

# STATUTORY CHANGES IN PSHE

## Aims:

- To understand the statutory requirements of Primary **Relationships Education** from September 2020
- To recognise the importance of **Relationships Education** within the wider PSHE education and safeguarding curriculums
- To talk about how the school will meet the statutory **Relationships Education** programme

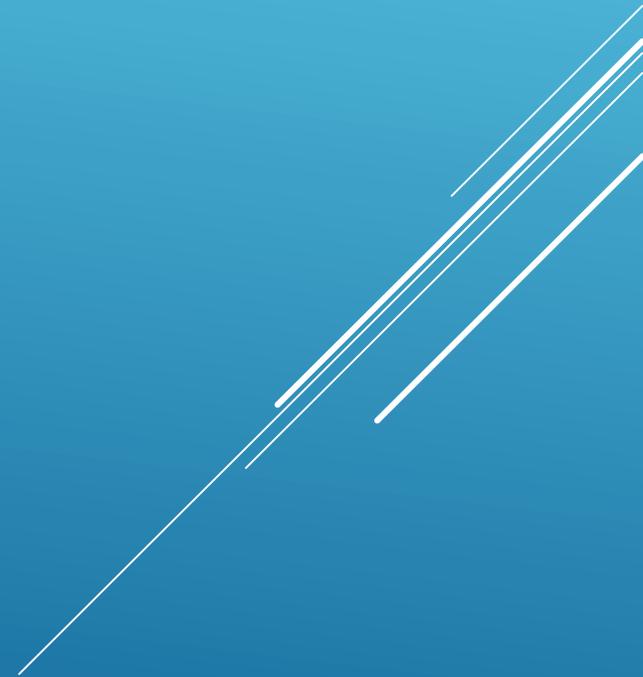
Pupils need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why the DfE has made the decision for:-

**Relationships Education to be compulsory** in all **primary** schools.  
**Health Education** to be compulsory in all state-funded schools.

**Relationships Education** will provide the building blocks needed for positive and safe relationships, including family, friends and online.

The knowledge gained will support their own, and others', wellbeing and help them become successful and happy adults.

It is important to know that, as a school, we are already teaching much of what is outlined in the statutory guidance for Relationships Education within our PSHE curriculum and the requirement is that schools should build on what they're already doing well.



**R.S.E POLICY** (NB: Our policy is called Relationships and Sex Education because, as well as the statutory Relationships Education, we also teach Sex Education.)

The draft policy was sent to parents and carers in October

Our policy outlines:

- **How** we teach R.S.E in the context of the school's values framework. **Respect, Perseverance, Compassion, Trust, Hope** and **Wisdom** are woven into the learning and help support effective teaching of R.S.E .
- **What** will be taught to pupils within the Relationships and Sex Education curriculum and the rationale for this learning.

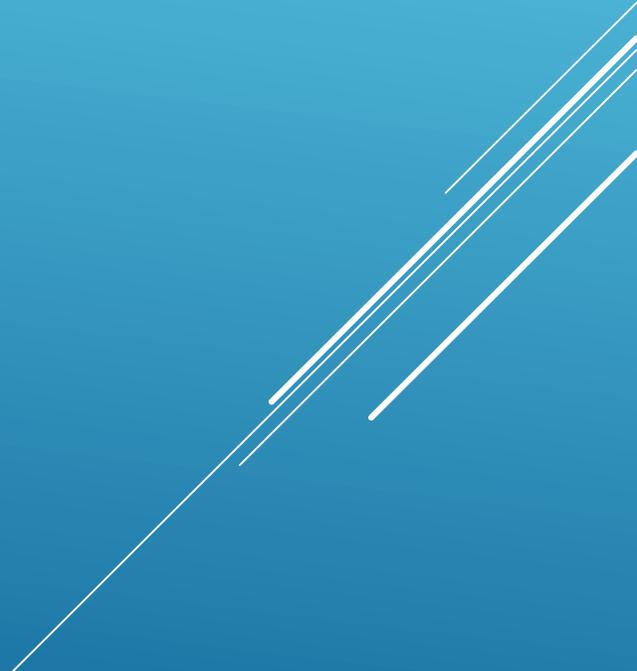
## Main changes to our policy:

1. From September 2020, parents/carers **cannot** withdraw their child from any aspect of **Relationships Education** (this includes learning about the changing adolescent body and puberty which is part of the statutory Health Education)

NB: Parents do still have the right to withdraw their child from any aspects of the Sex Education programme that we teach in school. This **does not**, however, apply to life processes covered in the Science National Curriculum. If a parent wishes their child to be withdrawn, they should discuss this with the Head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of the parent in this regard.

