



Relationship and Sex Policy

Scheme of Delegation	
Approval By:	Curriculum Committee
Staff Lead Reviewer:	J. Hurst
Assigned Governor	curriculum
Dates	
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Dates	
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Rationale and Ethos

This policy covers our school approach to Relationships and Sex Education. It has been produced through consultation with parents, children, staff and governors.

At Farnham Common Village Schools we aim to work together to be a caring, creative learning environment, enabling all to be excellent. Our inclusive approach promotes community values, builds resilience and consideration for those around us and enables all of our learners to reach their full potential. This ethos is reflected in our teaching of RSE, where we aim to provide a safe space for children to learn about relationships and sex.

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Create a positive culture around issues of relationships and sexuality.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

Statutory regulations and guidance

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

It is not mandatory to teach the elements of sex education including the preparation for adolescence, conception and pregnancy but the topic of puberty in the science curriculum must be taught.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – SLT collated the relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to read and review the policy and give feedback.
3. Parent/stakeholder consultation – parents and any interested parties were signposted to the policy and the resources used in class and invited to give feedback.
4. Pupil consultation – we surveyed a cross sample of pupils with a questionnaire.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Engaging Stakeholders

This policy and teaching resources will be available to parents through our school website.

Definition of RSE

RSE is about the emotional, social and cultural development of pupils, providing learning opportunities about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It is taught by sharing information and discussing issues and values.

RSE is not about the promotion of sexual activity.

Curriculum and Delivery

Our RSE programme is an integral part of our whole school PSHE education. At Farnham Common Village Schools we have RSE lessons from EYFS up to year 6 and follow the Christopher Winter Project (CWP) resource *'Teaching RSE with Confidence in Primary Schools'*. This programme reflects the recent developments in RSE and the Science National Curriculum and has been quality assured by the PSHE Association.

<https://www.pshe-association.org.uk/>

Full schemes of work can be found on the PSHE curriculum page of our website and in the appendices of this policy.

PSHE Association Training and Development Lead Jenny Barksfield says:

"We awarded the Christopher Winter Project's 'Teaching RSE with confidence in Primary Schools' our quality mark as it achieves exactly what it says on the tin: it provides everything a Primary practitioner would need to be confident that the RSE they're providing is comprehensive, balanced, developmental and in line with best practice in PSHE teaching and learning. The lessons incorporate a wide variety of learning activities and a range of assessment opportunities. The teacher's guide is thorough and supportive."

The resource focuses on safeguarding and keeping children safe. It encourages children to develop the skills of listening, empathy, talking about feelings and relationships with families and friends.

The resources in this scheme are age and developmentally appropriate, for example, in EYFS the focus is on daily routines, keeping clean and families. From Year One, children will learn the names of the body parts, the differences between males and females and the ways in which they will develop and grow. Importantly, they will recognise unsafe and risky situations and know who to ask for help. The programme is inclusive in terms of gender identity, sexual orientation, disability, ethnicity, culture, age, religion and belief or other life experiences. The curriculum content will be adapted for the individual needs of our SEND children in order to ensure it is accessible to all pupils.

The curriculum continues to develop our pupils' knowledge and skills as they progress through the school and they learn about the physical and emotional changes of puberty and about reproduction when they are in Key Stage 2.

In Year Six, there is an additional lesson on internet safety and communication in relationships which runs alongside our school's computing curriculum. RSE is linked with other areas of the curriculum such as Citizenship and Science.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The RSE programme is delivered during the summer term and we communicate with parents before the start date to fully inform parents and carers how the scheme will be delivered.

RSE Assessment

Activities are carried out at the beginning of a unit of work to determine what the pupils already know and what their future learning needs are. Follow up activities at the end of the unit will check for understanding and assess the progress made.

Roles and responsibilities

The Governing body

The governing body will approve the RSE policy, and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Monitoring progress.

- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parental right to withdraw

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.⁴ They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

Parents therefore do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing to the school. The form found in Appendix 2 of this policy can be used.

Alternative work will be given to pupils who are withdrawn from sex education.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this situation, teachers will consult with the designated safeguarding lead and in his/her absence their deputy.

We will ensure that the teaching delivered by any visitor fits with our planned programme and our published policy. We will discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils. We will ask to see the materials visitors will use as well as a lesson plan in advance, so that we can ensure it meets the full range of pupils' needs (e.g. special educational needs). We will agree in advance how confidentiality will work in any lesson and establish that the visitor understands how safeguarding reports should be dealt with in line with school policy.

Monitoring arrangements

The delivery of RSE is monitored by SLT through planning scrutinies and learning walks.

Pupil voice will be influential in adapting and amending planned learning activities.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every three years.

At every review, the policy will be approved by the governing board.

