



Dovedale's Relationships, Sex Education (RSE) and Health Education Curriculum



Parent Consultation 2021



Miss Bestwick and Miss Nadin (PSCHE/RSE/RE Curriculum Subject Leads)



Aims of the Parent Consultation

- To provide information about the new statutory guidance relating to Relationships and Sex Education (RSE) and Health Education.
- To provide information on Dovedale's Relationships and Sex Education (RSE) and Health Education curriculum and to provide a proposed draft policy for parents to read.
- To provide information on which aspects that you can withdraw your child from.
- To gain an insight into parental views via a Parental Questionnaire with the view to adapt our draft policy based on responses.



Relationships, Relationships and Sex Education (RSE) and Health Education



Relationships Education, Relationships and Sex Education (RSE) and Health Education
 Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

Department for Education – Statutory Guidance.

Dovedale Primary School Personal, Social, Citizenship, Health and Emotional Education (PSCHE), Relationships and Sex Education (RSE) and Health Education Curriculum						
PSCHE - Long Term Overview						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-confidence and Self-awareness Managing Feelings and Behaviour Making Relationships					
Year 1	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Year 2	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe
Year 3	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Year 4	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe
Year 5	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Year 6	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe

Curriculum Maps/Overview.

Year 4

- Changes
- What is Puberty?
- Healthy Relationships

Growing Up

Relationships and Health Education

Key Knowledge

A lifecycle is the stages of life, including reproduction that a living thing goes through. Baby > toddler > child > teenager > adult > elder. Humans usually reproduce in the adult stage.

Everyone grows and changes at different times. In the 'teenager' stage a person experiences a lot of changes as they develop from a child to an adult.

Puberty is a time when a child gradually grows and develops into a young adult and both their bodies and feelings change a great deal. Puberty can start at any time between the ages of 8 and 16 and the changes happen gradually over a number of years.

During puberty, people develop body hair. This includes hair around private parts, underarms and males get facial hair. It is common to get spots. People's bodies and private parts change in size and shape. Women develop breasts. People might experience intense feelings or 'mood swings'.

Males and Females need their different private parts so that when they are adults they can have a baby if they choose to.

During puberty, males produce sperm and females produce a special kind of egg. A sperm and egg are needed to make a baby. If adults decide to have a baby, the egg and the sperm usually join together inside the woman's body.

Exciting parts of puberty include being given more responsibility, staying out later, getting taller, choosing what kinds of clothes/make up to wear.

Positive/healthy relationships/friendships involve lots of things including trust, sense of humour and kindness. These are important for both children's and adult's relationships.

People who you can talk to or ask for help include family, friends, teachers, teaching assistants or you can call Childline on 0800 1111.

Key Vocabulary

Puberty: Changes that happen to the body around the ages of 8-16.

Lifecycle: The series of changes in life including reproduction.

Teenager: A person between 13 and 19 years old.

Adult: A person who is fully grown/developed.

Changes: Our emotions and bodies becoming different.

Feelings: An emotional state or reaction.

Bodies: The physical part of a human/animal.

Male: A man or a boy. Produces sperm.

Female: A woman or a girl. Typically capable of bearing young or producing eggs.

Private parts: Body parts that are private to you.

Physical changes: Changes that happen to the body during puberty.

Reproduction: The process of producing offspring (babies).

Reproduce: An organism producing offspring.

Penis: A male private part.

Vulva: A female private part.

Testicles: The outer part of a male's private part.

Vagina: A female private part inside the body.

Uterus: The female private part where a baby can grow.

Responsibility: Having a duty or job to deal with something or be in charge of something.

Knowledge Organisers.



Relationships and Sex Education (RSE) and Health Education

2020 - 2021

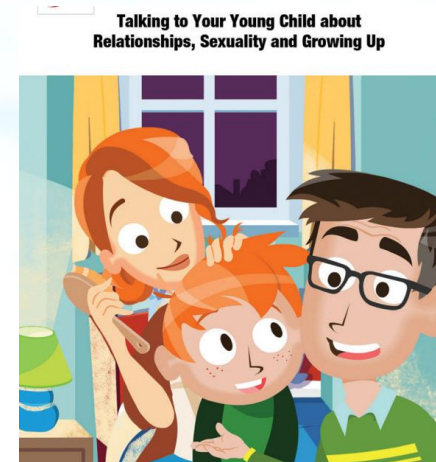
Aiming High Together

Date	March 2021
Written by	Abbie Bestwick & Zoe Nadin
Approved by	Policy to be approved after parent consultation
Signed	

Dovedale – Draft Policy

Dovedale Primary School's Relationship, Sex and Health Education Parent Consultation Questionnaire

Survey/Questionnaire.



Support and Advice.

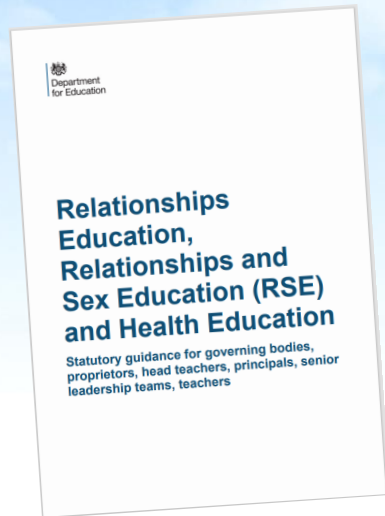


Statutory Guidance



The Department for Education (DfE) has recently announced changes to Relationships and Sex Education (RSE) and Health Education following nationwide consultation. All schools are required to comply with the updated requirements. The statutory guidance can be found on our RSE page.

Consequently, **Relationships**, along with **Health Education**, will be statutory and form part of the National Curriculum for Primary and Secondary pupils. For Secondary schools, **Sex Education** will also become statutory.



Relationships Education	Relationships and Sex Education	Health Education
All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All schools providing secondary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units.

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance.



What is Relationships Education?



Relationships Education teaches the essential building blocks needed for positive and safe relationships, including with family, friends and online. It involves many aspects such as...



- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

This cannot be withdrawn from.



What is Relationships Education?



Relationships Education equips the children with the skills and knowledge to become...



This cannot be withdrawn from.



Statutory Guidance - Relationships Education



The statutory guidance states that by the end of Primary School children should know...

Families and people who care for me

Pupils should know

- 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 marriage¹³ 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

Pupils should know

- 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.

This cannot be withdrawn from.



Statutory Guidance - Relationships Education



The statutory guidance states that by the end of Primary School children should know...

Respectful relationships	<p>Pupils should know</p> <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.
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Online relationships	<p>Pupils should know</p> <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.
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Statutory Guidance - Relationships Education



The statutory guidance states that by the end of Primary School children should know...

Being safe	Pupils should know
	<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.

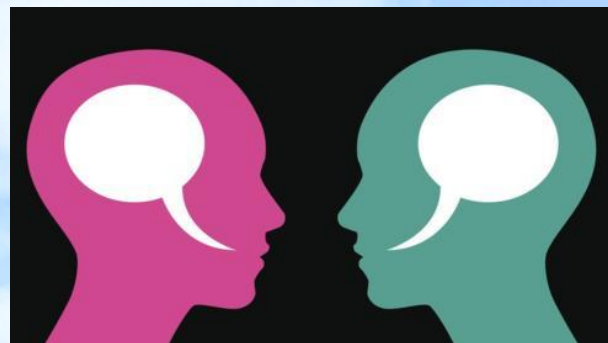
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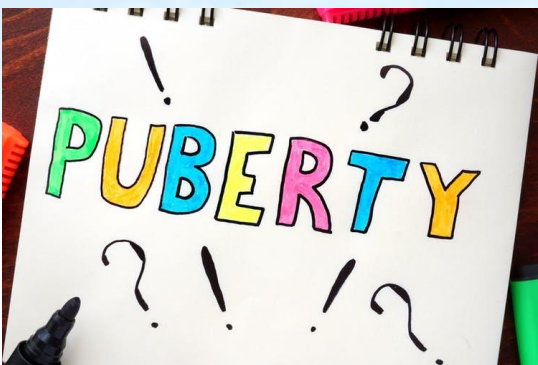
What is Health Education?



Health Education gives your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible.



- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body



Drug education
changes
lives



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Statutory Guidance - Health Education



The statutory guidance states that by the end of Primary School children 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 for children to discuss their feelings with an adult and seek support.• 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.
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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.
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Statutory Guidance - Health Education



The statutory guidance states that by the end of Primary School children should know...

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"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention	<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.

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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.



The Changing Adolescent Body - Health Education



As you can see from the Health Education guidance, the changing adolescent body is part of the statutory guidance. This means that parents cannot withdraw their child from learning about puberty including physical and emotional changes and the menstrual cycle. This is taught to children in Years 4, 5 and 6.

Statutory Relationships, Relationships and Sex Education (RSE) and Health Education guidance:

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.
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Sex Education



Sex Education is only statutory for Secondary pupils. However, the Department for Education (DfE) continue to recommend that all Primary schools should have a **Sex Education** program of study tailored to the age and the physical/emotional maturity of the pupils.

At Dovedale, we provide Sex Education for the pupils in Year 6.

Parents in Primary Schools have the right to withdraw their child from Sex Education that goes **beyond** the Science curriculum. Parents **do not** have the right to withdraw their child from the statutory Relationships and Health Education.

Information on the content that you can withdraw your child from will be found later on in the PowerPoint.

You can withdraw your child from this.



Right to Withdraw - Sex Education



Parents have the right to request that their child be withdrawn from some or all the Sex Education. At Dovedale, as Sex Education is only delivered to Year 6 children, parents can withdraw their children from the Sex Education delivered to Year 6 pupils.