2. Our policy now also outlines, under 5 themes, what children need to learn in Relationships Education by the end of KS2

## **RELATIONSHIPS EDUCATION STATUTORY CONTENT:**

1. Families and people who care for me
  2. Caring friendships
  3. Respectful Relationships
  4. Online relationships
  5. Being safe
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## Some examples of what will be taught within Relationships Education:

### In Year R and KS1 children :

- learn about their special people; family, friends and friendship;
- learn to recognise and react to different feelings and how to keep safe (including on-line)
- learn how we are all special and what makes us the same, what feelings we all share and what makes us different.
- learn about good and not so good *promises* and *secrets* and how to say “No!”, “Don’t”, “I’ll ask” and “I’ll tell”.
- bring in photographs of themselves as a baby, toddler and child and explore how they have grown and changed and what they can do now that they couldn’t do before

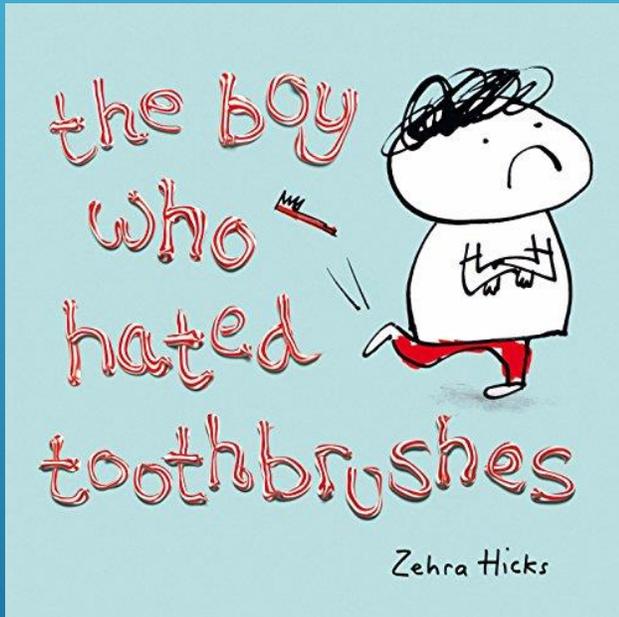
## **In KS2, children :**

- continue to build on the work on friendships, families and feelings and personal safety
- explore emotional changes and how to manage feelings towards themselves, their families and others in a positive way
- learn that we all go through physical and emotional changes but the age at which changes happen will depend on their own body