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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	<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	<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

TOPIC	PUPILS SHOULD KNOW
Online relationships	<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	<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

By the end of Primary School, Pupils should know:

Mental Wellbeing	<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
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	<p>for children to discuss their feelings with an adult and seek support.</p> <ul style="list-style-type: none"> • 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 harms	<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"> • 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

Appendix 2: 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	

Reception

Our Lives EYFS

Scheme of Work

Word Box: Dress, undress, clean, smelly, flannel, sponge, towel, hands, toothpaste, toothbrush, hairbrush, comb, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad.

Early Learning Goals Prime Areas	Learning Intentions and Learning Outcomes	Title	Resources
Physical Development Health and self-care	Learning Intention To consider the routines and patterns of a typical day Learning Outcomes Understand some areas in which the children can look after themselves e.g. dressing and undressing	Lesson 1 Our Day	Glove puppet Our Day pictures
Physical Development Health and self-care	Learning Intention To understand why hygiene is important Learning Outcomes Explain why it is important to keep clean Understand some basic hygiene routines	Lesson 2 Keeping Ourselves Clean	Glove puppet Items related to hygiene, e.g. flannel, sponge, towel, toothbrush, toothpaste, shampoo, soap, comb, brush Keeping Clean pictures <i>The Smelly Book</i> , Babette Cole Additional Activities Anatomically correct dolls Suggested reading: <i>The Boy Who Hated Toothbrushes</i> , Zehra Hicks
Personal, Social and Emotional Development Making Relationships	Learning Intention To recognise that all families are different Learning Outcomes Identify different members of the family Understand how members of a family can help each other	Lesson 3 Families	The Family Book, Todd Parr Families pictures Paper for drawing pictures Additional Activities Suggested reading: <i>All Kinds of Families!</i> Mary Ann Hoberman <i>I'll take you to Mrs Cole</i> , Nigel Gray

Scheme of Work

Word Box: Clean, similar, different, family, boy, girl, male, female, private parts, penis, vagina

PSHE Programme of Study Core Theme 1: Health and Wellbeing	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<ul style="list-style-type: none"> • the importance of and how to maintain personal hygiene • about the process of growing from young to old and how people's needs change • the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls • about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them 	<p>Learning Intention To understand some basic hygiene principles</p> <p>Learning Outcomes Know how to keep clean and look after oneself</p>	<p>Lesson 1 Keeping Clean</p>	<p>Talking object Story bag containing sponge, toothbrush and soap (and a school jumper or shirt if available) Keeping Clean pictures</p>
	<p>Learning Intention To introduce the concept of growing and changing</p> <p>Learning Outcomes Understand that babies become children and then adults Know the differences between boy and girl babies</p>	<p>Lesson 2 Growing and Changing</p>	<p>Talking object Story bag containing Pictures of newborn babies Lifecycle picture cards Lifecycle word cards Lifecycle whiteboard summary</p>
	<p>Learning Intention To explore different types of families and who to ask for help</p> <p>Learning Outcomes Know there are different types of families Know which people we can ask for help</p>	<p>Lesson 3 Families and Care</p>	<p>Talking object Story bag - containing plaster and skipping rope Families pictures The Family Book, Todd Parr</p> <p>Additional Activities Suggested reading: Happy Families, Allan Ahlberg Who's in a Family? Robert Skutch</p>

Scheme of Work

Word Box: Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vagina

PSHE
Programme of Study
Core Theme 1: Health and Wellbeing

- about the process of growing from young to old and how people's needs change
- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls

Science Attainment Targets

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

Learning Intentions and Learning Outcomes

Learning Intention
 To introduce the concept of male and female and gender stereotypes
 To identify differences between males and females
Learning Outcomes
 Understand that some people have fixed ideas about what boys and girls can do
 Describe the difference between male and female babies

Learning Intention
 To explore some of the differences between males and females and to understand how this is part of the lifecycle
Learning Outcomes
 Describe some differences between male and female animals
 Understand that making a new life needs a male and a female

Learning Intention
 To focus on sexual difference and name body parts
Learning Outcomes
 Describe the physical differences between males and females
 Name the male and female body parts

Lesson Title

Lesson 1
[Differences: Boys & Girls](#)

Lesson 2
[Differences: Male and Female](#)

Lesson 3
[Naming the Body Parts](#)

Resources

2 large PE hoops
[Boy/Girl/Both labels](#)
 Bag of objects and clothing to explore male and female or [Pictures of objects and clothing](#)
[Clothed Babies picture cards](#)
[Clothed Babies whiteboard summary](#)
[Pictures of newborn babies](#)

Additional Activities
Recommended reading:
Happy Families, Allan Ahlberg,
Princess Smartypants, Babette Cole
William's Doll, Charlotte Zolotow
Amazing Grace, Mary Hoffman and Caroline Binch