Before making the decision on withdrawing your child, we would suggest that you read through all of the information first. From this, you might decide that you would only like to withdraw your child from certain aspects of Sex Education instead of the whole Sex Education curriculum.

A few things to bear in mind if you choose to withdraw your child from Sex Education...

- The Department for Education (DfE) recommend that Primary School children should be offered Sex Education tailored towards their age and physical and emotional maturity.
- Other children in the class will cover the objectives. We can encourage children not to talk about what they have learnt on the playground however we cannot always control this.
- Sex Education at Primary School equips the children with knowledge and information before moving up to Secondary School.

You can withdraw your child from this.



Right to Withdraw - Sex Education



The Statutory Guidance states that head teachers will automatically grant a request to withdraw a pupil from any Sex Education delivered in Primary Schools, other than as part of the Science Curriculum.

If you would like to withdraw your child from some or all of the Sex Education curriculum, please complete the withdrawal form found on our website. Either print off the form and give it to the school office, your child's class teacher or the PSCHÉ subject leads or fill it out on the computer and email it to: headteacher@dovedale.derbyshire.sch.uk

Mrs Houseman will discuss the request with any parents who want to withdraw their child from Sex Education. This will involve a discussion around the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

If a pupil is excused from Sex Education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

You can withdraw your child from this.



Science Curriculum



Children cannot be withdrawn from what is taught in the Science National Curriculum that links with Relationships and Sex Education or Health Education. You will see the objectives below that link.

Year 1

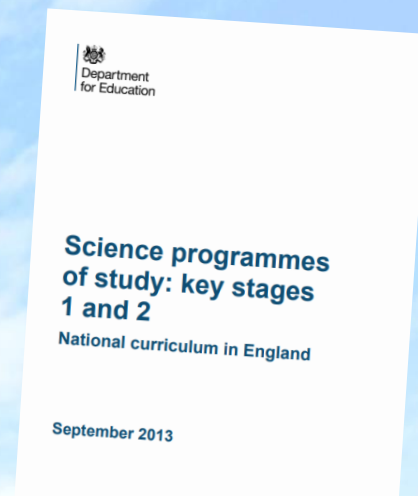
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

Notice that animals, including humans, have offspring which grow into adults. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Year 3

Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.



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Science Curriculum



Year 4

No links to RSE

Year 5

Describe the life process of reproduction in some plants and animals.

Describe the changes as humans develop to old age.

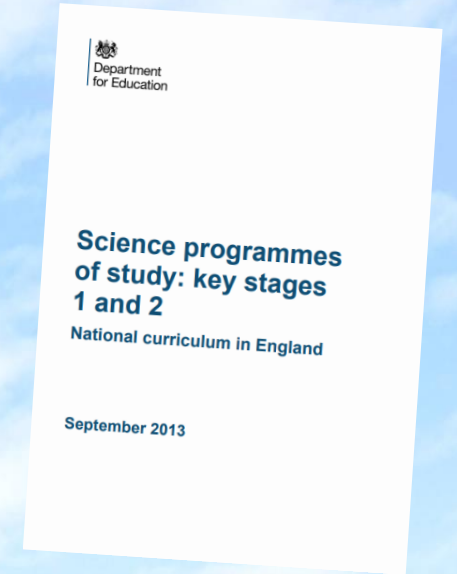
Year 6

Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

The next slides show the key knowledge taken from the Science National Curriculum that links to Health and Relationships Education. The year groups with clear links are Years 2 and 5.

This cannot be
withdrawn from.





Animals Including Humans

Year 2

Key Vocabulary	
adult	A fully grown animal or plant.
develop	To grow and become stronger.
life cycle	The changes living things go through to become an adult.
offspring	The child of an animal.
reproduce	When living things make a new living thing of the same kind.
young	Offspring that has not reached adulthood.
live young	Offspring that has not hatched from an egg.

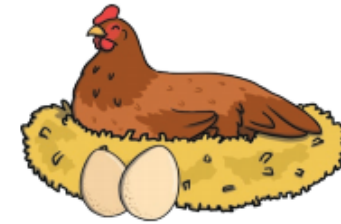
All living things **reproduce** and have **offspring**.

Some animals give birth to **live young**. Their offspring normally look like them when they are born.



Some animals lay eggs which hatch into live young. This **young** then develops into an **adult**.

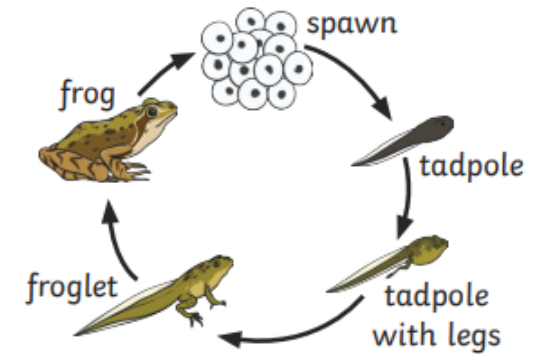
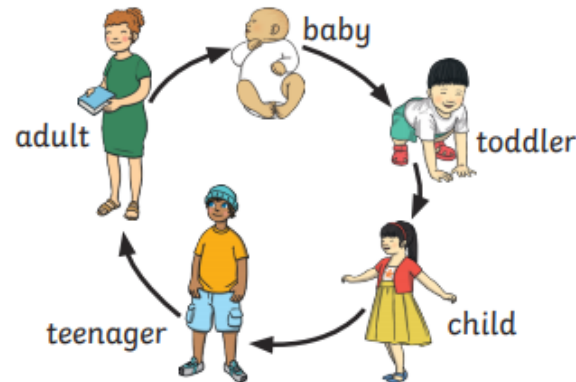
When these eggs hatch, some animals look like their adult, e.g. birds and reptiles.



Other animals have offspring which do not look like them, e.g. fish and amphibians.



All young animals change at different stages as they grow into adults.



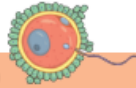
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Key Knowledge

fertilisation

The male and female sex cells fuse together.



prenatal

The cells develop and grow into a foetus inside the mother's uterus. After around nine months, the baby is born.

infancy

Rapid growth and development. Children learn to walk and talk.

childhood

Children learn new skills and become more independent.

adolescence

The body starts to change over a few years. The changes occur to enable reproduction during adulthood. Much more independent.

middle adulthood

Ability to reproduce decreases. There may be hair loss or hair may turn grey.

late adulthood

Leading a healthy lifestyle can help to slow down the decline in fitness and health which occurs during this stage.

early adulthood

The human body is at its peak of fitness and strength.

Key Vocabulary

fertilisation	The process of the male and female sex cells fusing together.
prenatal	The stage of development from the time of fertilisation to the time of birth.
gestation	The process or time when prenatal development takes place before birth.
reproduce	To produce young.
asexual reproduction	A process where one parent produces new life.
sexual reproduction	A process where two parents – one male and one female – are required to produce new life.
life cycle	The changes a living thing goes through, including reproduction.

This cannot be
withdrawn from.



Year 5 Science Curriculum

Links to
health/
relationships

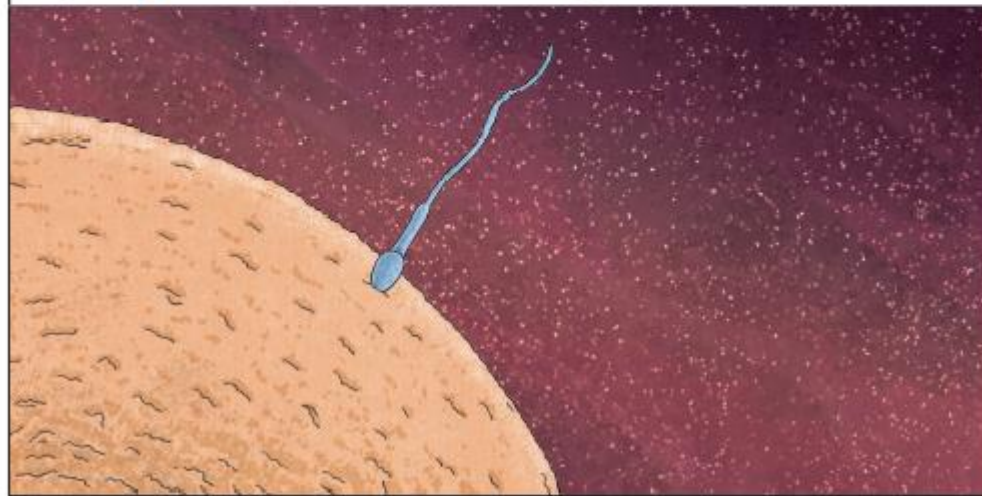
Living Things and Their Habitats

Some living things, such as plants, contain both the male and female sex cells. In others, such as humans, they contain either the male or female sex cell.

Reproduction in mammals

Mammals use **sexual reproduction** to produce their offspring.

- The male sex cell, called the sperm, **fertilises** the female sex cells.
- The **fertilised** cell divides into different cells and will form a baby with a beating heart.
- The baby will grow inside the female until the end of the **gestation** period when the baby is born.



Echidnas and platypus are mammals but they lay eggs rather than giving birth to live young.



This cannot be
withdrawn from.



Relationships, Relationships and Sex Education (RSE) and Health Education



We have always taught Relationships and Health Education to our pupils at Dovedale and some Sex Education to the older pupils, however we have recently reviewed our curriculum and policy.

We have ensured that our provision is appropriate for our pupils based on their:

- Age
- Physical and emotional maturity
- Religious and cultural backgrounds
- Special Educational Needs and Disabilities.

We would like to share our new Relationships, Relationships and Sex Education (RSE) and Health Education curriculum and our draft policy with you.



