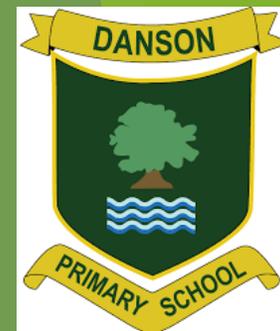




# RSE at Danson Primary School

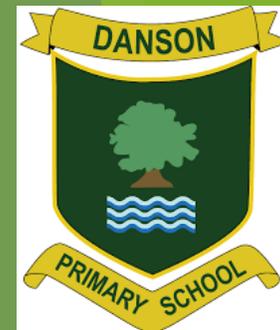


**Parent Information Session**



## Aims of this session:

- ▶ What is RSE?
- ▶ Why is RSE important?
- ▶ Statutory requirements of RSE
- ▶ Non-statutory elements of RSE
- ▶ Curriculum and delivery of RSE at Danson
- ▶ What will be taught in different Year groups
- ▶ Supporting your child at home



## 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 21<sup>st</sup> century, so that is relevant for all children.

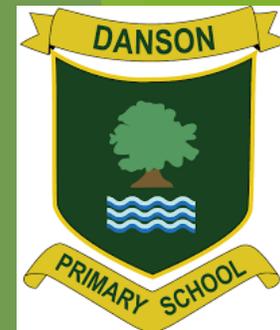
Department for Education

# Why is Relationships and Sex Education Important?



- Everyone wants to see children grow up safely.
- Young people need to be given the opportunity to develop skills.
- Children are more likely to report sexual abuse.
- It equips children to deal appropriately with social and cultural pressures.
- Children are starting puberty earlier.
- Half of teenage pregnancy ends in abortion.
- School has role to play in reducing bullying.
- Pupils who are happy in their relationships at school are likely to be better able to learn.





# Statutory Requirements

- All primary schools (maintained, academies or independent) will be required to provide Relationships and Sex Education from September 2020 (extended to Summer 2021).
- 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.

# Key Components of RSE

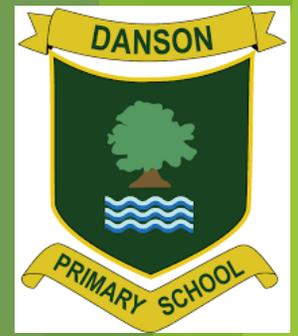
## Relationships Education

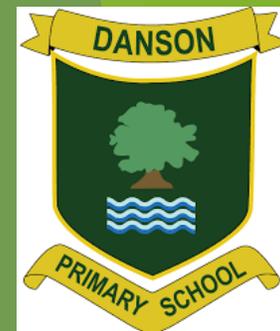
- Families and people who care for the pupil
- Caring friendships
- Respectful relationships
- Online relationships
- Being Safe



## Health Education

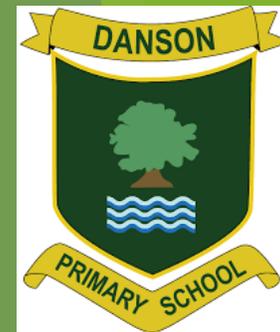
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Basic first aid
- Changing adolescent bodies





# Statutory 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.”
- ▶ Science Curriculum
  - 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.
  - In Year 5, children are taught about the life cycles of humans and animals, including reproduction. They will 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.
- ▶ We will inform Year 6 parents of the right to withdraw by letter in the first part of the summer term in advance of non-statutory sex education lessons being taught.

# 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 and wellbeing long-term plan based on SCARF half-termly units and related key themes  
(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	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 <u>healthy</u> – food, exercise, sleep Growth Mindset	Cycles Life stages
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 Safe and unsafe touches 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
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 and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility 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