**Resources:** We use a range of resources to teach Relationships Education, including:

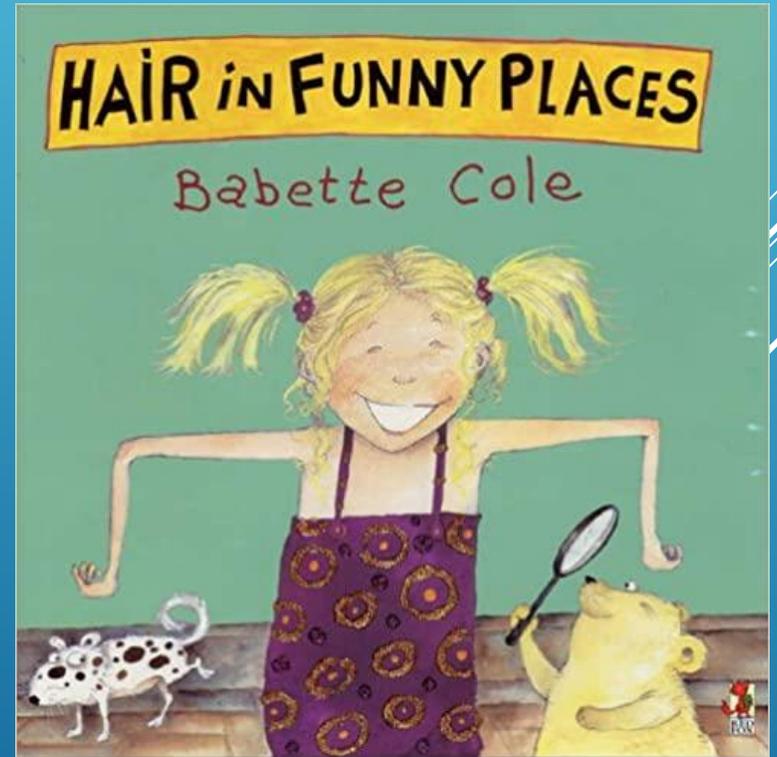
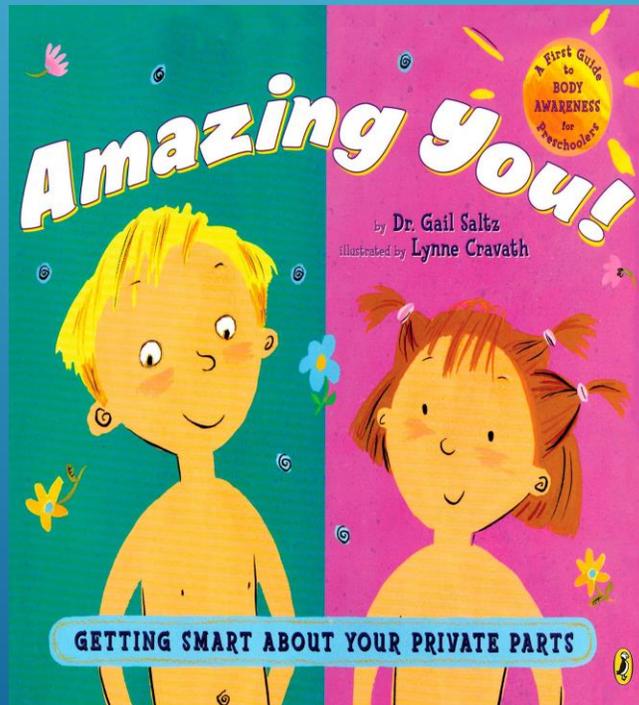
- **PSHE Association**- a set of age related lessons for each aspect of the curriculum.
- **NSPCC** resources – ‘PANTS’ Campaign- Years R- 2
- **SEAL** (Social and Emotional Aspects of Learning) resources. These are divided into 6 half termly themes which are re-visited each year and build on the previous learning for the children. The themes are :
  - New Beginnings
  - Getting On and Falling Out (including ‘Say no to Bullying’)
  - Going For Goals
  - Good To Be Me
  - Relationships
  - Changes

We also use a range of picture books, across all year groups, that support the themes discussed in class.e.g



Year R

Year 5 -6



For some of the teaching of Relationships Education we use the Chris Winter '**Teaching R.S.E with Confidence in Primary Schools**' resources, from Year R to Y 6, which are recommended by 'Surrey Healthy Schools'. We have adapted some aspects of the scheme to enable it to meet our specific needs. All lessons have a clear structure and are age appropriate. The lesson plans have clear aims and learning outcomes with suggested activities and accompanying resources.

As we went into lockdown in March, year groups did not get the chance to teach their Chris Winter lessons for RSE. As each year builds on the previous one, it is important that we teach not only our current Year group's lessons but the ones from the year before. Therefore, children in **Years 1-6** this year will be taught the content from the **previous year group** this **half term**. (Year 6 will have two of their three lessons as they had one of them just before lockdown while in Year 5) The lessons actually planned for their current year group will be taught at the usual time (usually later in Spring or Summer Term)

NB: Year R will only need to be taught the lessons for their year group at the usual time.

Your child's teacher will be sending home a letter prior to the teaching of the 3 lessons to inform you of the learning objectives for the lessons, as well as to let you know of any vocabulary that is used. This will enable you to know what your child is actually going to be talking about so that you can be prepared for any questions that may arise, as well as to give you advanced notice of the vocabulary.

Relationships and Sex Education is, and will continue to be, delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. In Years 5 and 6 the School Nurse comes in and supports the class teachers in the delivery of the RSE lessons and parents are invited annually to see the resources used and to raise specific questions with class teachers. These arrangements will continue.

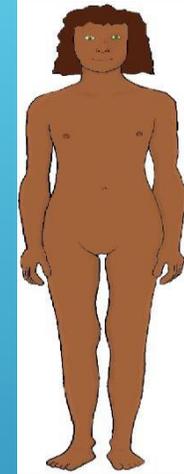
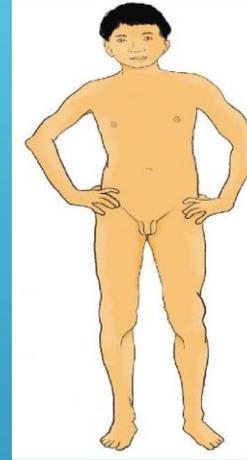
## An example of a Year 1 activity: Lesson 2- Growing and Changing

Tell a story about the child going to the health centre with their mother to have their baby sister weighed by the doctor. Ask the class why the doctor needs to weigh the baby and explain that it is in order to check that the baby is growing. Stop the story at the point when the baby is getting weighed and show the baby pictures. Ask the group to decide which baby they think is the sister. Accept all answers and ask how they knew which baby was the girl and which was the boy. Agree that they have different private parts and tell the class that the science words for these parts are penis and vagina. Acknowledge that the children may have their own words for these parts. Discuss any feelings of embarrassment and reinforce that it's important to know the names for these parts of the body.