Our Curriculum

At Dovedale Primary School, we believe that Personal, Social, Citizenship and Health Education (PSCHE) is at the center of all we do. Through our school aims, vision and expectations, we promote the development of the whole child, supporting all pupil's self-esteem, moral and social skills as well as their academic success. We also provide care for all pupil's mental and physical health to enable them to lead happy, confident, and healthy lifestyles.

Good relationships are also fundamental to our school's ethos, supporting our success in being a happy, caring, and safe school for young children. Developing positive relationships from a young age, provides children with the knowledge and skills they need to make responsible and well-informed decisions about their lives. This also contributes towards the safeguarding of children. Our updated Relationships and Sex Education (RSE) and Health Education curriculums will play an integral part in our comprehensive PSCHE curriculum and help to underpin our relationships in and around school as well as within the wider community. Connecting both curriculums together will ensure children and young people are equipped with the necessary skills to live safe and fulfilled lives both now and in the future.



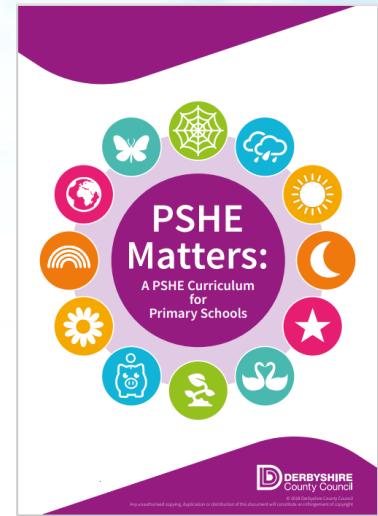
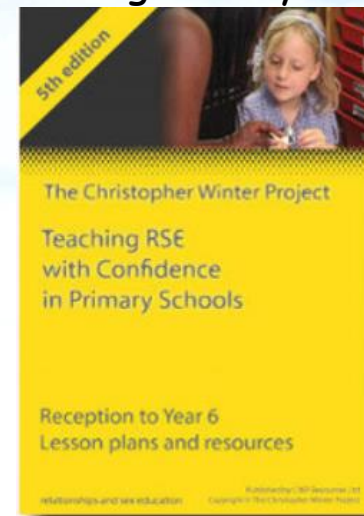
How we teach Relationships and Health Education



At Dovedale, the statutory Relationships Education and Health Education knowledge/skills are predominantly taught within the children's PSHE (Personal, Social, Citizenship and Health Education) lessons. Some aspects of Relationships and Health Education are also taught as a stand alone lesson or as sequence of lessons where appropriate. This gives some objectives the importance/priority that they need.

All children in school receive weekly PSHE lessons. These lessons are taught for a minimum of 30 minutes. Our PSHE Curriculum mainly follows the Derbyshire County Council PSHE Curriculum for Primary Schools called PSHE Matters. Following this, ensures that as a school we cover all of the Relationships and Health knowledge and skills to the extent needed for our children. We also use The Christopher Winter Project in addition to and alongside PSHE Matters to further cover the Health and Relationships objectives, to ensure each year group receives a comprehensive Relationships and Health curriculum and to teach the Year 6 pupils Sex Education that goes beyond the Science National Curriculum.

PSHE (including Relationships and Health Education) is an integral part of the children's school life. It is touched upon in many ways throughout the school day in addition to the weekly PSHE lessons for example during assemblies and being referred to daily with the Dovedale's REACH values.



When we teach Relationships and Health Education

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Dovedale Primary School

Personal, Social, Citizenship, Health and Emotional Education (PSCHE), Relationships and Sex Education (RSE) and Health Education Curriculum



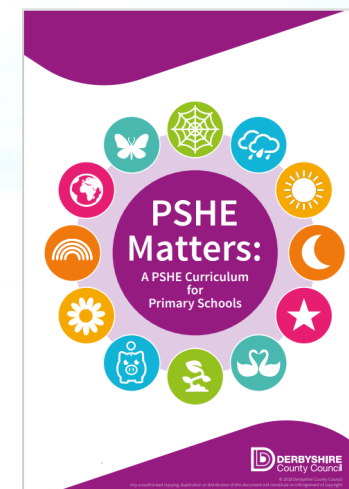
PSCHE - Long Term Overview

Health and Wellbeing strand highlighted in red Relationships strand highlighted in green Living in the Wider World strand highlighted in blue.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-confidence and Self-awareness					
	Managing Feelings and Behaviour					
	Making Relationships					
Year 1	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Year 2	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe
Year 3	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Year 4	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe
Year 5	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Year 6	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe

This follows the Derbyshire County Council PSHE Curriculum for Primary Schools called PSHE Matters. Following this, ensures that as a school we cover all of the Relationships and Health knowledge and skills to the extent needed for our children.

Please note that during this school year, some teachers have chosen to change the order of the 'strands' to suit the needs of the children in their class. For example, some teachers chose to teach exploring emotions after the return to school after lockdown.



Please see the Curriculum Map on our website for the objectives taught within each section.

Christopher Winter Project (Relationships and Sex Education) – Extra lessons - Overview

The Christopher Winter Project Lesson Objectives are highlighted in **blue** on the skills ladder below.

EYFS	Year 1	Year 2
<u>Family and Friendship</u> <ul style="list-style-type: none"> • Caring Friendships • Being Kind • Families 	<u>Growing and Caring for Ourselves</u> <ul style="list-style-type: none"> • Different Friends • Growing and Changing • Families and Care 	<u>Differences</u> <ul style="list-style-type: none"> • Differences • Male and Female Animals • Naming Body Parts
Year 3	Year 4	Year 5
<u>Valuing Differences and Keeping Safe</u> <ul style="list-style-type: none"> • Body Differences • Personal Space • Help and <u>Support</u> 	<u>Growing Up</u> <ul style="list-style-type: none"> • Changes • What is Puberty? • Healthy Relationships 	<u>Puberty</u> <ul style="list-style-type: none"> • Talking about Puberty • The Reproductive System • Help and <u>Support</u> • Additional - Respect and Equality
Year 6		
<u>Puberty, Relationships and Reproduction</u> <ul style="list-style-type: none"> • Puberty and Reproduction • Communication in Relationships • Families, Conception and Pregnancy • Online Relationships 		

Some aspects of the Year 6 curriculum **can** be withdrawn from. More information will follow.

This cannot be withdrawn from.



We also use The Christopher Winter Project in addition to and alongside PSHE Matters to further cover the Relationships objectives, to ensure each year group receives a comprehensive Relationships curriculum and to teach the Year 6 pupils Sex Education that goes beyond the Science National Curriculum.

Please see the Curriculum Map on our website for the objectives taught within each section.

Due to Lockdown last year, teachers will ensure objectives from the previous year group are covered before teaching their own year group's. This will ensure there are no gaps in knowledge and that knowledge is built upon.





Our Curriculum



Please see the Curriculum Map on our website for a clear breakdown of the objectives, skills and knowledge taught within each year group within each aspect of Relationships, Relationships and Sex (RSE) and Health Education.

The next few slides show Knowledge Organisers for each year group showing examples of some of the key knowledge and vocabulary taught.

You will also see an example lesson plan showing a lesson that will be taught within each year group.

Relationships						
Core Theme: Relationships – Taught in all year groups						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Form positive relationships and develop respect for others.</p> <p>Play co-operatively with others.</p> <p>Take turns with others.</p> <p>Take account of one another's ideas about how to organise their activity.</p> <p>Show sensitivity to others' needs and feelings.</p> <p>Form positive relationships with adults and other children.</p> <p>Christopher Winter Project Recognise the importance of friendship</p> <p>Know that friendships can make us feel happy</p> <p>Know some ways that we can make new friends feel welcome</p> <p>Recognise the importance of</p>	<p>R2 - Recognise that our behaviour can affect others.</p> <p>R4 - Recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>R6 - Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> <p>R7 - Offer constructive support and feedback to others.</p> <p>R9 - Identify their special people (family, friends, carers), what makes them special and how special people should care for each other – commitment including in difficult times, protection and care, spending time together and sharing each other's lives.</p> <p>R9 - Recognise that families are important for children growing up as they can give love, security and stability.</p> <p>R9 - Recognise how important friendships are in making us feel happy and secure and how people choose and make friends.</p>	<p>Christopher Winter Project Identify differences between males and females</p> <p>Understand the concept of gender stereotypes that some people have fixed ideas about what boys and girls can do</p>	<p>R2 - Recognise what constitutes a healthy relationship and the importance of respecting others. Understand that healthy friendships are positive and do not make others feel lonely/excluded. Develop the skills to form and maintain positive and healthy relationships.</p> <p>R2 - Understand the characteristics of friendships including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems/difficulties.</p> <p>R2 - Recognise the conventions of courtesy and manners.</p> <p>R3 - Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>R4 - Recognise some different types of relationship.</p> <p>R7 - Understand that actions affect themselves and others.</p> <p>R9 - Begin to understand the concept of keeping something confidential or secret, when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p>	<p>Christopher Winter Project Know that respect is important in all relationships including online</p> <p>Discuss the characteristics of healthy relationships</p> <p>Explain how friendships can make people feel unhappy or uncomfortable</p>	<p>R2 - Understand what constitutes a healthy relationship and the importance of respecting others. Understand how to recognise who to trust and who not to trust. Continue to develop the skills to form and maintain positive and healthy relationships.</p> <p>R3 - Reflect on ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>R4 - Recognise a range of different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>R4 - Recognise that others' families sometimes look different to their families and that we should respect those differences. Other families are also characterised by love and care.</p> <p>R5, R6 - Understand the true meaning behind civil partnerships and marriage.</p> <p>R12 - Know that most friendships have ups and downs and to develop strategies to resolve conflicts. Know that resorting to violence is never right.</p> <p>R20 - Recognise that forcing anyone to marry is a crime.</p> <p>R21 - Understand the concept of keeping something confidential or secret, when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p>	<p>Christopher Winter Project Explain differences between healthy and unhealthy relationships</p> <p>Know that communication and permission seeking are important</p> <p>Explore positive and negative ways of communicating in a relationship</p> <p>Consider when it is appropriate to share personal/private information in a relationship</p> <p>Know how and where to get support if an online relationship goes wrong</p>



EYFS

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withdrawn from.