# 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.

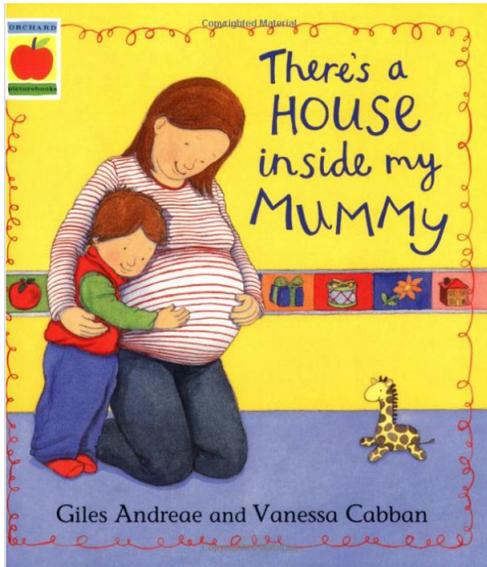


# Reception Class content

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

## Sample Learning Activities

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



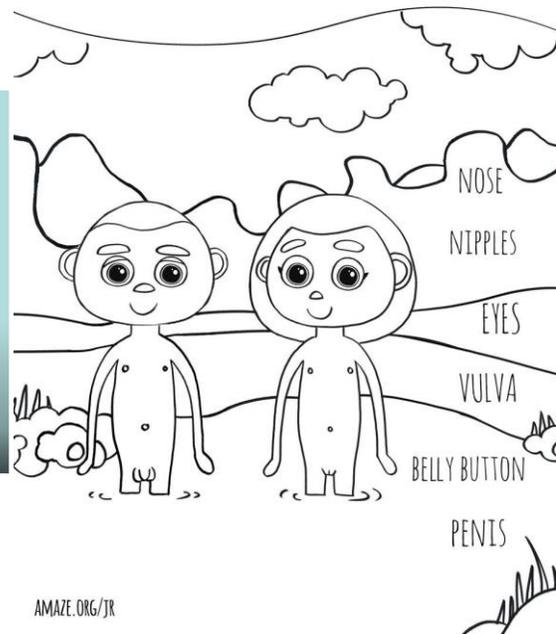
## Where do babies come from?

- Where do babies come from?
- What do they do in their mummy's tummy?
- When do they come out?
- What do they need when they are out?
- How did they get there? (A type of seed, called an egg, from mummy/a woman and a type of seed, called a sperm, from daddy/a man.)

Recognises that families are people who provide us with love. That means they care for us and keep us safe. All families are different.



CIRCLE THE PARTS THAT ARE THE SAME ON BOTH BOYS AND GIRLS



AMAZE.ORG/JR

## Me and my body

- Label parts of the body.
- What about our private parts? What is the correct name for our private parts?
- Why are girls' bodies and boys' bodies different? (Because one day, if we want to, they are needed to have children. We need tiny eggs from the woman's body and tiny seeds called sperm from the man's body to make a baby.)
- Explain to the children that these parts of our body are private and no one should touch them without our permission. Ask the children who they could tell if someone tried to look at or touch their private parts.

# Year 1 content

**Extending learning from Reception.**

**New content includes:**

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

## Sample Learning Outcomes

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

# NSPCC Underwear Resources

## The PANTS rules

**P**RIVATES ARE PRIVATE

**A**LWAYS REMEMBER YOUR  
BODY BELONGS TO YOU

**N**O MEANS NO

**T**ALK ABOUT SECRETS  
THAT UPSET YOU

**S**PEAK UP, SOMEONE  
CAN HELP

## Keeping privates private

Children explore what they can do now which they could not do as a baby. One of those things is to use the toilet by themselves.

- Who wiped them clean then and who does it now?
- What are the words that we give to the parts of our body that we need to wipe/pat? Is it the same for boys and girls?
- Explain that the names for a boy's external genitals are penis and for a girl's it's vulva and these are the names we would use if we had to talk to a Doctor or someone else we trust about our private parts, if we needed to, e.g. if they were sore.
- Ask the children why they think we use the words 'private parts'? Explain that what's in their pants belongs only to them, which is why we cover them up. This is also why when we use the toilet we should shut the door so no one can see our private parts. This gives people privacy so they can pat their penis or wipe their vulva dry after they have done a wee in private without anyone seeing them.

# Year 2 content

## Extending learning in year 1.

### New content to include:

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

## Sample Learning Outcomes

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

## My body, your body

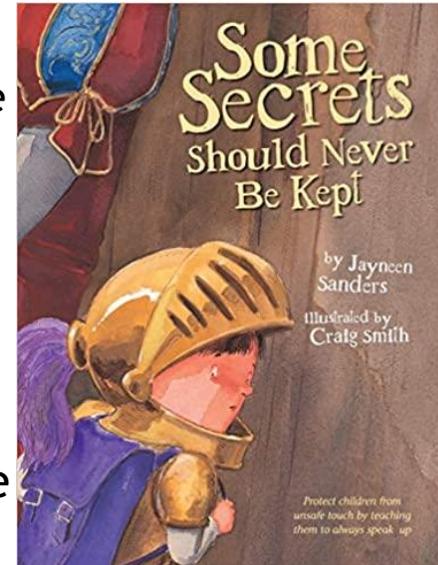
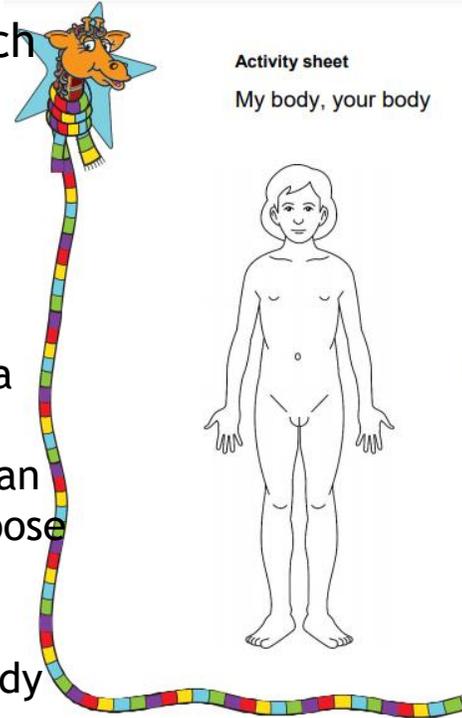
- Which parts do boys and girls have that are the same, which are different?
- Name private parts or genitals.
- If children ask about why we have different parts, the responses given will be age appropriate and sensitive.