# An example of a Year 3 activity:

## Lesson 1- Differences : Male and Female



Ask them to discuss whether they can tell from looking at this picture whether the baby is male or female.

Explain to the class that they are now going to see some pictures of babies and drawings of children without their clothes on. Ask why they think it will be easier to tell if they are female or male. Discuss how the children can manage their feelings while looking at the pictures; explore the reasons why some children might feel embarrassed or uncomfortable. Assure the children that our bodies do amazing things and they are something we can be proud of.

## **An example of a Year 5 activity: Lesson 3- Puberty and Hygiene**

Explain that in this session we are going to focus on how young people can take care of themselves during puberty. **(Teach in separate boy/ girl groupings but look at all of the objects)**

### **Kim's Game**

**Pictures of items including: spot cream, bra, comb, deodorant, make up, shaving foam, sanitary towels, tampons, menstrual cup, panty liners, diary, magazine, mobile phone, cloth to cover items**

Tell the class that they are going to play a memory game and show them the selection of objects. Explain that all the objects inside the bag have something to do with puberty and growing up. Ensure that the objects relate to both physical and emotional changes.

Take the objects out of the bag one by one, asking the class if they know what each one is. Name the objects and place them in the centre of the circle.

Ask the class to briefly look at the objects and try to remember as many of them as possible;

Cover the objects with a cloth and remove one of them without the class seeing what it is;

Ask the children to identify which object is missing. Repeat this several times

### **Discussion**

Once the children have identified a number of the objects, discuss what some of them have to do with puberty. Ask questions such as: *What is this for? Who uses it? Why might someone going through puberty use this?* Use the discussion to explore how people can look after their bodies and feelings during puberty. Ask the class which objects they think are really essential and which objects people might choose to use.

Reinforce that soap and sanitary wear are essential, whereas we can choose whether to use make up or hair products and also choose which types we use. Consider gender stereotypes and social pressures to look or be a certain way. Encourage the class to think about making informed, healthy choices.

# An overview of what is taught in the 3 lessons:

Lessons in Year **R** will focus on pupils learning about **'Our Lives'**

Lesson Title	Learning Intention	Vocabulary
<b>1.Our Day</b>	To consider the routines and patterns of a typical day.	
<b>2.Keeping Ourselves Clean</b>	To understand why hygiene is important.	Vocab related to hygiene e.g towel, toothbrush, soap, shampoo
<b>3. Families</b>	To recognise that all families are different.	

Lessons in **Year 1** will focus on pupils learning about **‘Growing and Caring for Ourselves’**

Lesson Title	Learning Intention	Vocabulary
<b>1.Keeping Ourselves Clean</b>	To understand some basic hygiene principles.	
<b>2.Growing and Changing</b>	To introduce the concept of growing and changing.	private parts/ <b>penis/ vagina</b>
<b>3. Families and Care</b>	To explore different types of families and who to ask for help.	

The vocabulary in **bold** is **new** vocabulary for this year. The other vocabulary has been used in previous year groups.

## Lessons in **Year 2** will focus on pupils learning about **'Differences'**

Lesson Title	Learning Intention	Vocabulary
<b>1.Differences: Boys and Girls</b>	To introduce the concept of male and female and gender stereotypes. To identify the differences between males and females.	private body parts, <b>stereotypes</b>
<b>2.Differences: Male and Female</b>	To explore some of the differences between males females and to understand how this is part of the lifecycle.	private body parts,
<b>3. Families</b>	To focus on sexual difference and name body parts.	private parts, <b>nipples penis, testicles, vagina</b>

The vocabulary in **bold** is **new** vocabulary for this year.The other vocabulary has been used in previous year groups.