EYFS Example Knowledge Organiser

This shows some of the knowledge the children will learn during Relationships Education.

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EYFS

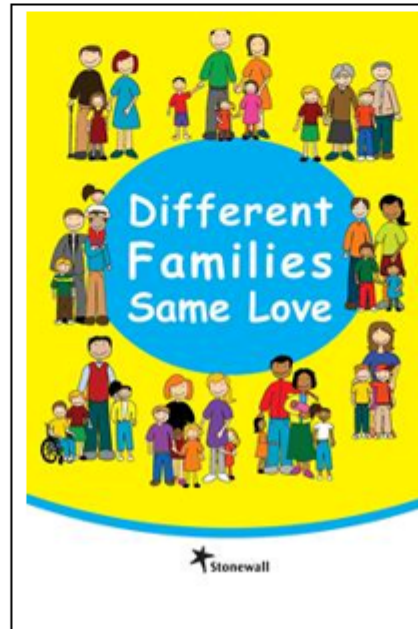
Family and Friendship

Relationships and Health Education

- Caring Friendships
- Being Kind
- Families

Key Vocabulary

Friend	Someone you know well and like a lot.
Kindness	Being friendly, generous and considerate.
Happy	Feeling pleased, glad or delighted.
Sad	Feeling unhappy.
Lonely	Feeling sad as you have no friend/company.
Sorry	Feeling regret and apologising for something you have done.
Angry	Feeling strong annoyance.
Family	People who are closely related to you.
Mum	A mother.
Dad	A father.
Brother	A boy who has the same parent(s) as you.
Sister	A girl who has the same parent(s) as you.
Grandma	A Grandmother.
Grandad	A Grandfather.
Step Mum	A woman who is married to someone's dad and <u>isn't</u> their mum.
<u>Step Dad</u>	A man who is married to someone's mum and <u>isn't</u> their dad.
Foster Mum	A woman who takes the place of a mother in raising a child.
Foster Dad	A man who takes the place of a father in raising a child.



Key Knowledge

Friends are really important to us. They can make us feel happy, help us have fun and make us smile.

We can make new friends feel welcome by...

- Smiling at them
- Saying hello
- Asking if they want to join a game
- Telling them our name and ask what their name is
- Asking if there is a game they like to play

Sometimes we argue with friends if we feel differently to them or want the same thing. It can make us feel angry, sad, lonely and upset. Making friends again and saying sorry is very important and can make you even better friends. Making friends can make you feel happy again.

If we argue with friends and if we get angry it is very important not to be violent and hurt them.

Families should make us feel happy and safe. They should provide love and support. Families can be different in lots of different ways.

Families can include: Mums, Dads, Brothers, Sisters, Grandparents, Aunties, Uncles, Cousins, ~~Stepmums~~, Stepdads, Foster Mum, Foster Dad etc.

Everyone in a family can do things to help each other. We can help each other by washing, dressing, cleaning, eating/preparing meals, playing/reading. Helping each other makes us feel good.



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

Resources

Elephant glove puppet or toy

The Family Book, Todd Parr

[Families pictures](#)

Paper and drawing materials

Activities

1. Group Agreement

In a circle, ask the group how we need to behave when we work in a circle, i.e. look at and listen to the person who is speaking, put your hand up to talk and to sit with your legs crossed.

2. Feeling Faces

Repeat the feeling faces game from previous sessions, this time using the feelings scared, excited and relaxed.

3. Storytime - Sports Day

Use the elephant puppet to tell a simple story about family difference. An example text is below. (Alternatively read *The Family Book* by Todd Parr as described in the additional activities section).

- Ezza woke up and thought 'Oh no. I've got that funny feeling in my tummy again' Today was Ezza's first sports day at school.
- Ezza didn't want the whole family to come and watch. They always made such a noise trumpeting and stomping their feet. Little Eni would be crying and Ettie and Erme were bound to have a fight. 'I bet all the other animals have nice quiet families'
- The family were very excited to be going to Ezzas new school but Ezza's trunk was down all the way.
- When they arrived Ezza looked around the playground and smiled. All the families looked so different. Some were big and noisy, some were small, some had different animals looking after them and some had only one animal with them.
- Ezza felt happy and gave Grandma and Grandpa a big hug. Then ran off to find Heckle and practice the three-legged race.

After the story ask questions to explore the feelings in the story: How did Ezza feel about all the family coming to the school? How was the family feeling about coming to watch Ezza? Were all of the families the same? How were they different?

4. All Families Are Different

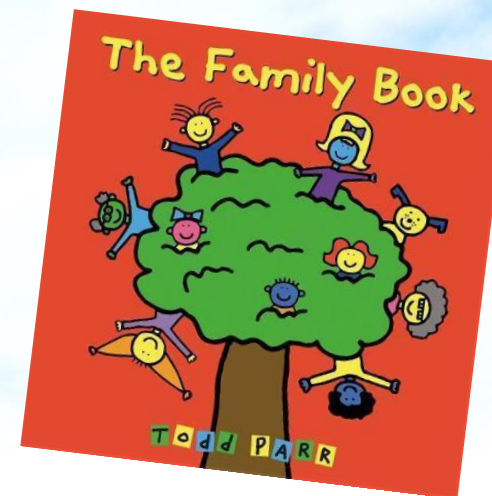
In groups, ask the class to think of as many different family members as possible. Give each group a [Families picture](#) to help them. Collect suggestions from the whole class and record on the board.

5. Family Drawings

At tables, give each child a piece of paper and a pencil and ask them to draw a picture of a family; it can be their own family or one of the families shown on the whiteboard. Circulate and support individuals as necessary and ask them to think about how the family members they have drawn might help each other at home.



EYFS Example Lesson Plan



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Year 1

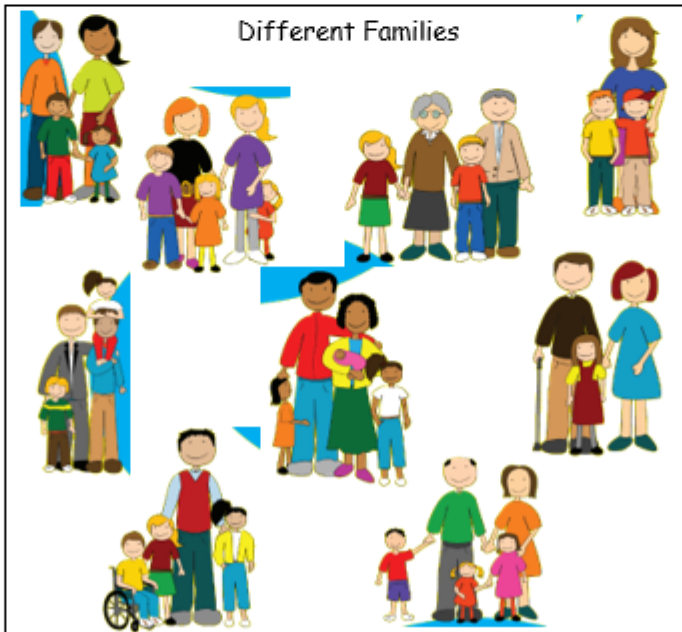
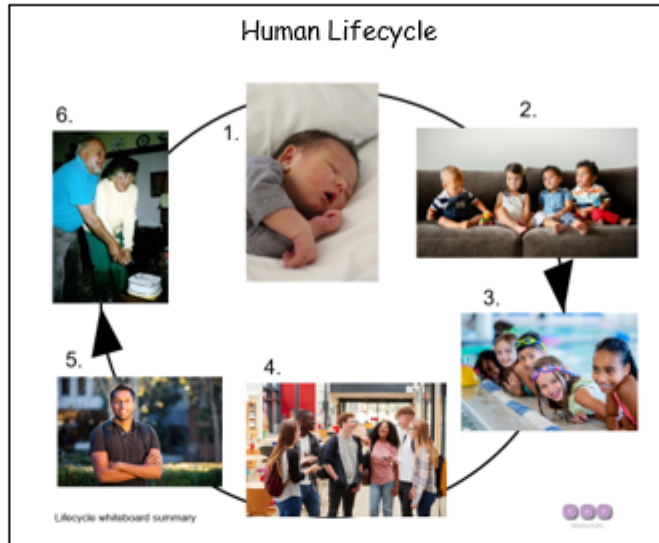
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- Different Friends
- Growing and Changing
- Families and Care

Key Vocabulary

Different	Not the same.
Similar	Shares some of the same things.
Friend	Someone you know well and like a lot.
Family	People who are closely related to you.
Male	A man or a boy.
Female	A woman or a girl.
Private parts	Body parts that are private to you.
Penis	A male private part.
Vulva	A female private part.
Baby	A very young child who cannot walk/talk.
Toddler	A young child who is just beginning to walk.
Child	A young person.
Teenager	A person aged between 13-19
Adult	A person who is fully grown/developed.
Elder	A senior adult.



