

# RSE Parent Consultation

Statutory Guidance for Primary Schools from September 2020

# How does relationships education progress through the school?

**Year 1 – I know that there are different types of relationships including families, friends and others (this includes same sex families) and I respect those differences.**

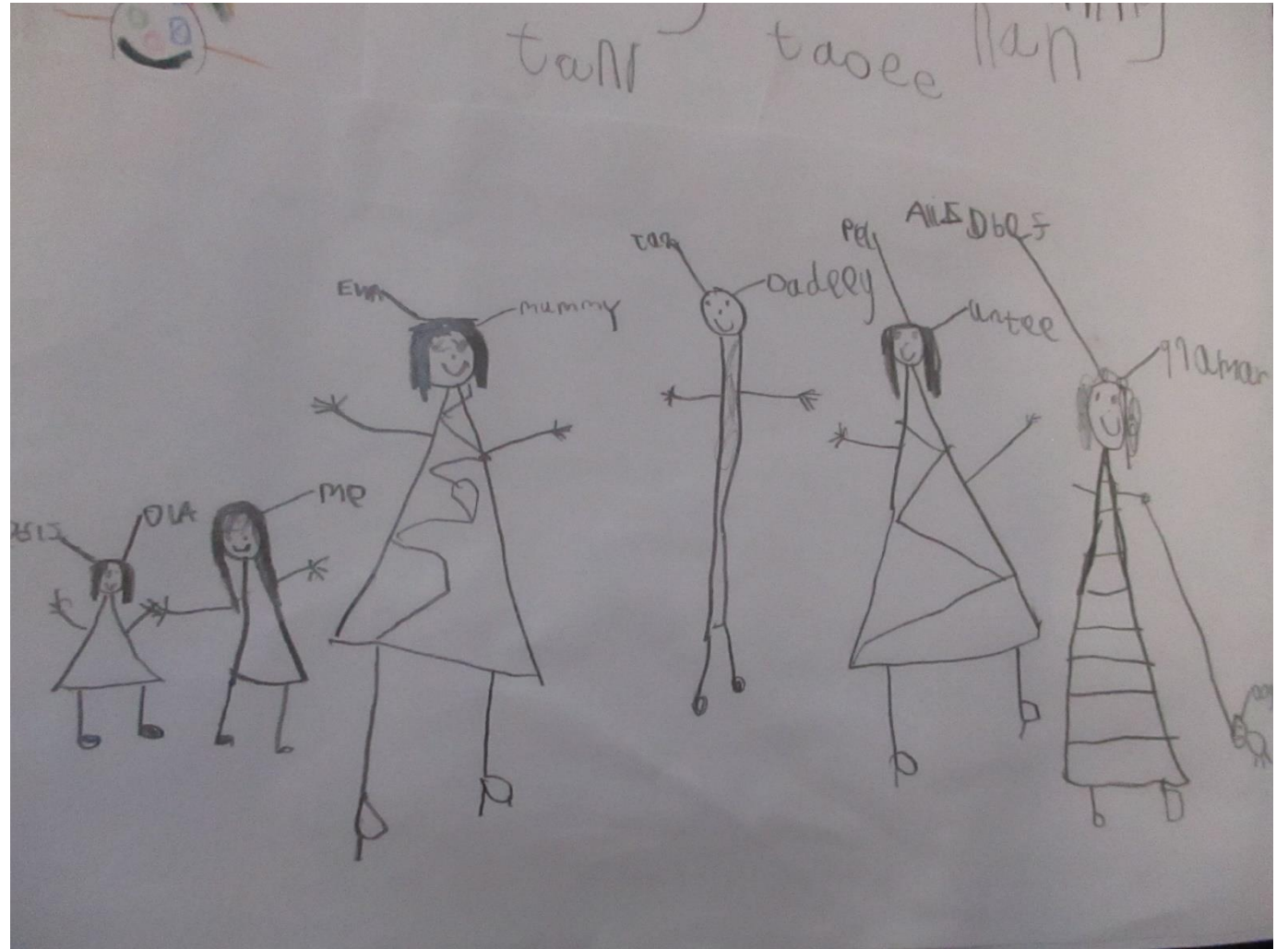
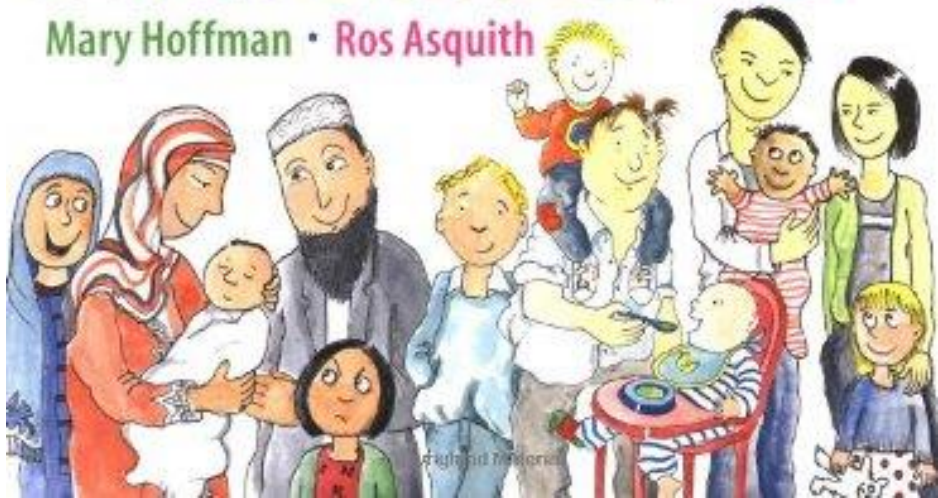
In this lesson children celebrate how families may look different but they all should provide love, security and stability.

