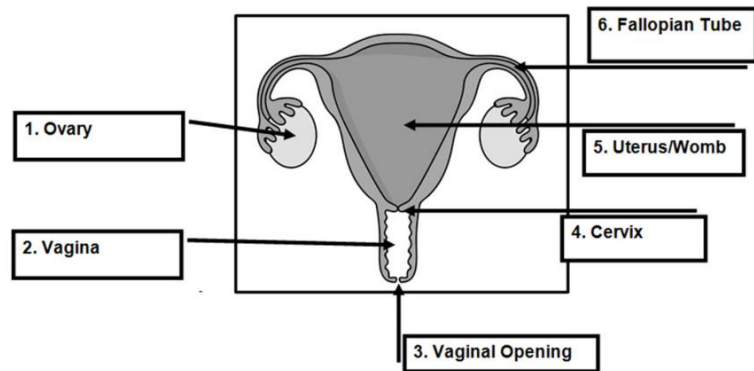
- ▶ The following information just outlines the content in the ‘Growing and Changing unit’ and is part of a much wider curriculum.
- ▶ All content is age appropriate.
- ▶ Children’s backgrounds, family situations, religious and personal beliefs are valued, recognised and handled sensitively when planning and delivering the lessons. All lessons stick to factual information.

Year 3

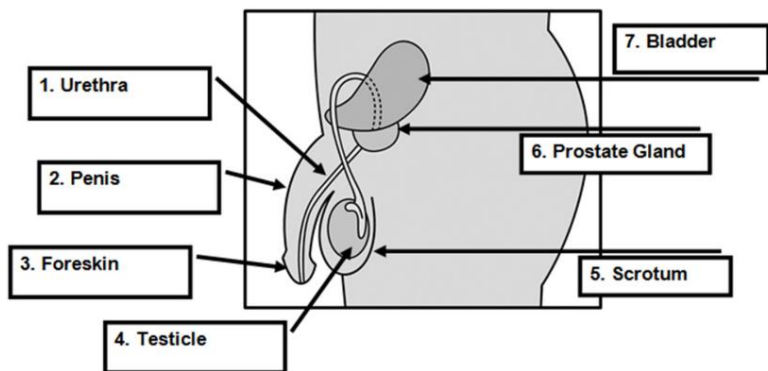


Lesson:	Relationship Tree	Body Space	None of Your Business	Secret or Surprise?	My Changing Body	My Changing Body	Basic First Aid
Lesson objective:	I can tell you what qualities a healthy positive relationship has	I can explain what body space is and how it feels when someone is too close to me.	I can recognise and describe appropriate behaviour online as well as offline	I can recognise the difference between a safe and unsafe secret	I can describe how a girls and boys body will change when it reaches puberty.	I can explain menstruation cycle as something that happens when a sperm does not meet an egg.	I can explain what is meant by first aid and know basic techniques for dealing with common injuries.
Lesson Overview:	Children explore the different types of relationships they have. How are these relationships different? Children create a relationship tree which considers what makes a positive relationship and an unhealthy relationship.	Understand what 'personal space' means and the importance of respecting people's personal space. How can we ask people to move if they invade our personal space? NSPCC Pants Rule	Watch CEOP film clip – Lee and Kim which looks at staying safe online in particular not sharing personal information.	What is the difference between a secret and surprise? Some secrets are safe and some are unsafe if they make us feel uncomfortable. Discuss different scenarios and look at how it would make them feel and what they would do if that situation.	Look at how bodies change when puberty happens. Look at diagrams of female and male internal reproductive organs Operation Ouch Video	Menstrual Cycle – what happens when the egg is not fertilized. .Kids Health Video Order stages of menstruation cycle.	British Red Cross Resources What is first aid and why is it important. Children learn some basic first aid skills such as what to do if someone is choking or having an asthma attack.

Labelling internal female reproductive organs



Labelling internal male reproductive organs



My Changing Body

- Recognise that babies come from the joining of an egg and sperm;
- Explain what happens when an egg doesn't meet a sperm;
- Understand that for girls, periods are a normal part of puberty.

Activity sheet
Periods positive

coram
Life Education
SCARF
Safety Caring Achievement Resilience Friendship

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

The activity sheet features four diagrams of the uterus, labeled A, B, C, and D, showing different stages of the menstrual cycle. A cartoon character is on the left, and a long, colorful, wavy line extends from the character down the page.