Key Knowledge

Differences	Religion
Hair colour	Beliefs
Eye colour	Clothes
Skin colour	Language
Personality	Friends
Likes/Dislikes	Families
Hobbies	
Everyone is different. We should respect each other's differences. We can still be friends with people who are different to us.	
Every family is different and has different family members.	
Families should provide love and support. They should make us feel happy and safe.	
Who can help us if our families don't make us feel safe?	
<ul style="list-style-type: none"> • Other family members (parents, step-parents, grandparents, aunts, uncles, cousins, brothers, sisters etc) • Friends • Teachers and teaching assistants • Midday supervisors • Club teachers (football, gymnastics, swimming etc) 	
Older children can do more for themselves than babies. Babies need more care and support. Babies need someone to wash them, feed them, change them, hold them etc whereas older children can do most of this by themselves and need less support.	
Human Lifecycle Baby - Toddler - Child - Teenager - Adult - Elder	

Year 1 Example Knowledge Organiser

This shows some of the knowledge the children will learn during Relationships/Health Education.

This cannot be withdrawn from.



Learning Intention

To understand that we are all different but can still be friends

Learning Outcomes

Know that we can be friends with people who are different to us

Resources

Talking object

Story bag containing an elephant puppet (or the elephant picture) and a school jumper or shirt if the school has one.

Paper and coloured pencils

Activities

1. Group Agreement

In a circle, discuss some rules to help the class work together; include listening, not talking when others are talking, not laughing at other people, taking turns and teamwork.

2. Pass the Talking Object

Explain that the talking object gives the holder permission to speak and that no-one speaks unless they have the object in their hand and no-one speaks unless they want to. Pass the talking object around the circle. As each person receives the object ask them to complete the sentence *Hello my name is...* This is a good opportunity to gently remind the class of the ground rules as the object goes around the circle, for example, if someone throws the object ask them to try passing it again.

3. Feeling Faces

Ask the class to practice putting different feelings on their faces. Suggest happy, nervous, cross and proud. Ask the group to make a mask by covering their faces with their hands and then to think of something that makes them feel happy, giving examples such as a beautiful sunny day. On the count of three the group uncover their 'happy' faces. Gently shake off those faces and repeat with the other feelings. Suggest happy, cross and relaxed. This helps to build a shared emotional vocabulary which can be used throughout the sessions.

4. Story Bag

Introduce the story bag, explain that it contains items that will help to tell a story. Can the class guess what is inside? Take out the jumper and the elephant, tell the class that the story is about a child called Jai who goes to this school. Read the bullet points below as a story and encourage the children to act out the different emotions.

- One morning Jai got to school feeling really happy. (Everyone show their happy faces).
- Jai went to the classroom and saw there was a new child. The new child was sat in Jai's seat. This made Jai feel cross (everyone show their cross faces).
- The teacher told Jai to sit next to the new child who's name was Bo.
- Bo was really different to the other children at school, they looked different, when they spoke they sounded different, their clothes were different and at lunchtime they ate different food.
- At first Jai couldn't decide whether to make friends with Bo. Bo was so different.
- That all changed in the playground later. Bo told Jai a joke about an elephant on a trampoline. It was the funniest joke that Jai had ever heard and they both laughed about it for the rest of the day. (Quickly pass the elephant around the circle).



Year 1 Example Lesson Plan



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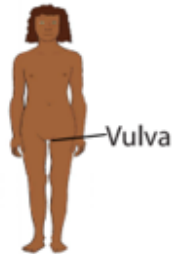
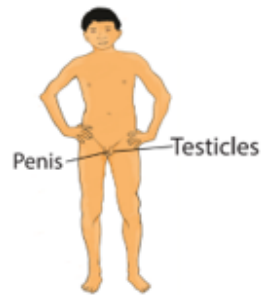
Year 2

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withdrawn from.

- Differences
- Male and Female Animals
- Naming Body Parts



Male and Female body parts



Key Vocabulary

Different	Not the same.
Similar	Shares some of the same things.
Sex	The sex of a person or animal is based on whether they have male or female private parts.
Stereotypes	To have a set idea about what a particular type of person is, especially an idea that is wrong.
Unique	Being the only one of its kind; unlike anything else.
Teats	A teat is a pointed part on the body of a female animal which her babies suck in order to get milk.
Udders	The organ that hangs below some animal's bodies that produce milk.
Male	A man or a boy.
Female	A woman or a girl.
Private parts	Body parts that are private to you.
Penis	A male private part.
Testicles	A male private part.
Vulva	A female private part.
Vagina	A female private part inside the body.

Key Knowledge

Differences can include...

Hair colour	Religion
Eye colour	Beliefs
Skin colour	Clothes
Personality	Language
Likes/Dislikes	Friends
Hobbies	Families

Male and females have different private parts.

Some people have fixed ideas (stereotypes) about differences between boys and girls e.g. some people think that girls should like pink and play with dolls.

Girls and boys can dress however they would like, like whatever they want, wear whatever they want, be whoever they would like to be and play with whatever they like.

We can tell the difference between boy and girl babies by their different private parts.

For some animals it is very clear which one is male. A male peacock has a colourful fan of feathers. A male lion has a mane.

As with humans, male and female animals also have different private parts and this is another way we can tell them apart.

Female animals usually feed their babies.

Teats and udders are only found on female animals so that the female can feed her babies. Teats are the part of the body that milk comes out of.

With humans and most animals, we need a male and a female to make a baby.

Human bodies are all unique. Not all male and female bodies look the same.



Year 2 Example Knowledge Organiser

This shows some of the knowledge the children will learn during Relationships/Health Education.

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withdrawn from.



Learning Outcomes

Describe the physical differences between males and females
Name the different body parts

Resources

2 large PE Hoops

[Hoop labels](#)

[Body Parts picture cards](#)

[Female x-ray picture](#)

[Body Parts worksheet](#)

Activities

1. Group Agreement

In a circle, remind the class of the group agreement from the last lesson.

2. Simon Says

As a whole class use a 'Simon Says' format to review the learning about similarities and differences; e.g. anyone wearing blue stand up, anyone with ears put your hands on your head, anyone with brown hair cross their arms, anyone with a head sit down.

3. Recap Lessons 1 and 2

Ask the class what they remember from the last two lessons. Prompt them using questions e.g. what are the differences between male and female animals? Who else does a female need to make a baby? How is a kitten born and fed? What do babies need when they are born? Remind the class that although females and males share many similarities, there are some important differences between female and male bodies. Refer to the learning outcomes for this lesson.

4. Body Parts Activity

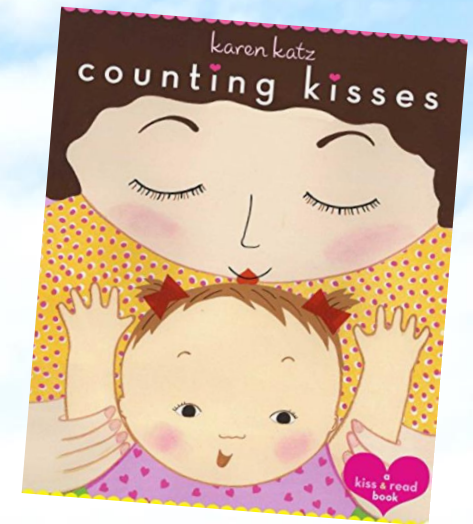
Create a Venn diagram on the floor using two PE hoops. Use the [Hoop labels](#) to designate one side of the Venn diagram 'male', one side 'female' and the centre 'both'. Discuss how human bodies are all unique and that not all Female or Male bodies look exactly the same as the ones in the pictures. Give a [Body Parts picture card](#) to each pair of children and ask them to consider where it belongs in the Venn diagram. When they have all decided, ask the children to read out their card and place it in one of the spaces. Correct any misunderstandings. When the activity is complete ask the children what they notice and ensure they recognise that most body parts are similar for everyone, only the private parts are different. You can use the [Female X-ray picture](#) to explain that the vagina is inside the body.

5. Naming Body Parts Worksheet

At tables, ask children to individually complete the [Body Parts worksheet](#) by matching the words for body parts to the drawing. If the children finish this activity ask them to add any other body parts that they know of that are not on the list.



Year 2 Example Lesson Plan



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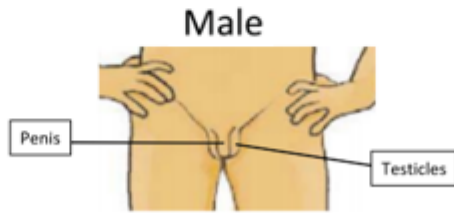
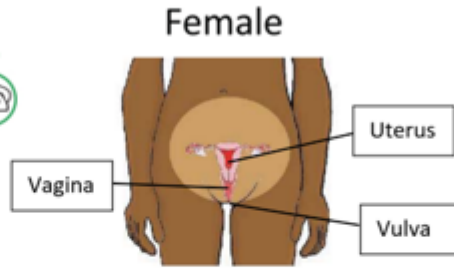


Year 3

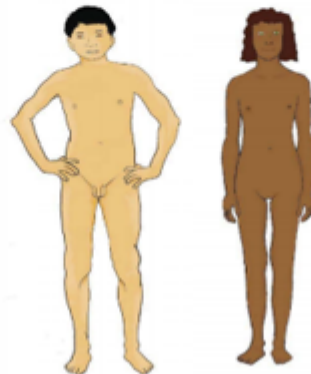
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withdrawn from.