*Why do boys have a penis and girls have a vulva?* They are to help release urine (wee) from the body and, if a person wants to, create a baby when older.

*What do boys have testicles for?* So that when they are older, they can make and store the sperm (seed) that helps make a baby, if they choose to do this.

*Why do boys have nipples?* For the first six weeks of pregnancy an embryo (the beginnings of a baby) develops the same parts of the body and this includes nipples. Then the bodies start to change depending on whether the embryo will be male or female and this is why the genitals are different for boys and girls. Girls have nipples so that when they are grown up, if they choose to have a baby then they can breastfeed their baby.

- Children are taught that although we mostly have the same body parts, how each of us looks is unique (even if only slightly) and no-one's body will look exactly the same as ours, now or in the future.
- It is clearly explained that these parts of our body are private and no one has a right to touch them or look at them, that they belong to you.



### The PANTS rules

- P** RIVATES ARE PRIVATE
- A** LWAYS REMEMBER YOUR BODY BELONGS TO YOU
- N** O MEANS NO
- T** ALK ABOUT SECRETS THAT UPSET YOU
- S** PEAK UP, SOMEONE CAN HELP

# Year 3 content

## Extending learning in year 2.

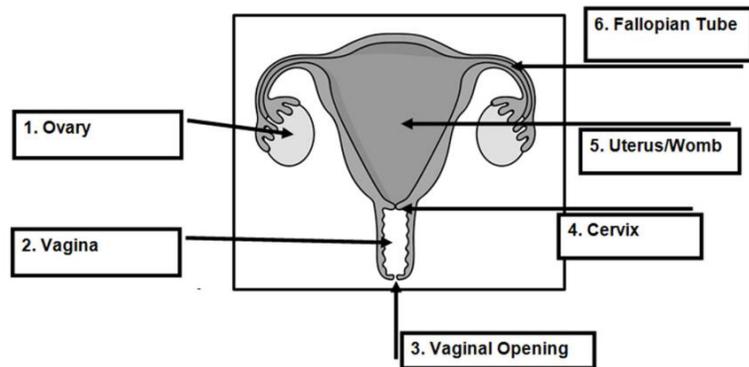
### New content to include:

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

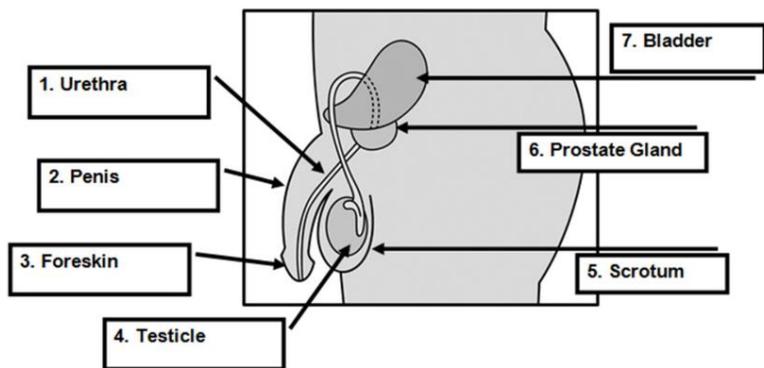
## Sample Learning Outcomes

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

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

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

A vertical activity sheet with a cartoon character at the top. It contains four diagrams labeled A, B, C, and D, each showing a cross-section of the uterus. Diagram A shows a thickened uterine wall. Diagram B shows an egg being released from an ovary. Diagram C shows a dark, clotted mass (menstrual blood) being released from the uterus through the vagina. Diagram D shows an egg moving from an ovary down a fallopian tube. The SCARF logo is in the top right corner.