Children share the book 'One Great Big Family' by Mary Hoffman and draw who is in their own families.

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# THE GREAT BIG BOOK OF FAMILIES

Mary Hoffman • Ros Asquith



## What are the PANTS rules?

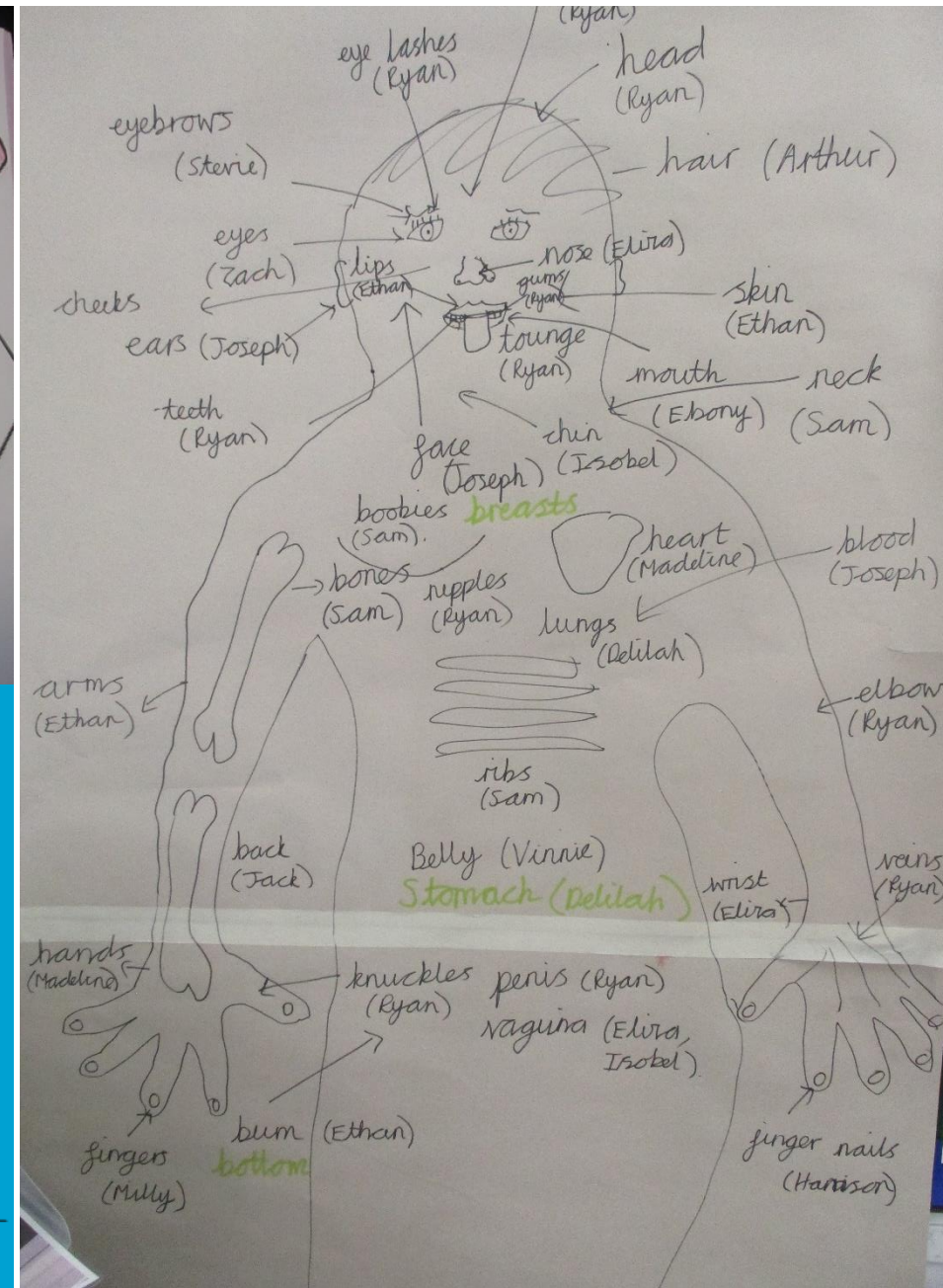


**Year 1** – I know the names for the main body parts (including external genitalia)

Taught through the PANTS NSPCC work