- Body Differences
- Personal Space
- Help and Support



Male Female



Key Vocabulary

Unique	Being the only one of its kind; unlike anything else.
Personal space	The close area around a person. Getting in someone's personal space can make them feel uncomfortable.
Physical contact	The act of touching someone.
Consent	Giving permission for something to happen.
Stereotypes	To have a set idea about what a particular type of person is, especially an idea that is wrong.
Gender roles	Being expected to act, speak, dress a certain way based on our sex. This can be a negative thing.
Different	Not the same.
Similar	Shares some of the same things.
Male	A man or a boy.
Female	A woman or a girl.
Private parts	Body parts that are private to you.
Penis	A male private part.
Testicles	A male private part.
Vulva	The outer part of a female's private part.
Vagina	A female private part inside the body.
Uterus	The female private part where a baby can grow.
Fostering	When a person or family bring up or take care of a baby or child that <u>isn't</u> their own.
Adoption	When a person or family become a legal parent of a child that <u>isn't</u> their own.
Relationship	A close connection between two people.

Key Knowledge

Our bodies do amazing <u>things</u> and they are something to be proud of.
Everyone's bodies are different.
It is never ok to bully or tease someone because their body is different.
Some body differences are linked to a person's biological sex. These different body parts are sometimes described as male and female body parts.
The main body differences between males and females are their different private parts.
The vagina is inside a female's body and leads up to the uterus, which is the part of the body where a baby grows. The vulva is the outer part of a female's private part.
The penis and testicles are the male's private parts.
A male and female are needed <u>in order to</u> make a new life.
Your body belongs to you. It is not ok to touch someone in a way that makes them feel uncomfortable.
It's ok to change your mind about how you would like to be touched. It's ok to tell someone to stop touching you. Tell a trusted grown up if someone is touching you in a way you <u>don't</u> like.
Our family are special people, including carers and friends who are close to us and who we think are important.
Every family is different and has different family members. Every family is equally special.
If you need help you could talk to parents, grandparents, teachers, teaching assistants, friends, headteacher, midday supervisors etc or a support line such as Childline.

EYFS Example Knowledge Organiser

This shows some of the knowledge the children will learn during Relationships/Health Education.

This cannot be withdrawn from.



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

Resources

[Families pictures](#)

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

The Family Book, Todd Parr or a similar book about families

Activities

1. Recap and Group Agreement

Re-cap the group agreement and discuss the previous lesson about different types of touches and what to do about unwanted touches.

2. Comparing Family Types

In pairs, ask the children to talk about what they think the word family means. Feedback some of their ideas and reinforce that members of our family are special people, including carers and friends who are close to us and who we think are important. Ask the class questions about families, considering some of the following: What makes a family? Do families always live together? Are people always born into families? Do people always live with parents or other relatives? Are people in families always married? Do old and young people in families live together? Where do family members live? Make a list on the board of different kinds of family.

3. Family Pictures

Give each group one of the [Families pictures](#), (include pictures of unhappy families). Display some questions on the whiteboard asking them to explore: Who is in this family? What kind of family relationship is it? How big is this family? As a whole class look at the different pictures on the white board and discuss what each group has observed and what similarities and differences there are between the families. Reinforce that there are different kinds of families and all are equally valid. What are some of the ways that family members help each other? How do people in the family pictures feel? Do any of the children in the pictures look scared or upset?

4. Who can I talk to? worksheet

Refer to the unwanted touch scenarios from the last lesson and the pictures that showed children feeling scared or upset. Ask for some suggestions about who we can talk to when we need help. Explain that this is different for different people and in different situations. Often children will talk to their families or the people they live with but sometimes if they feel unhappy at home they might want to think of someone else to talk to. Show the [Who can I talk to? worksheet](#) on the whiteboard and then ask each child to complete a paper copy. Circulate and discuss with individual children. As a whole class, discuss and tell the children who they can talk to in the school (e.g. teaching staff, learning mentor, family support worker, headteacher) and outside school (police officer, traffic warden, shopkeeper, security guard, trusted neighbour). Make sure that they know the number for Childline 0800 1111 and its website www.childline.org.uk.



Year 3 Example Lesson Plan



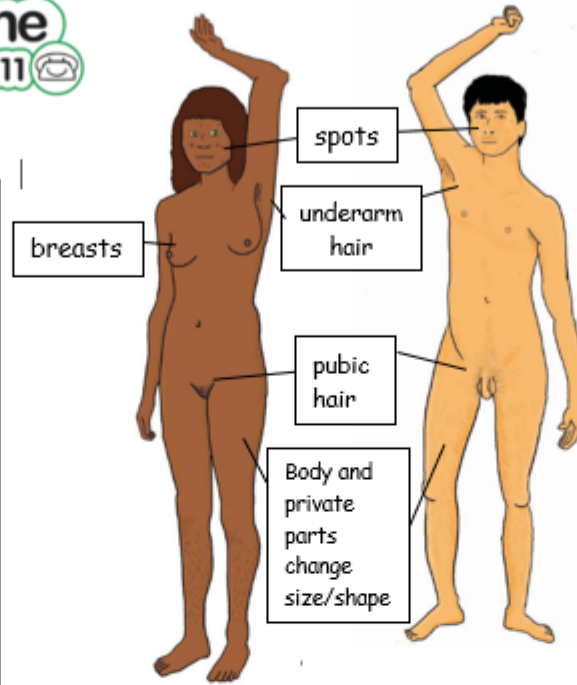
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Year 4

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- Changes
- What is Puberty?
- Healthy Relationships



Key Vocabulary	
Puberty	Changes that happen to the body around the ages of 8-16.
Lifecycle	The series of changes in life including reproduction.
Teenager	A person between 13 and 19 years old.
Adult	A person who is fully grown/developed.
Changes	Our emotions and bodies becoming different.
Feelings	An emotional state or reaction.
Bodies	The physical part of a human/animal.
Male	A man or a boy. Produces sperm.
Female	A woman or a girl. <u>Typically</u> capable of bearing young or producing eggs.
Private parts	Body parts that are private to you.
Physical changes	Changes that happen to the body during puberty.
Reproduction	The process of producing offspring (babies).
Reproduce	An organism producing offspring.
Penis	A male private part.
Testicles	A male private part.
Vulva	The outer part of a female's private part.
Vagina	A female private part inside the body.
Uterus	The female private part where a baby can grow.
Responsibility	Having a duty or job to deal with something or <u>be in charge of</u> something.

Key Vocabulary	
Breasts	The 2 enlarged soft parts on a female's chest that contain a gland that produces milk if she has a baby.
Sperm	A cell that is produced in the sex organs of a male. It can fertilise an egg.
Egg	A cell that is produced in a female body. When fertilised by sperm, a baby develops.
Pubic hair	The hair that develops around lower private parts during puberty.
Emotional	During puberty, intense emotions or 'mood swings' can be felt due to hormones.

Key Knowledge

A lifecycle is the stages of life, including reproduction that a living thing goes through. Baby > toddler > child > teenager > adult > elder. Humans usually reproduce in the adult stage.

Everyone grows and changes at different times. In the 'teenager' stage a person experiences a lot of changes as they develop from a child to an adult.

Puberty is a time when a child gradually grows and develops into a young adult and both their bodies and feelings change a great deal. Puberty can start at any time between the ages of 8 and 16 and the changes happen gradually over a number of years.

During puberty, people develop body hair. This includes hair around private parts, underarms and males get facial hair. It is common to get spots. People's bodies and private parts change in size and shape. Women develop breasts. People might experience intense feelings or 'mood swings'

Males and females need their different private parts so that when they are adults they can have a baby if they choose to.

During puberty, males produce sperm and females produce a special kind of egg. A sperm and egg are needed to make a baby. If adults decide to have a baby, the egg and the sperm usually join together inside the woman's body.

Exciting parts of puberty include being given more responsibility, staying out later, getting taller, choosing what kinds of clothes/make up to wear.

Positive/healthy relationships/friendships involve lots of things including trust, sense of humour and kindness. These are important for both children's and adult's relationships.

People who you can talk to or ask for help include family, friends, teachers, teaching assistants or you can call Childline on 0800 1111.



Year 4 Example Knowledge Organiser

This shows some of the knowledge the children will learn during Relationships/Health Education.

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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 to be able to reproduce if they choose to

Resources

[Puberty Card Sort](#)

[Puberty Card Sort whiteboard summary](#)

[Body Changes worksheet](#)

[Puberty Changes Teacher Guide](#)

Activities

1. Group Agreement and Re-cap

Go over the group agreement for these sessions being sure to include rules around personal information and questions. Recap learning from the previous lesson and remind pupils that puberty can happen at any time between the age of 8 and 16 and that it starts and ends at different times for everybody.

2. Introduction

Introduce the learning outcomes for this lesson, ensuring that pupils understand the words physical, emotional and reproduce. Explain that in this lesson the class will learn about two more important changes, which happen inside the body and enable humans to reproduce. The lesson will also explore how puberty affects our emotions and how we might feel as these changes happen.

3. Puberty Card Sort

In groups of three or four, give out a set of shuffled [Puberty Sort cards](#). There are eight statements and eight pictures. Groups should order the statements by number and read them before finding the corresponding picture cards. Once the cards have been matched, go through their answers using the [Puberty Card Sort whiteboard summary](#). The following questions can support the process: If someone needed advice on any of these changes, who could they ask? Which of the changes are physical and which are emotional? How does a female know when their period has started? How might the menstrual products pictured help? How does a male know that they have started to produce sperm?