Lessons in **Year 3** will focus on pupils learning about  
**‘Valuing Difference and Keeping Safe’**

Lesson Title	Learning Intention	Vocabulary
<b>1. Differences: Male and Female</b>	To explore the differences between males and females and to name the body parts.	private body parts, nipples, penis, testicles, vagina, <b>womb/ uterus</b>
<b>2. Personal Space</b>	To consider touch and to know that a person has the right to say what they like and dislike.	touch, personal space
<b>3. Family Differences</b>	To explore different types of families and who to go to for help and support.	stereotypes,

The vocabulary in **bold** is **new** vocabulary for this year. The other vocabulary has been used in previous year groups.

## Lessons in **Year 4** will focus on pupils learning about **'Growing up'**

Lesson Title	Learning Intention	Vocabulary
<b>1. Growing and Changing</b>	To explore the human life cycle.	lifecycle, reproduce
<b>2. What is Puberty?</b> NB:LESSON WILL BE TAUGHT IN SAME GENDER GROUPS	To identify some basic facts about puberty.	private parts, breasts, nipples penis, testicles, vagina, womb/ uterus, <b>pubic hair, puberty</b>
<b>3. Puberty Changes</b> NB:LESSON WILL BE TAUGHT IN SAME GENDER GROUPS	To recap the facts discussed in lesson 2 and know that those changes in puberty are in preparation for adulthood.	private parts, breasts, nipples penis, testicles, vagina, womb/ uterus, <b>pubic hair, puberty,</b>

The vocabulary in **bold** is **new** vocabulary for this year. The other vocabulary has been used in previous year groups.

# Lessons in **Year 5** will focus on pupils learning about '**Puberty**'

Lesson Title	Learning Intention	Vocabulary
<b>1. Talking about Puberty</b> NB: LESSON WILL BE TAUGHT IN SAME GENDER GROUPS	To explore the emotional and physical changes happening in puberty.	physical, emotional puberty, hormones, private parts, breasts nipples penis, testicles, vagina, womb/ uterus, puberty, <b>eggs, ovaries, sperm,</b>
<b>2. Male and Female Changes</b> NB: LESSON WILL BE TAUGHT IN SAME GENDER GROUPS	To understand male and female puberty changes in more detail.	emotional, physical, emotional puberty, hormones menstruation, periods, <b>tampons, sanitary towels, menstrual cups,</b> wet dreams, semen, erection, sweat, breasts, spots, facial hair, underarm hair, sexual feelings, pubic hair,
<b>3. Puberty and Hygiene</b> NB: LESSON WILL BE TAUGHT IN SAME GENDER GROUPS	To explore the impact of puberty on the body and the importance of hygiene.	<b>tampons, sanitary towels, menstrual cups,</b> sweat, spots, facial hair, underarm hair, pubic hair,

The vocabulary in **bold** is **new** vocabulary for this year. The other vocabulary has been used in previous year groups.

## Lessons in **Year 6** will focus on pupils learning about '**Puberty, Relationships and Reproduction**'

Lesson Title	Learning Intention	Vocabulary
<b>1.Puberty and Reproduction</b> NB:LESSON WILL BE TAUGHT IN SAME GENDER GROUPS	To consider puberty and reproduction.	physical, emotional, hormones, private parts, nipples penis, testicles, vagina, womb/ uterus, puberty, eggs, ovaries, sperm, reproduction
<b>2.Understanding Relationships</b> NB:LESSON WILL BE TAUGHT IN SAME GENDER GROUPS	To consider physical and emotional behaviour in relationships.	<b>consent, touch</b>
<b>3. Conception and Pregnancy</b> NB:LESSON WILL BE TAUGHT IN SAME GENDER GROUPS	To explore the process of conception and pregnancy.	private parts, nipples penis, testicles, vagina, womb/ uterus, puberty, eggs, ovaries,sperm,egg, conception,semen <b>fertilisation,ejaculation,sexual intercourse, pregnancy</b>
<b>4.Communicating in Relationships</b> NB:LESSON WILL BE TAUGHT IN SAME GENDER GROUPS	To explore positive and negative ways of communicating in a relationship.	<b>consent, intimacy,</b>

The vocabulary in **bold** is **new** vocabulary for this year. The other vocabulary has been used in previous year groups.

# Any Questions:

## 1. Do you teach about IVF in the Year 6 lessons?

IVF is not taught as part of the lessons. However, if a question is raised about it, the teacher would talk more generally about it in terms of it being a different way to get pregnant but would not go into any details.

## 2. Do you teach about contraception in the Year 6 lessons?

No. Contraception will be taught in KS3 ( when at secondary School)

## 3. Do we have a new DVD for the Year 5 and 6 lessons?

It is acknowledged that the DVD is dated but we have enquired about this in recent years and, as yet, there is not a newer version for us to use.