- A**: Wall of uterus (womb) thickens.
- B**: Egg is released from ovary.
- C**: Wall of uterus and egg are released through the vagina.
- D**: Egg travels down the fallopian tube.

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Girls can start their periods as young as 8 years old, so it is strongly recommended that children learn about periods from Y3.

Year 4



Lesson:	Moving House	My Feelings are All Over the Place!	All Change!	Preparing for Changes at Puberty	Secret or Surprise?	Together
Lesson objective:	I can describe how change can make a person feel (both negative and positive).	I understand how the onset of puberty can have emotional as well as physical impact.	I can explain why puberty happens	I know the key facts of the menstrual cycle and understand that periods are a normal part of puberty.	I can recognise the difference between a safe and unsafe secret	I can explain why some people choose to get married, have a civil ceremony or live together.
Lesson Overview:	<p>What has changed for them over the last year? Some changes are our choice and some are not our choice.</p> <p>The children discuss how they feel for each choice.</p> <p>Read scenario and look at the learning line.</p> <p>Match each stage of the learning line with parts of the story.,</p>	<p>Identify positive and negative feelings.</p> <p>Puberty is the time when our bodies change from being a child's body to that of an adult.</p> <p>Feelings can change at this time too. Puberty starts when hormones (chemicals) are triggered by the brain.</p> <p>Hormones can affect our moods and feelings.</p> <p>This can result in conflict. Explore what compromise is and role play scenarios looking at different ways in which we can compromise with others.</p>	<p>Look at the similarities and differences between males and females using the correct vocabulary.</p> <p>Explain the reason why this is important.</p> <p>Explain that puberty is the process by which our bodies change from a child's to an adult's so that if they want to, they are able to have a baby.</p> <p>Using pictures of different animals, the children put them in order of age at which they think other animals are able to start reproducing and having babies.</p> <p>Why do you think people wait until they are a lot older to start having babies?</p>	<p>Revise menstrual cycle from Year 3.</p> <p>Look at period products and what we do need to do when we have a period. Explain the procedures at school.</p> <p>Emphasis the importance of good hygiene for boys and girls due to hormonal changes.</p> <p>Period quiz: True or False?</p>	<p>What is the difference between a secret and surprise?</p> <p>Some secrets are safe and some are unsafe if they make us feel uncomfortable.</p> <p>Discuss different scenarios and look at how it would make them feel and what they would do it that situation.</p>	<p>Look at marriage and civil partnerships. What are the differences?</p> <p>Why do people choose to get married, live together or have a civil partnership?</p> <p>Understand that it is illegal to force someone to marry against their will.</p>

All Change!

- Identify parts of the body that males and females have in common and those that are different;
- Know the correct terminology for their genitalia;
- **Female:** vulva, (see note, below*), vagina, ovaries, eggs, womb, clitoris, labia, breasts
- **Male:** penis, testicles, sperm, pubic hair
- Understand and explain why puberty happens.



Different types of sanitary products



Menstruation Cup



Sanitary Pad (with wings)



Sanitary Pads



Tampon with applicator



Tampon without applicator

Preparing for Periods

- Know the key facts of the menstrual cycle;
- Understand that periods are a normal part of puberty for girls;
- Identify some of the ways to cope better with periods.



Activity sheet

Period Quiz



Read the following 10 statements and decide whether you think they are True or False. Circle the correct answer.

1. Girls are born with thousands of eggs inside their ovaries. True False
2. It's normal for a girl to start her period anytime between the ages of 8-17. True False
3. All girls bleed for the same amount of time when they have their periods. True False
4. A period happens because the body has too much blood in it. True False
5. If a girl finds period pains very painful, it's best to 'grin and bear' it. True False
6. Tampons and sanitary towels come in all shapes and sizes. True False
7. Period blood can be smelly once it leaves the body. True False
8. It's normal to get moody or grumpy around the time of a period starting. True False
9. Tampons can get lost inside the body. True False
10. It's a good idea to practice putting tampons in before periods start. True False