involving song, poem and story. Information and support for parents can be accessed on their website.

The learning outcome is that children gain an understanding of their private parts and why it is important to keep them private.





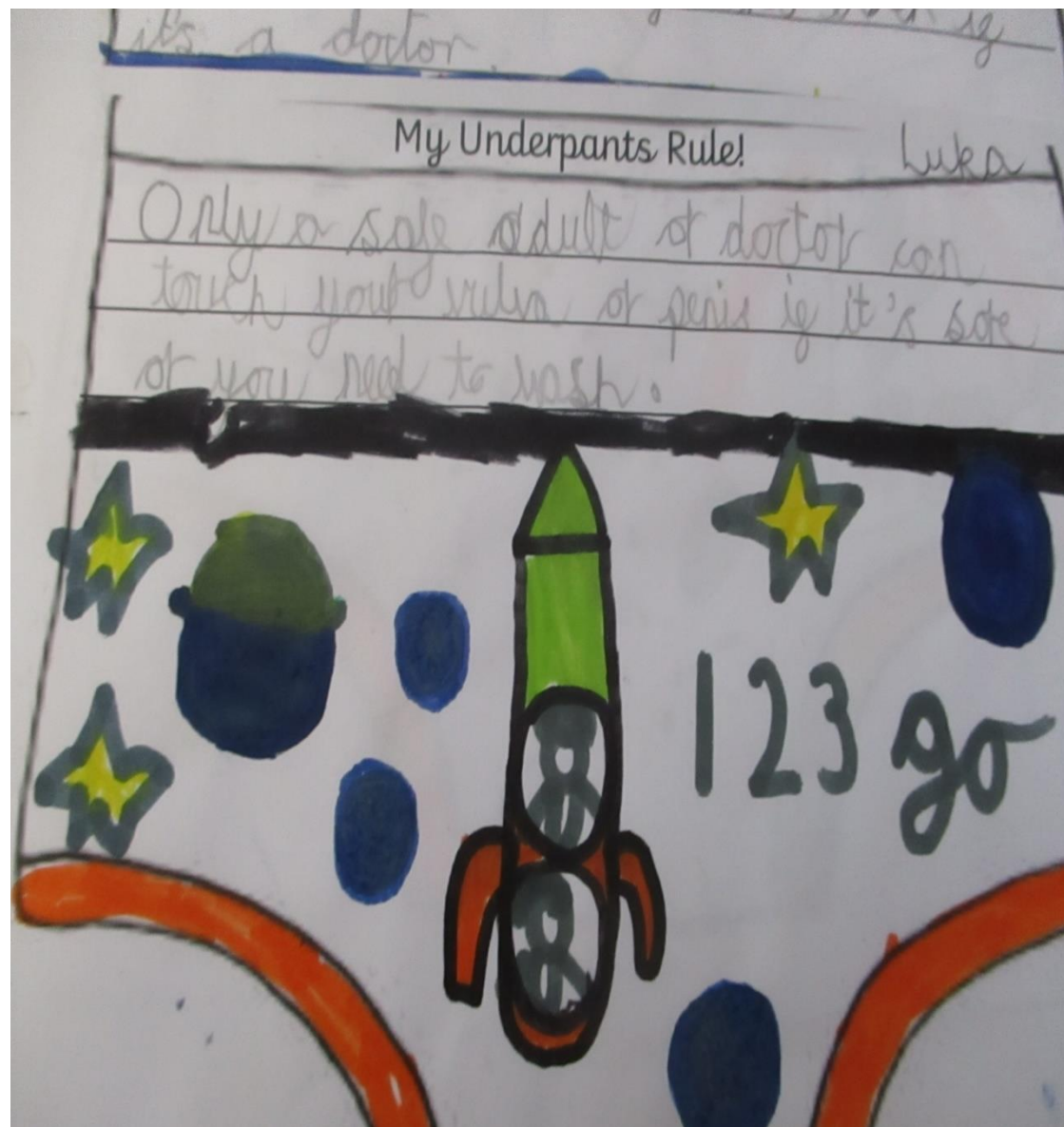
**Year 2** – I know the names for the main body parts (including external genitalia) and the similarities/differences between boys and girls.