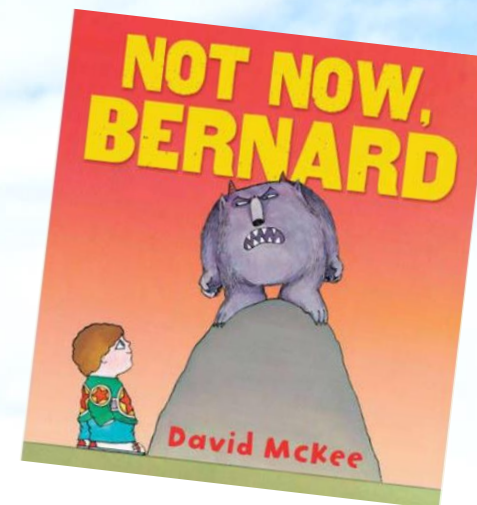
For more guidance refer to the [Puberty Changes Teacher Guide](#) but remember this is an *introduction* to puberty so don't feel the need to explain each change in great detail, they will learn about puberty in more detail in Years 5 and 6.

4. Explaining Reproduction

Explain that one of the most important differences to start inside the body during puberty is that males produce a seed, called sperm, and females produce a special kind of egg, called an ovum; the sperm and egg are needed to make a baby. If adults decide to have a baby, the egg and the sperm usually join together inside the woman's body. With this age group it is not necessary to explain how the sperm gets from the man's body into the woman's body to join with the egg; if pupils are interested, you could tell them they will learn more about this in Year 6.



Year 4 Example Lesson Plan



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Year 5

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Year 5 Example Knowledge Organiser

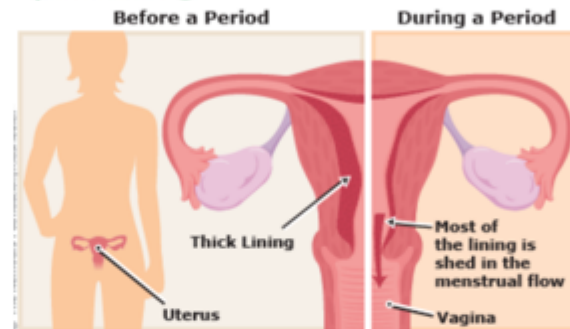
This shows some of the knowledge the children will learn during Relationships/Health Education.

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Key Vocabulary

Puberty	Changes that happen to the body around the ages of 8-16.
Physical changes	Changes that happen to the body during puberty.
Emotional changes	During puberty, intense emotions or 'mood swings' can be felt.
Male	A man or a boy. Produces sperm.
Female	A woman or a girl. <u>Typically</u> capable of bearing young or producing eggs.
Hormones	Special chemicals your body makes to help it do things like grow up!
Ovaries	Female reproductive organs that produce eggs.
Uterus	The female private part where a baby can grow.
Vagina	A female private part inside the body.
Penis	A male private part.
Testicles	A male private part.
Eggs	A cell that is produced in a female body. When fertilised by sperm, a baby develops.
Sperm	A cell that is produced in the sex organs of a male. It can fertilise an egg.
Reproductive organs	The organs involved with producing offspring (a baby).
Moods	The way you feel at a certain time.
Menstruation /Periods	The process of blood leaving a female's body through the vagina.
Tampons	A plug of soft material inserted into the vagina to absorb menstrual blood.
Sanitary towels	An absorbent pad worn by women to absorb menstrual blood.
Pubic hair	The hair that develops around lower private parts during puberty.
Facial hair	The hair that develops on a male's face during puberty.

- Talking about Puberty
- The Reproductive System
- Help and Support
- Additional - Respect and Equality



Key Vocabulary

Underarm hair	The hair that develops in your armpit during puberty.
Wet dreams	When semen comes out of a penis when a male is asleep.
Semen	A thick, whitish liquid containing sperm that is produced by male reproductive organs.
Erection	When a body part (such as a penis) becomes firm and swollen because of sexual feelings.
Sweat	Moisture coming from pores in the skin. People sweat more during/after puberty.
Breasts	The 2 enlarged soft parts on a female's chest that contain a gland that produces milk if she has a baby.
Spots	Spots are white, black or red bumps on your skin. 80% of teenagers get spots.

Key Knowledge

Puberty is when a child gradually grows and develops into a young adult and both their bodies and feelings change.
Puberty occurs sometime between the ages of 8 and 16. Each person will start puberty at a slightly different time and will develop in their own way - <u>it's</u> important to respect these differences. Puberty changes are a normal part of growing up. Many changes happen to everyone, some only happen to females; some only happen to males. The whole process of change can take a few years.
Some changes include... private parts growing/developing, mood changes, the body sweats more and can smell, body hair grows, spots, voice deepens (boys), wet dreams (boys), erections (boys), testicles drop (boys), periods start (girls). The female starts to produce eggs in the ovaries and the male starts to produce sperm in the testicles
Menstruation A period is a release of blood from a girl's uterus, out through her vagina. This happens because the lining of the uterus builds up. The built-up lining is ready for a fertilised egg to attach to and start developing. If there is no fertilised egg, the lining breaks down and bleeds. Most girls get their first period when <u>they're</u> around 12. But getting it any time between age 10 and 15 is OK. Every girl's body has its own schedule. Just before, and during a period, women can feel physical pain and discomfort. They can also feel tense or moody.
Soap and menstrual products are essential. We can choose whether to use make up or hair products.
Strong feelings and emotions are a normal part of growing up.
It is never okay to tease or bully other children about how their body looks or changes during puberty.
People who you can talk to or ask for help <u>include</u> family, friends, teachers, teaching assistants or you can call Childline on 0800 1111.



Learning Intention

To understand male and female puberty changes in more detail

Learning Outcomes

Understand how puberty affects the reproductive organs

Describe what happens during menstruation and sperm production

Resources

[Reproductive System slides](#)

[Puberty Changes Teacher Guide](#)

Menstrual Cycle animation http://kidshealth.org/teen/sexual_health/girls/menstruation.html?tracking=T [RelatedArticle](#)

[Male Changes Powerpoint](#)

[Puberty Card Game \(one set per group\)](#)

[Puberty Card Game answer sheet](#)

[Puberty Card Game whiteboard summary](#)

Model materials: dried spaghetti (fallopian tubes) and poppy seeds (eggs)

Selection of menstrual products (tampons, sanitary towels, pant liners, reusable products)

Pupil questions from Lesson 1

Activities

1. Recap

In a circle, remind the class of the ground rules from the last lesson. Ask the pupils what they remember from the first session, reminding them that both physical and emotional changes happen during puberty. Use the

[Reproductive System slides](#) to recap on the main body parts.

2. Learning Outcomes

Refer to the learning outcomes on the whiteboard and discuss what they mean. Explain that in this session we will be looking at some of the main puberty changes how those with a uterus will start to have periods and how those with testicles will start to produce sperm.

3. Menstruation/Periods

Ask questions to establish what the class understands about menstruation (periods) so far. Use the whiteboard to show an animation of the menstrual cycle which can be found at:

http://kidshealth.org/teen/sexual_health/girls/menstruation.html?tracking=T [RelatedArticle](#)

Pause the animation after each section, ensuring that the class understands what has happened. Discuss the changing visuals and explain the commentary if necessary. Show the class the poppy seeds and spaghetti, which represent the approximate size of the female egg and the width of the fallopian tubes.

Discuss how the menstrual cycle impacts on a woman's feelings and explain that just before, and during a period women can feel physical pain and discomfort and also feel tense or moody. Discuss menstrual wellbeing, showing different types of menstrual products (tampons, pads and reusables) and explain how they work and where to get them from.

4. Male Changes

Discuss some of the key changes that happen to boys during puberty, such as sperm production, testicles'



Year 5 Example Lesson Plan

Whatif by Shel Silverstein

Last night, while I lay thinking here,
Some Whatifs crawled inside my ear
And pranced and partied all night long
And sang their same old Whatif song:
Whatif I'm dumb in school?
Whatif they've closed the swimming pool?
Whatif I get beat up?
Whatif there's poison in my cup?
Whatif I start to cry?
Whatif I get sick and die?
Whatif I flunk that test?
Whatif green hair grows on my chest?
Whatif nobody likes me?
Whatif a bolt of lightning strikes me?
Whatif I don't grow tall?
Whatif my head starts getting smaller?
Whatif the fish won't bite?
Whatif the wind tears up my kite?
Whatif they start a war?
Whatif my parents get divorced?
Whatif the bus is late?
Whatif my teeth don't grow in straight?
Whatif I tear my pants?
Whatif I never learn to dance?
Everything seems swell, and then
The nighttime Whatifs strike again!



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Year 6

Health and Relationships

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withdrawn from.

Key Vocabulary

Puberty	Changes that happen to the body around the ages of 8-16.
Changes	Our emotions and bodies becoming different.
Male	A man or a boy. Produces sperm.
Female	A woman or a girl. <u>Typically</u> capable of bearing young or producing eggs.
Reproduction	The process of producing offspring (babies).
Reproductive parts	The parts/organs involved with producing offspring (a baby).
Permission	Giving consent or allowing someone to do something.
Touch	Physical contact.
Womb	The part inside a female's body where a baby grows.
Eggs	A cell that is produced in a female body. When fertilised by sperm, a baby develops.
Sperm	A cell that is produced in the sex organs of a male. It can fertilise an egg.
Conception	The process of an egg and sperm joining and causing a baby to start to form.
Fertilisation	When a sperm cell joins an egg cell during reproduction.
Pregnancy	The time when a female grows a baby (being pregnant).
Marriage	The legal union between 2 people.
Twins	Two children or animals born at the same time.
IVF	A medical procedure where an egg is fertilised by sperm outside the body.
Sperm donor	A male who donates his sperm. The sperm is usually to help a female get pregnant.