Year 5



Lesson:	How are they feeling?	Taking Notice of our Feelings	Dear Ash	Growing Up and Changing Bodies	Changing Bodies and Feelings	Help I'm a teenager – Get me out of here!
Lesson objective:	I can describe the intensity of different feelings and strategies to build resilience.	I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe.	I can explain the difference between a safe and unsafe secret.	I can explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need	I can discuss some of the myths associated with puberty.	I can give examples of feelings and emotions people have at times of change.
Lesson Overview:	<p>Look at different emotions. Find emotions with a similar meaning and then order them to show the level of intensity. Look at different scenarios and decide which word best describes their emotions. How does how they are feeling affect their wellbeing? Discuss the meaning of 'resilience'. It can be difficult to manage intense feelings. Explore ways we can develop confidence in ourselves.</p>	<p>Identify the groups of people that we trust. There are things we might say to people we trust that we wouldn't say to others even though we might like them.</p> <p>What should we do if someone makes us feel unsafe?</p> <p>What if someone was made to feel unsafe by someone they trusted? Whose responsibility/fault is it if we feel unhappy or uncomfortable about someone else's behaviour towards us? How can we stop unwanted touch or attention? What can we do if no one will listen?</p>	<p>How might a secret make someone feel? Some secrets are safe to keep and some secrets are unsafe and we need to talk to someone about them. Can anyone think of an example of a safe or an unsafe secret? Children read different scenarios and decide what advice they would give. Look at what the word 'confidential' means. What information might different people need to keep confidential?</p>	<p>Explain the changes that occur during puberty include physical, emotional and psychological changes. Emphasise that everyone is unique. Not everyone starts puberty at the same age.</p> <p>Look at a variety of objects that may be needed during puberty. It is important that young people have a good understanding of how their bodies will change. Emphasise the right of a person to decide what happens to their own body. Explain FGM and the fact it is a criminal offence in this country.</p>	<p>Look at the male and female external body parts. Emotions and feelings: True or False? Discuss whether they think the statements are true or false.</p>	<p>Emotional changes happen during puberty as well as physical. There can be a lot of conflict during puberty but this doesn't have to be a bad thing. It can be managed well. Look at a range of scenarios. Who is the conflict with? What is the problem? What are both parties feeling? Can they come to a compromise, remaining respectful and where each person gets something out of it/feels ok about it?</p>

Growing up and changing bodies

'Puberty' is the word given to the time in a person's life when their body begins to change from a child's body to an adult's body one that is capable of reproduction. Clarify that changes include physical changes, emotional changes and psychological changes.

Emphasise that everyone is unique. Not everyone starts puberty at the same age, some earlier than others and some go through puberty faster than others. Girls often start before boys. Explain that chemicals produced in the body called hormones cause puberty, it is natural and part of growing into an adult.



Discuss the way female bodies grow and change:

- Breasts develop to enable a female to feed a baby
- Hips widen
- Height increases
- Periods begin
- Body hair grows around the genitalia and under arms

Discuss the way male bodies grow and change:

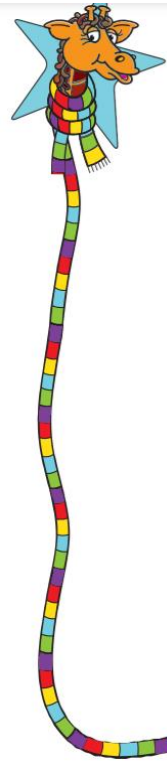
- Height increases
- Chest and shoulders grow bigger
- Body hair grows on face, under arm pits and around genitalia.
- Penis and testes grow in size
- Semen begins to be produced
- Involuntary erections and wet dreams may be experienced

Emphasise that everyone is unique and special and that changes start at different times, progress at different rates and everyone's unique genetic code determines what a person will be like as an adult.



Changing bodies and feelings

- Know the correct words for the external sexual organs;
- Discuss some of the myths associated with puberty.



Activity sheet (c)

Emotions and feelings: true or false?



1. It's normal for a person to put on weight when going through puberty.	2. It is wrong for a person to want to touch their own penis or vulva.
3. If a girl doesn't wear a bra by the time she goes to secondary school something's wrong.	4. You should always talk to someone you trust if you are worried about your body changing.
5. Girls should always shave their body hair when it starts growing.	6. Stretch marks are a sign that someone is getting too fat.
7. If a boy doesn't get wet dreams, there's something wrong with him.	8. If someone is shorter than their friends when they start secondary school, they are always going to be short.
9. If a boy starts getting erections it means he is ready for sex.	10. If a person has a crush on someone it means they want them to be their girlfriend/boyfriend.