Talking object
[Pictures of male and female animals](#)
[Cats and Kittens worksheet](#)
 Anatomically correct toy farm animals
www.toysnfun.co.uk

2 large PE Hoops
[Hoop labels](#)
[Body Parts picture cards](#)
[Female x-ray picture](#)
[Body Parts worksheet](#)
Additional Activities
Recommended reading:
Cinderella's Bum, Nicholas Allan
Shapesville, Andy Mills
It's OK to be Different, Todd Parr

Valuing Difference and Keeping Safe Key Stage 2

Scheme of Work

Word Box: Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, womb, family, fostering, adoption, relationship

PSHE

Programme of Study

Core Theme 1:

Health and Wellbeing

- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls

- to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong

Core Theme 2:

Relationships

- to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage

- to judge what kind of physical contact is acceptable or unacceptable and how to respond

Learning Intentions and Learning Outcomes

Learning Intention

To explore the differences between males and females and to name the body parts

Learning Outcomes

Know some differences and similarities between males and females
Name male and female body parts using agreed words

Learning Intention

To consider touch and to know that a person has the right to say what they like and dislike

Learning Outcomes

Identify different types of touch that people like and do not like
Understand personal space
Talk about ways of dealing with unwanted touch

Learning Intention

To explore different types of families and who to go to for help and support

Learning Outcomes

Understand that all families are different and have different family members
Identify who to go to for help and support

Lesson Title

Lesson 1

[Differences: Male and Female](#)

Lesson 2

[Personal Space](#)

Lesson 3

[Family Differences](#)

Resources

[Clothed Babies picture cards](#)
[Pictures of male and female bodies](#)
[Male and female matching cards](#)

Additional Activities

Cinderella's Bum, Nicholas Allan
Shapesville, Andy Mills
Let's Grow with Nisha and Joe, fpa
www.fpa.org.uk/Shop

A bag of textured objects to touch, for example sandpaper, cotton wool, play dough, silky material, a pebble etc.
[Year 3 Problem Pages](#)

[Families pictures](#)
[Who can I talk to? worksheet](#)

The Family Book, Todd Parr

Additional Activities

Tell Me Again About The Night I Was Born, Jamie Lee Curtis
Who's in a Family? Robert Skutch
Happy Families, Allan Ahlberg
Spark Learns to Fly, Judith Foxon
Stranger Danger, Anne Fine

Scheme of Work

Word BOX: Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings

PSHE

Programme of Study Core Theme 1: Health and Wellbeing

- how their body will, and emotions may, change as they approach and move through puberty
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- about human reproduction

Science Attainment Targets

- describe the changes as humans develop to old age

Learning Intentions and Learning Outcomes

Learning Intention
To explore the human lifecycle

Learning Outcomes
Describe the main stages of the human lifecycle
Describe the body changes that happen when a child grows up

Learning Intention
To identify some basic facts about puberty

Learning Outcomes
Discuss male and female body parts using agreed words
Know some of the changes which happen to the body during puberty

Learning Intention
To explore how puberty is linked to reproduction

Learning Outcomes
Know about the physical and emotional changes that happen in puberty
Understand that children change into adults so that they are able to reproduce

Lesson Title

Lesson 1
[Growing and Changing](#)

Lesson 2
[What is Puberty?](#)

Lesson 3
[Puberty Changes and Reproduction](#)

Resources

[Lifecycle pictures](#)
[Lifecycle word cards](#)
[What has changed? worksheet](#)
[Lifecycle Quiz slides](#)
[Lifecycle Quiz answers](#)

Additional Activities
[Babies and Children worksheet](#)

[Body Part Bingo cards](#)
[Bingo Flash cards](#)
[Body Changes pictures](#)
[Our Bodies worksheet](#)

Story bag items (see lesson plan)
Book: *Hair in Funny Places*, Babette Cole
[Body Changes worksheet](#)

Additional Activities
Suggested reading:
Where Willy Went, Nicholas Allan
Amazing You! Gail Saltz
http://www.bbc.co.uk/science/humanbody/body_interactives/lifecycle/teenagers/

Scheme of Work

Word Box: Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings

PSHE
Programme of Study
Core Theme 1:
Health and Wellbeing

- how their body will, and emotions may, change as they approach and move through puberty
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them

Core Theme 2:
Relationships

- to feel confident to raise their own concerns, to recognise and care about other people's feelings

Science Attainment Targets

- describe the changes as humans develop to old age

Learning Intentions and Learning Outcomes
Learning Intention
 To explore the emotional and physical changes occurring in puberty
Learning Outcomes
 Explain the main physical and emotional changes that happen during puberty
 Ask questions about puberty with confidence