I know that individuals have right over their bodies, and that there are differences between good and bad touching (this including between peers)

This lesson consolidates what the children have already learnt in Year 1 and begins to develop children's understanding that they own their own bodies. It also develops their awareness of who might need to see or touch their private parts (doctors, trusted grown-ups) and when this might need to happen.

We use the 'distancing technique' in which we are able to discuss sensitive scenarios through a made up character, without making the discussion personal.





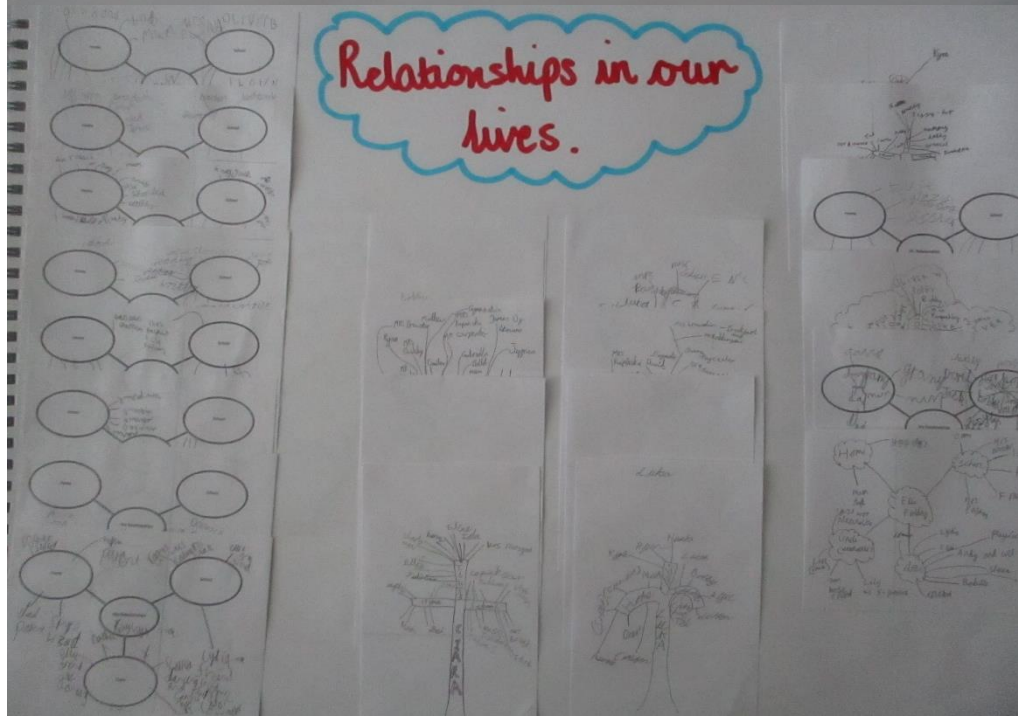
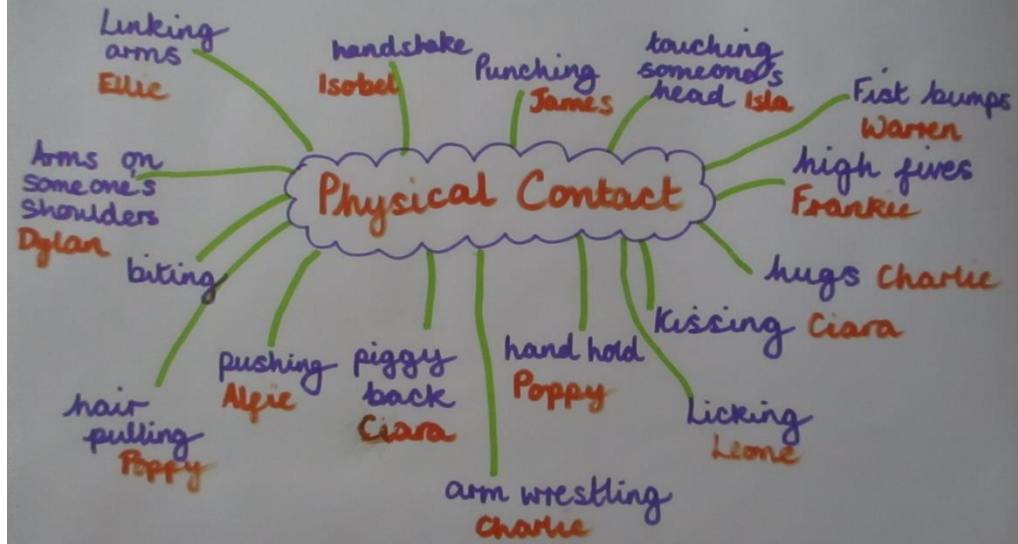
Year 3 – I can identify different types of relationships and show ways to maintain positive and healthy relationships (this includes same sex relationships)