- Puberty
- Communication in Relationships
- Families
- Online Relationships



Safe - Stay Safe by never giving your personal information out to strangers

Meeting - Meeting someone after you have only met them online is very dangerous

Accepting - Never accept friend requests or open emails from people you do not know

Reliable - Only trust information from reliable sources, it's easy for people to lie online

Tell - Tell a parent, teacher or trusted adults if you find something online that makes you uncomfortable

Key Vocabulary

Fostering	Someone bringing up a child that is not their own.
Adoption	Someone bringing up a child that is not their own. The adult becomes their legal parent.
Relationship	A close connection between 2 people.
Friendship	A relationship between friends.
Love	An intense feeling of deep affection.
Consent	Giving permission for something to happen.
Intimacy	Closeness between people in relationships.
Communication	Talking and being open about your thoughts and feelings.
Personal/private information	Information about you. You should not share personal information if you <u>don't</u> want to.
Internet safety	Being safe on the internet.

Key Knowledge

Some changes during puberty include... private parts growing/developing, mood changes, body sweats more and can smell, body hair grows, spots, voice deepens (boys), wet dreams (boys), erections (boys), testicles drop (boys), periods start (girls). The female starts to produce eggs in the ovaries and the male starts to produce sperm in the testicles

Some qualities of a good friendship include respect, trust, kindness, humour, equality and clear communication.

Some teenagers might start dating or going out. They might have emotional connections.

Signs of an unhealthy relationship: pressuring someone to do things they don't want to do, one person controlling or making all the decisions, bullying, teasing all of the time or not talking.

Communication is particularly important when touch is part of a relationship. It's ok to change your mind about how you would like to be touched. It's ok to tell someone to stop touching you. Tell a trusted grown up if someone is touching you in a way you don't like.

There are a lot of important decisions a couple has to make before starting a family e.g. space, money, time. People choose to have a baby at different times. It's ok to not want to have a baby.

Do not share any private information online. People do not always tell the truth online. If you receive a nasty message online don't reply to the message. Instead save or print the message so that you have a record of it, block the number or user from your phone or site and tell your parent, carer or a trusted adult.

People who you can talk to or ask for help include family, friends, teachers, teaching assistants or you can call Childline on 0800 1111.



Year 6 Relationships and Health

Example Knowledge Organiser

This shows some of the knowledge the children will learn during Relationships/Health Education.

This cannot be withdrawn from.



Learning Intention

Exploring the importance of communication and respect in relationships

Learning Outcomes

Explain some differences between a healthy and unhealthy relationship

Know that communication and permission seeking are important in relationships

Resources

['What makes a healthy relationship?' https://amaze.org/video/healthy-relationships-makes-relationship-healthy/](https://amaze.org/video/healthy-relationships-makes-relationship-healthy/)

[Communication and Touch cards](#)

[Pupil Questions template](#)

Activities

1. Group Agreement and Re-cap

Remind the class of the ground rules used in the previous session, including treating each other with respect. Remind the class that in the previous lesson the focus was on the physical changes that happen during puberty and the link to reproduction.

2. Communication in Relationships

Display the learning objectives on the board. Ask the class to consider what we might mean by Healthy and Unhealthy Relationships. Remind the class not to judge the relationship but to think about how people in it might feel.

3. What's important in a friendship?

Write the word 'Friendship' on the board. In pairs, ask the class to write three qualities of a good friend on three separate sticky notes; give a couple of examples e.g. trust, sense of humour, kindness. Ask one child from each pair to stick their three ideas on the whiteboard. Establish that good communication skills can be really important in a positive relationship, to find out what people like and don't like and to let people know what we want to do or don't want to do. Friends don't always want to do or like the same things and that's okay. Identify which of their suggestions are linked to communication?

4. What makes a healthy relationship?

Explain that some teenagers might start dating or going out. Ask the class what they understand by this. What is the difference between being friends and dating? Review the qualities of a good friend that are on the board and ask which qualities would be important in a romantic relationship too.

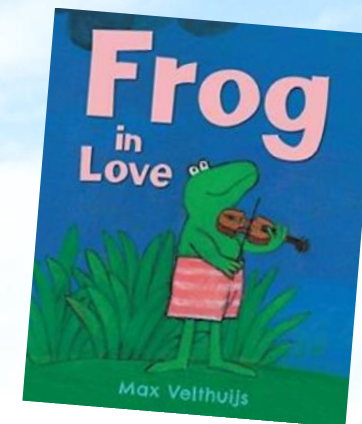
Show the video 'What makes a healthy relationship?' on amaze.org

<https://amaze.org/video/healthy-relationships-makes-relationship-healthy/>

The film discusses three key elements of healthy relationships; respect, being equal and communication. Ask if the class can remember some of the signs of an unhealthy relationship: *pressuring someone to do things they don't want to do, one person controlling or making all the decisions, bullying, teasing all of the time or not talking.*



Year 6 Example Relationships Lesson Plan



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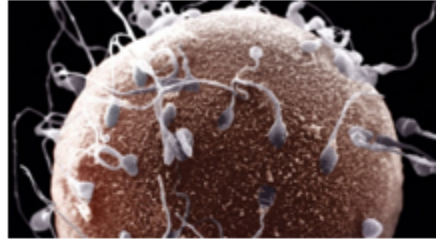
Year 6

Sex Education

You can withdraw your child from this.

Key Vocabulary

Sexual intercourse	When the penis enters the vagina.
Sex	Performing in any kind of sexual activity. Exploring your own or someone else's body. Any gender can be involved.
Consent	Giving permission for something to happen/allowing something to happen.
Permission	Giving consent or allowing someone to do something.
Touch	Physical contact.
Love	An intense feeling of deep affection.
Relationship	A close connection between 2 people.
Intimacy	Closeness between people in relationships.



CONSENT

ChildLine
0800 1111



Key Knowledge

An adult couple should agree/consent to have sex and it should not be painful for either of them. If one wants to stop at any point, the other person **MUST** respect that and stop. There should always be trust between the adults.

Good communication is so important. The couple should talk about what they would like and what they would not like.

16 years old is the legal age to have sex.

People have sex because it feels good or is enjoyable or to make a baby.

During sexual intercourse, a man might ejaculate inside a female. The semen that they ejaculate contains sperm. When a sperm cell meets an egg cell, a baby might start to develop.

Once a female has started having periods they can get pregnant. A female can also get pregnant just before starting their period during puberty.

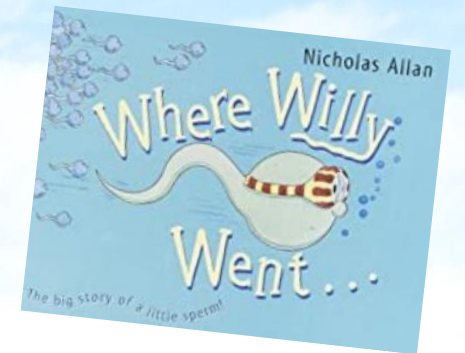
To prevent a baby, a male could wear a condom to stop the sperm cells entering the female. A female also has different contraception options to prevent her from becoming pregnant.

People who you can talk to or ask for help include family, friends, teachers, teaching assistants or you can call Childline on 0800 1111.



Year 6

Sex Education



You can withdraw your child from this.



4. What is Sex? Optional film

Always check that films are suitable for your students/school. This lesson is designed to work either with or without the film. Check the film content matches the Sex Education outcomes set out in your school's RSE policy. Groups may have included 'have sex' as one of the stages on their timeline. Show the BBC Teach film, *Sex – What's it all about?* <https://www.bbc.com/teach/class-clips-video/rse-ks2-sex-what-its-all-about/zht8y9q>
Suggested discussion questions: Why might an adult couple choose to have sex? Why is trust and communication so important? What is the age of consent? Why do you think the age of consent is set at 16 years old? Why might couples use protection such as condoms?

5. How Does a Baby Start? Sequencing Activity

To introduce this activity, explore briefly how the class might feel about looking at the drawings of bodies and sexual intercourse and discuss strategies to help them manage their feelings during the activity. In small groups,



Year 6 Example Sex Education Lesson Plan

Lesson 3- continued
Page 2

Year 6 Families, Conception & Pregnancy

give out the [How does a baby start? cards](#); one set per group. Ask the groups to sequence the cards in the correct order to show they have understood the conception process. As a whole group discuss and sequence the pictures using the [How does a baby start? whiteboard summary](#). Ensure pupils understand the words on each slide and check their understanding with the following questions:

- What does 'touching each other in sexual ways' mean? Only an adult couple in a relationship should touch each other's private parts in this way.
- Why do you think sexual intercourse 'should feel nice'? Ensure pupils understand the meaning of the word 'consent'. An adult couple should agree/consent to have sexual intercourse and it should not be painful for either of them.
- Where does the sperm meet the egg?
- What is the scientific word for when the sperm gets into the egg?
- What happens to the fertilized egg as it travels down towards the womb?
- For how long does the baby usually grow in the womb?

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withdrawn from.



Parental Consultation Questionnaire



We would really appreciate it if you would take the time to complete the Parental Consultation Questionnaire. You will find this on our website. Your views are very important to us in the development of our curriculum and policy.

The Parental Consultation Questionnaire will be live from 26.03.21 to the 2.03.21. We will inform you on the outcome of this process in the near future.

We will take your views into account when we finalise the curriculum and policy. Once we have considered all the feedback, the finalised Relationships and Sex Education Policy will be uploaded to the school's website.





Relationships, Relationships and Sex Education (RSE) and Health Education



We hope that this has provided you with the necessary information and has answered any questions that you may have had. If you have any queries or concerns regarding the consultation process, please do not hesitate to email one of us on:

znadin@dovedale.derbyshire.sch.uk

abestwick@dovedale.derbyshire.sch.uk

Thank you for your continued support.

Miss Nadin and Miss Bestwick (PSCHE/RSE/RE Curriculum Subject Leads)