Learning Intention
 To understand male and female puberty changes in more detail
Learning Outcomes
 Understand how puberty affects the reproductive organs
 Describe how to manage physical and emotional changes

Learning Intention
 To explore the impact of puberty on the body & the importance of hygiene
 To explore ways to get support during puberty
Learning Outcomes
 Explain how to keep clean during puberty
 Explain how emotions change during puberty
 Know how to get support and help during puberty

Lesson Title
Lesson 1
[Talking About Puberty](#)

Lesson 2
[Male and Female Changes](#)

Lesson 3
[Puberty and Hygiene](#)

Resources
[Puberty Changes Teacher Guide](#)
[Pictures of male and female reproductive organs](#)
[Anonymous questions template](#)
Additional Activities
 Changes DVD: All About Us: Living and Growing, Alternative, Unit 2, Programme 4, <http://www.channel4learning.com/>
 Sheets of flipchart paper for body outlines

[Pictures of male and female reproductive organs](#)
[Puberty Changes Teacher Guide](#)
 Menstrual cycle animation
[Male pictures](#)
[Puberty Card Game](#)
[Puberty Card Game answer sheet](#)
[Puberty Card Game whiteboard summary](#)
 Model materials: spaghetti(fallopian tubes) and poppy seeds (eggs)
 Selection of sanitary wear (tampons, sanitary towels, panty liners)
 Anonymous questions from Lesson 1
Additional Activities
www.bbc.co.uk/science/humanbody
[What is the Menstrual Cycle? cards](#)
[What is the Menstrual Cycle? whiteboard summary](#)
[The Menstruation Card Game for Girls and Answers](#)
[Menstruation Card Game whiteboard summary](#)

Kim's Game items and a cloth to cover them (see lesson plan)
[Kim's Game Teacher Guide](#)
[Year 5 Puberty Problem Page](#)
[Year 5 Puberty Problem Page cut-outs](#)
[Problem Page Teacher Guide](#)
 Anonymous questions from Lesson 1
Additional Activities
[Puberty Bingo](#)

Puberty, Relationships and Reproduction Key Stage 2

Scheme of Work

Word BOX: Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety.

<p>PSHE Programme of Study Core Theme 1: Health and Wellbeing</p> <ul style="list-style-type: none"> • how their body will, and emotions may, change as they approach and move through puberty • about human reproduction • the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others 	<p>Learning Intentions and Learning Outcomes Learning Intention To consider puberty and reproduction Learning Outcomes Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence</p>	<p>Lesson Title Lesson 1 <u>Puberty and Reproduction</u></p>	<p>Resources <u>Puberty Changes Teacher Guide</u> <u>Puberty Body Part cards</u> <u>Reproduction question sheet</u> <u>Reproduction answer cards</u> <u>Reproduction whiteboard summary</u> Additional Activities <u>Year 6 Puberty Problem Page</u> <u>Year 6 Puberty Problem Page Cut-outs</u> <u>Year 6 Puberty Problem Page Teacher Guide</u></p>
<p>Core theme 2: Relationships</p> <ul style="list-style-type: none"> • to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage • to recognise what constitutes positive healthy relationships and develop the skills to form them 	<p>Learning Intention Consider physical & emotional behaviour in relationships Learning Outcomes Discuss different types of adult relationships with confidence Know what form of touching is appropriate</p>	<p>Lesson 2 <u>Understanding Relationships</u></p>	<p><u>Relationship pictures</u> Squares of paper/sticky notes <u>Anonymous Questions template</u> Additional Activities How Babies are Made DVD programme: All About Us: Living and Growing Alternative, Unit 3 Programme 7. http://www.channel4learning.com/</p>
	<p>Learning Intention To explore the process of conception and pregnancy Learning Outcomes Describe the decisions that have to be made before having a baby Know some basic facts about pregnancy and conception</p>	<p>Lesson 3 <u>Conception and Pregnancy</u></p>	<p><u>How Does A Baby Start? cards</u> <u>How Does A Baby Start? whiteboard summary</u> Anonymous Questions from previous lesson Additional Activities <u>Conception and Pregnancy statements</u> <u>Conception and Pregnancy Quiz</u> <u>Conception and Pregnancy Quiz Answers</u> <u>Pictures of male and female reproductive organs</u> Model materials: dried spaghetti (fallopian tubes) and poppy seeds (eggs)</p>
	<p>Learning Intention To explore positive and negative ways of communicating in a relationship Learning Outcomes To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong</p>	<p>Lesson 4 <u>Communicating in Relationships</u></p>	<p><u>Relationship Question cards</u> <u>Communication Scenario Cards</u> <u>Communication Scenarios answers</u> <u>Communication Scenarios whiteboard summary</u> Additional Activities Film clip from www.thinkuknow.co.uk</p>