I can judge what kind of physical contact is acceptable or unacceptable and how to respond, including who I should tell and how to tell them.

Again, children explore different relationships and understand the characteristics of healthy and positive relationships with others. This involves emotions and how relationships make us feel.

Children talk about trusted adults and where to get help from if they feel worried about something, both on and offline.





Thursday 23rd January

We decided that relationships can change for a good or a bad reason.



We discovered that relationships are connections that we make of all kinds in different situations.

SECRETS

Wednesday, 5th February

SURPRISES

- Something no-one should know. (Kayleigh)
- You can tell people you trust. (Warren)
- Can be personal to you. (Elsie) Dylan
- Might put them in diaries. (Bobby)
- Good and bad secrets. (Luca)

- Something that people will find out. (Dylan)
- People feel emotion from having them (Bobby)
- Usually kept for a short time. (Isobel)

Year 4 – I feel good about myself and my body and I have understanding of how the media presents body image.

I understand that my body and emotions will change as I grow older and I know the importance of taking care of my own body.

In these lessons, children create a timeline of human development exploring physical changes such as growing hair, changes to skin and general growth. Emotionally, the children learn about hormones on a basic level and how through our teenage years we may experience different moods and emotions.







# UKS2 – Puberty and Periods

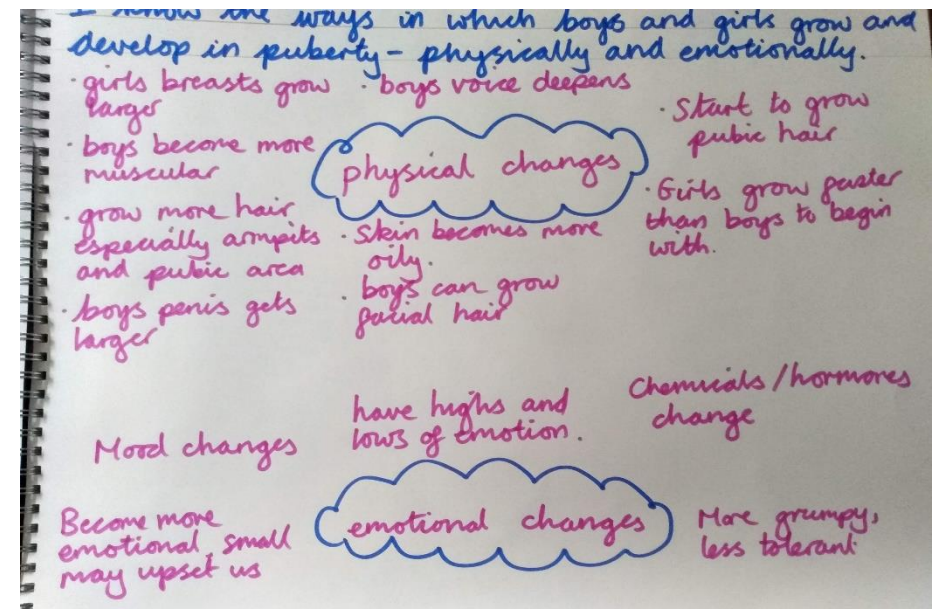
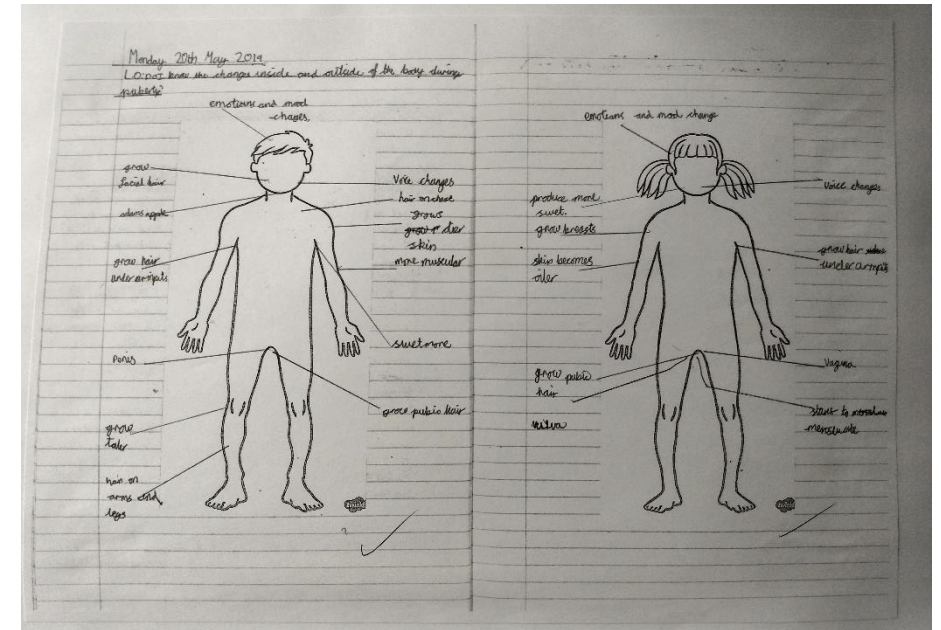
Year 5 –

I know the ways in which children grow and develop in puberty, physically and emotionally.

I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this.