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Emotions and feelings – true or false? Guidance for teacher



<p>1. It's normal for a person to put on weight when going through puberty. TRUE - A part of puberty is our bodies getting, taller, stronger and wider. Bodies will weigh more as part of this natural development.</p>	<p>2. It is wrong for a person to want to touch their own penis or vulva. FALSE - It's perfectly normal for a person to be curious about their own body- how it looks, feels, and works. Touching or rubbing the private parts of a person's own body because it feels good is called 'masturbation'. Every family has its own thoughts about masturbation and whether it's ok or not, but doctors agree that it is perfectly healthy and normal. It can't hurt a person's body. The important thing to remember is always to do it in private, for example, in a person's own bedroom, behind a closed door.</p>
<p>3. If a girl doesn't wear a bra by the time she goes to secondary school something's wrong. FALSE - Everyone starts puberty at different times, which means some girls will start to develop breasts earlier and may need to wear support whilst others may not need to until after they start secondary school. Everyone is different.</p>	<p>4. You should always talk to someone you trust if you are worried about your body changing. TRUE - Puberty can be a scary time for some people, and it is important that you identify someone who you can talk to about the changes that are taking place or about to. Some young people who are transgender may feel horrified that their body is changing and they will be trapped in the wrong body. These young people may feel that they have been born in the wrong body and that they don't want their bodies to turn into an adult man or woman. It is important for children who feel like this and need talk to someone get the support they need.</p>
<p>5. Girls should always shave their body hair when it starts growing. FALSE - Hair growth is a perfectly normal part of puberty and shows that the body is changing from a girl to a woman. Shaving is a personal preference and most girls wait until they are older before deciding if they want to shave hair off or not, as it is a big responsibility.</p>	<p>6. Stretch marks are a sign that someone is getting too fat. FALSE - Stretch marks happen when a person grows or gains weight really quickly- such as during puberty. They don't happen to everyone but if they do, they are likely to be seen as fine lines on the body, called stretch marks. Both boys and girls can get them. At first they can show up as a red or purplish colour and have a different texture to the skin around them, but will often turn lighter and fade over time.</p>
<p>7. If a boy doesn't get wet dreams, there's something wrong with him. FALSE- Sometimes when a boy or a man has a dream, they may have an erection (where the penis goes hard) and semen may come out of the tip of his penis. Boys do not begin wet dreams until after they start puberty and not everyone has them.</p>	<p>8. If someone is shorter than their friends when they start secondary school, they are always going to be short. FALSE - Everyone grows at different rates, some people are early starters and grow really quickly at the beginning of puberty, and then everyone catches up with them later, or sometimes it's the other way round and someone has a growth spurt later on. The important thing to remember is everyone is unique and different, which makes them special!</p>
<p>9. If a boy starts getting erections it means he is ready for reproduction. FALSE - Erections (when the sponge type material in the penis fills with blood and goes stiff) can happen when a boy or man gets sexually excited. They can come without warning and can go just as easily. Getting erections can be embarrassing, but they are perfectly normal and are a sign that everything is working well. Reproduction involves more than just a person's body being ready, it involves the mind, too, and being with the right person to create a family. Most young people wait until they're at least 16 before they feel ready for this.</p>	<p>10. If a person has a crush on someone it means they want them to be their girlfriend/boyfriend. FALSE - Having a crush on someone is a normal part of growing up. But it doesn't mean it has to be anything more. And it doesn't matter who someone has a crush on - a boy, or girl, or someone famous! It's the first step towards developing sexual feelings, one of the many things that develop during puberty.</p>