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 content

## Extending learning in year 3

### New content to include:

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

## Sample Learning Outcomes

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

## 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

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# Year 5 content

## Extending learning in year 4.

### New content to include:

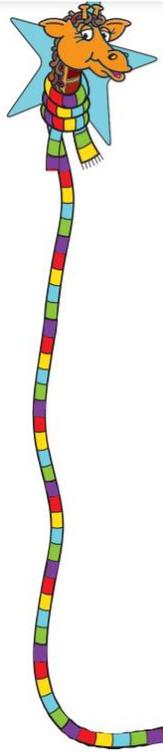
- Body changes and feelings during puberty
- Changing feelings and the effect on those we live with
- Unhealthy relationships
- Risky behaviour
- Using social media safely
- Types of bullying including homophobic
- Keeping personal information private online

## Sample Learning Outcomes

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

# 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.

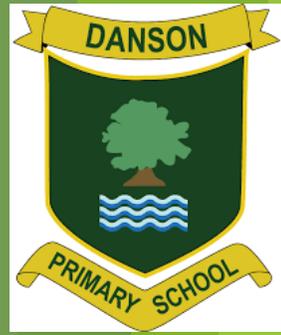
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# Growing up and changing bodies

'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.

## Stereotypes

There are often stereotypes around the issues of sex, gender and sexual orientation.

These definitions may be helpful when introducing this:

- **Biological sex:** the gender that someone is born with. Female - XX chromosomes, has a vagina and ovaries. Male - XY chromosomes, has a penis and testes.
- **Gender identity:** how a person feels about themselves in their head. Whether they feel they are a boy or girl or neither.
- **Gender expression:** how a person shows their gender by the way they act, behave, dress etc.
- **Sexual orientation:** who someone is attracted to, physically and emotionally attracted, e.g. a person of the opposite sex, a person of the same sex, or both (bisexual).

## Year 6 content

### Extending learning in year 5.

#### New content to include:

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

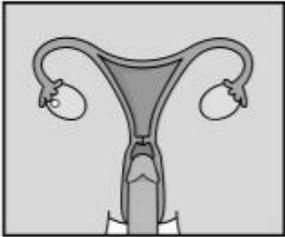
### Sample Learning Outcomes

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

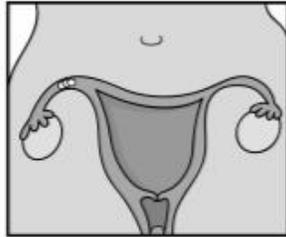
# Making Babies

## Sorting Activity: Conception and pregnancy timeline

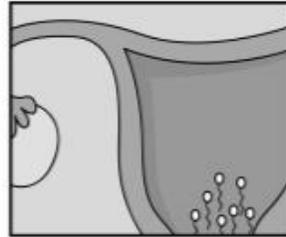
Cut out laminated copies of the images and related text for children to arrange them in the correct order. (Make enough sets for children to work in groups of 5 or 6).



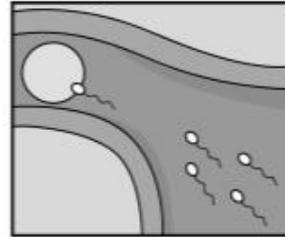
A man and woman have sexual intercourse. All this happens at the time of the month when the woman's body is releasing an egg from the ovary. This is called ovulation.



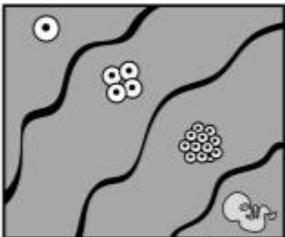
Ovulation- The egg is released from the ovary into the fallopian tube (passage the leads from the ovary to the womb). It starts to travel down the tube very slowly, towards the womb. It will stay in the fallopian tube for a few days.



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



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



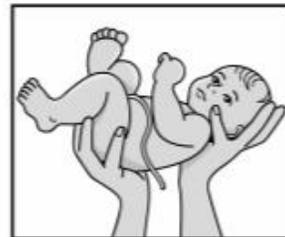
About 1½ days later the fertilised egg (egg and sperm combined) begin to change and grow.



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

Books suitable for younger children

- *Mummy Laid an Egg* by B Cole
- *And Tango Makes Three* by J Richardson and P Parnell
- *There is a House Inside my Mummy* by G Andreae and V Cabban
- *The Nanny Goat's Kid* by J Willis
- *The Family Book* by Todd Parr (this book includes examples of adoption, one-parent families and same-sex parents).
- *'Some secrets should never be kept'* by Jayneen Sanders



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