I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way.

- This unit is covered in the Summer term and parents are informed with the opportunity to withdraw prior to the lesson. It is taught alongside the Science unit: Animals including Humans
- Children look at the lifecycle of a human and put in the correct order from birth to old age. They research and list the physical and mental changes that occur at each stage.
- Children write a report to show how children grow and change from newborn to 11 years old. Discuss how hormones can control when and how changes occur.
- Look at puberty and how hormones control this.
- Classes are split into boys and girls and both label male and female body parts and discuss the changes during puberty.
- Look at changes from adulthood to old age, thinking about appearance, physical ability/needs, cognitive ability/needs.



## Year 6 –

I understand the physical and emotional changes I will go through at puberty.

I can look after my body and health as I go through puberty.

I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this.

At the start of the year in Year 6, we have a puberty talk. Parents are informed prior to these talks and have the right to withdraw their children from these. Boys and girls have these talks separately.

Initially we establish that the some changes which occur during puberty, happen to both boys and girls.

Both groups watch one animated video about what is puberty and then each group watches a gender specific video about the changes which happen during puberty (BusyBodies).

The girls' talk then focuses on what periods are and how to manage these. The boys' talk, we discuss changes which will happen to their bodies and emotions. In both talks, the children have an opportunity to submit questions anonymously about puberty so that we can clarify any further misconceptions or myths.