Year 6



Lesson:	I Look Great!	Media Manipulation	Pressure Online	Helpful or Unhelpful? Manage Change	Is this Normal?	Making Babies
Lesson objective:	I understand that fame can be short lived. I can identify qualities that people have, as well as their looks.	I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image.	I can identify the risks of sharing images online and understand how online influences can cause people to take unsafe risks.	I can identify types of emotional responses and some strategies for coping with change.	I can identify the physical and emotional challenges faced during puberty and the strategies or support available for this. Boys and girls to be taught separately.	I understand how babies are conceived. Non-Statutory Can be withdrawn from lesson.
Lesson Overview:	<p>Look at images of celebrities and discuss whether they are a true representation or how images can be manipulated. These images can impact how people feel about their own appearance. Watch Dove Selfie Project</p> <p>Children carry out own selfie project by taking selfies and writing positive comments about each other on post-its.</p> <p>Reflect on how body image is portrayed in the media and how a person should view their body.</p>	<p>Read 'What happened to Cinderella next.' Watch Dove Confident Me, Evolution video. Discuss how you feel about the way the media plays around with the image (media manipulation). Think about the 'before' and 'after' images.</p> <p>Think about gender stereotyping and how we can challenge this.</p>	<p>There may be times when we are put under pressure to behave in a certain way and do something that is risky, unhealthy, or makes us feel uncomfortable.</p> <p>Go over the school bullying policy and recap what children should do if they are being bullied.</p> <p>Look at sharing photos online and how people can feel pressurised to share photos even when they do not want to.</p> <p>Watch NSPCC Video Lucy and the boy</p> <p>Discuss the consequences of sharing photos online.</p> <p>Reinforce what children can do if someone is putting pressure on them to do something they do not want to do.</p>	<p>Discuss changes in their life. Some we choose and some we do not choose.</p> <p>Children scribe how they felt when something happened that wasn't their choice.</p> <p>Read 'Sophie's Story' and answer the questions.</p> <p>Discuss the different actions could take and decide whether they would be helpful or unhelpful.</p> <p>What can help someone to make a change more easily?</p> <p>Who can help support us with changes?</p>	<p>Children given the opportunity to ask questions anonymously before lesson on post-its.</p> <p>Puberty Statements: True or False?</p> <p>Children discuss whether they think they are true or false. Go through answers.</p> <p>Children become 'Agony Aunts' and write their advice to a range of problems.</p>	<p>Revise changes that occur during puberty s taught in Year 5.</p> <p>Describe what happens during conception and watch animated video clip.</p> <p>Arrange the conception and pregnancy timeline cards in correct order.</p> <p>Introduce legal facts.</p>

Is this normal?



Activity sheet

Puberty statements: true or false?



Circle the answer you think is correct – then write your reasons

1. Puberty only affects girls.

True **False** Not sure

Puberty affects both boys and girls. Both boys and girls experience hormonal changes which trigger growth spurts and both can experience physical, emotional and psychological changes.

2. Puberty starts when you are 11 years old.

True **False** Not sure

Puberty does not start at a particular age. Girls generally start puberty before boys. Every person is unique; some start earlier than others; some progress through it more quickly.

3. Everybody experiences puberty.

True False Not sure

Everyone goes through puberty as they grow from a child to an adult.

4. When people are going through puberty, they become really moody.

True **False** Not sure

There can be times when people going through puberty feel emotions differently than they did as a younger child. Changes to emotions can occur unexpectedly and can seem 'out of character'. This can be an exciting time, though sometimes confusing. Usually, the emotional 'rollercoaster' settles as puberty passes.

5. If a girl starts her periods, she is an adult.

True **False** Not sure

A female may be able physically to reproduce and have a baby once she has started her periods (menstruates). Girls can start their periods as young as 8 years old. However, being an 'adult' able to take responsibilities is considerably more than this.

6. Girls start puberty before boys.

True **False** Not sure

It is often the case that girls start puberty before boys but each person is unique and some boys may well start before some girls. Girls at approximately 11; boys approximately 13. However, everyone is unique – there is no fixed date for starting puberty.



7. An average period produces two tablespoons of blood overall.

True **False** Not sure

Many females lose approximately three to five tablespoons of blood during their period. The blood flow changes – with a little at first, then slightly more, then less again towards the end. The colour of the blood can change too. At the beginning the flow may be brownish in colour with brighter, redder blood at the peak of flow, becoming browner again towards the end.

8. Puberty is over by the time you get to 13.

True **False** Not sure

Everyone is unique – many will have started puberty by then but it may only just have started for some. Usually by the time they are 17 most will have passed puberty.

9. Spots appear on the face for a lot of people during puberty.

True False Not sure

Many people experience spots during puberty. These are often due to hormonal changes, so it can be unfair to suggest that they are due to poor personal hygiene! Sometimes help from a pharmacist or doctor may be required but for most people they are a temporary and minor problem.

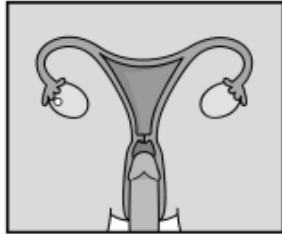
10. Many of the things people consider a problem settle down after puberty.