What happens during puberty



How boys' bodies grow and develop during puberty



How girls' bodies grow and develop, including menstruation





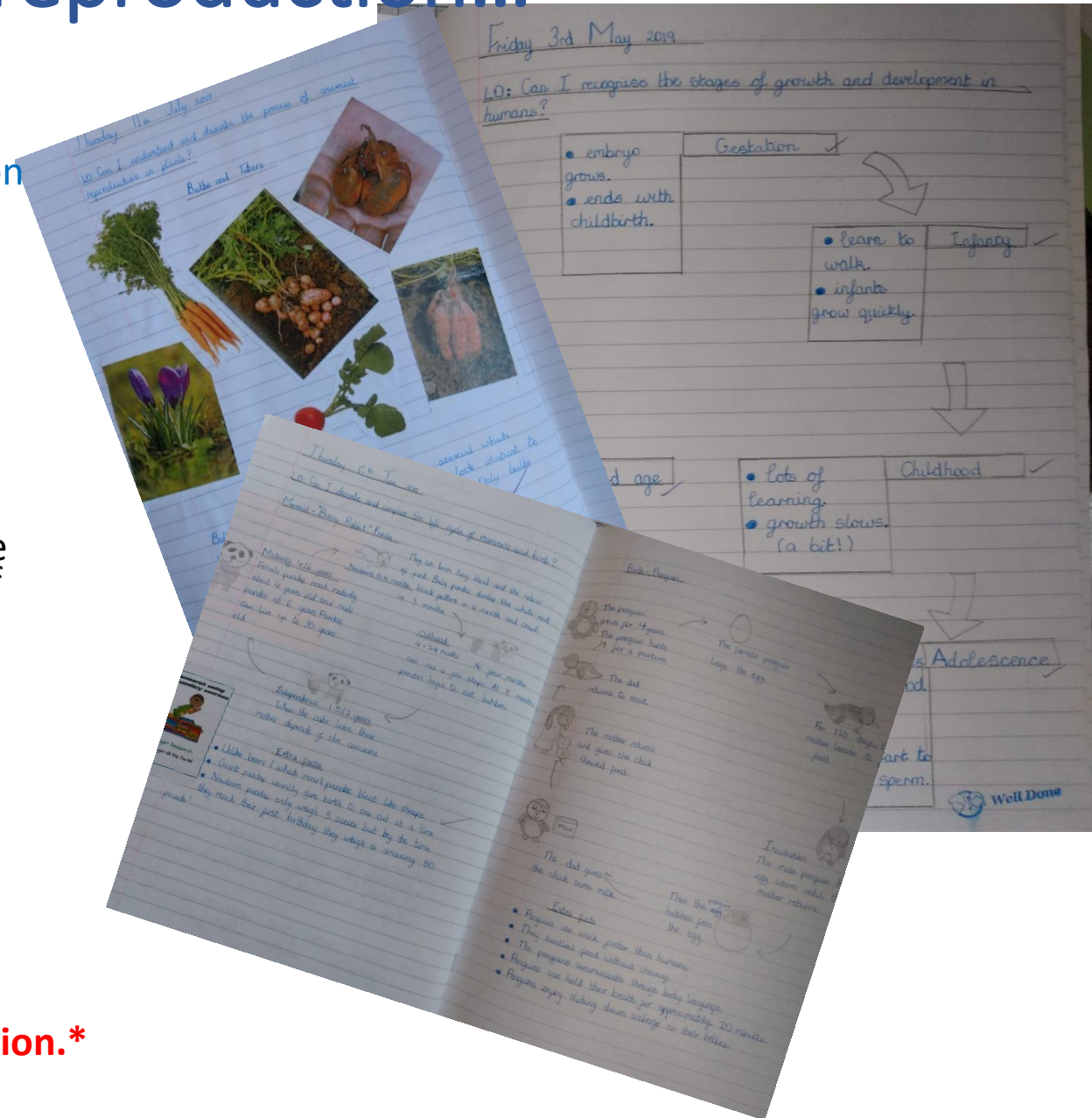
# Current teaching around reproduction...

- Science Y5

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

- We look at the lifecycles of animals from different animal groups.
- We look at and discuss slides which look at sexual reproduction and the ways in which internal and external fertilisation occurs in mammals and fish.
- The children research different animals and compare things like an animals size in relation to the length of gestation.
- The children look at sexual reproduction in plants including pollination and fertilisation they learn the male and female parts of a plant.
- The children look at asexual reproduction in plants and describe how plants reproduce using tubers and runners.

**\*I know about human reproduction including conception.\***





# RSE Parent Consultation

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