True False Not sure

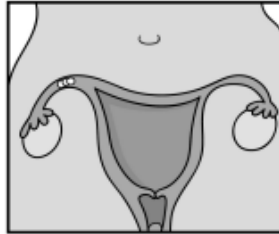
True! Though it may be helpful to have people to talk things through with: a trusted adult, parent or older sibling, for example.

Making Babies

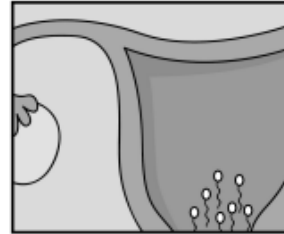
Conception and pregnancy timeline:
correct order



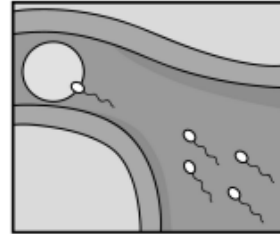
A man and woman have sexual intercourse. All this happens at the time of the month when the woman's body is releasing an egg from the ovary. This is called ovulation.



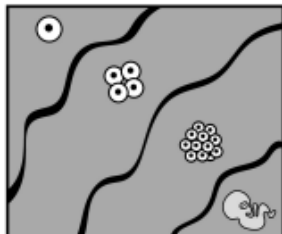
Ovulation-The egg is released from the ovary into the fallopian tube (passage the leads from the ovary to the womb). It starts to travel down the tube very slowly, towards the womb. It will stay in the fallopian tube for a few days.



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.



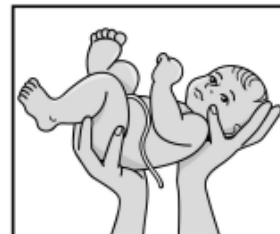
About 1½ days later the fertilised egg (egg and sperm combined) begin to change and grow.



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 (if the pregnancy continues).



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 cervix and out through the vagina. This is called the labour.



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



Human Reproduction Animation

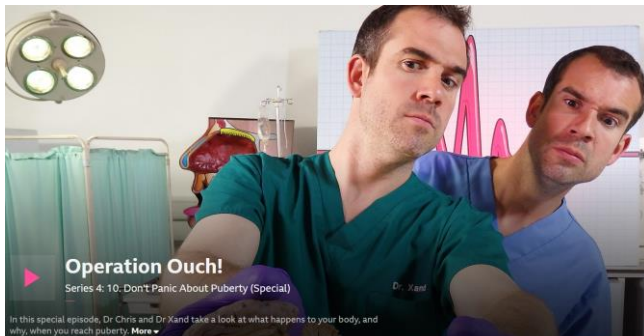
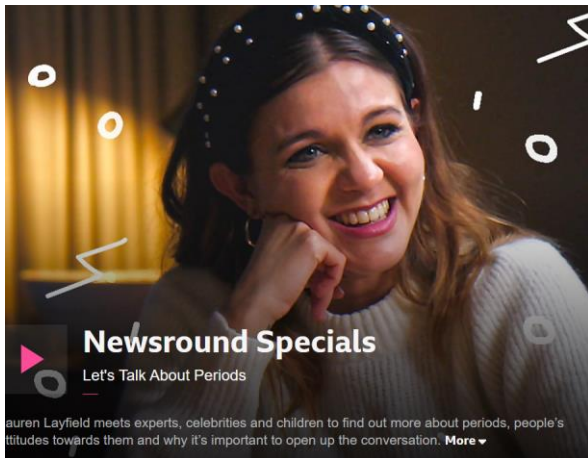
Summary of lesson

1. Sexual intercourse is legal only for those aged 16 and over in a **consensual** relationship (meaning both people want to have sex).
2. If anyone under 16 years old is in a situation where someone (of any age) wants to have sex with them they should tell a trusted adult (e.g. parent, teacher).
3. Not all babies are created through sexual intercourse, and not all babies have a mum and a dad; there are a number of different family structures, including; two mums, two dads, one mum or dad, or a granny and /or grandad, for example.

Supporting your child at home



<https://www.coramlifeeducation.org.uk/RSE-for-Y6-and-P7> - Useful websites and books to be used with KS2 children.



Any Questions?



Thank you for listening. I hope that the presentation has given you a clear understanding of the rationale behind the RSE curriculum, the important role it plays in keeping children safe and preparing them for life in the 21st century.

Thank you for coming and we hope you have found it useful.



We would be grateful if you could complete the evaluation form that will be emailed to you.