

# Relationship and sex education policy

HOLY TRINITY C OF E PRIMARY SCHOOL, NW3

*Strength for today, Bright hope for tomorrow*



<b>Approved by:</b>	Full Governing Body	<b>Date:</b> Sept 2024
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<b>Last reviewed on:</b>	9 <sup>th</sup> September 2024
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## Our Vision

*Isaiah 40: 31*

*Those who have hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.*

Our school vision is rooted in the book of Isaiah chapter 40 verse 31 which tells us that those who have hope in the Lord will renew their strength. Our hope in God leads us to have high aspirations for our learning community. We value the uniqueness of each child, made in the image of God, and seek to provide a holistic, enriched curriculum and pastoral care, empowering everyone with the strength, knowledge and wisdom to succeed and flourish.

How our Christian Vision inspires this Policy: The Holy Trinity expresses the relationships that are at the very heart of the nature of God. God wants us to have a relationship with Him. As we are made in His image, we are made for relationship. Healthy relationships with others begin with a healthy relationship with ourselves, therefore Relationship and Sex Education (RSE) are an important part of our curriculum.

The following guidance also influences this policy:

### **PSHE Association - RSHE consultation latest**

'Draft updated statutory relationships, sex and health education (RSHE) guidance was published for consultation on 16 May. The DfE has confirmed, despite an election being called for 4 July, that this consultation will remain open for submissions as planned until the 11 July deadline. As it is draft guidance that has been released for consultation, there is no need for schools to change what they currently teach, they should continue to follow the current mandatory RSHE guidance. The full proposed guidance and consultation documents can be found below:

### **Review of the RSHE statutory guidance - Department for Education - Citizen Space GOV.UK- New RSHE guidance: What it means for sex education lessons in schools**

Following the consultation, the guidance will be statutory, which means schools must follow it unless there are exceptional circumstances. There is some flexibility within the age ratings, as schools will sometimes need to respond to questions from pupils about age-restricted content, if they come up earlier within their school community. In these circumstances, schools are instructed to make sure that teaching is limited to the essential facts without going into unnecessary details, and parents should be informed.

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## 1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- This policy provides information on how we provide Sex and Education Relationships (SRE) as part of the Personal, Social and Health Education and Citizenship framework. This is in addition to the statutory Science National Curriculum topics. In line with the Children's Act (2004) and the Education Act (2006), this policy aims to promote the well-being of our children and prepare them for the challenges, opportunities and responsibilities of adult life.
  
- Whilst we at Holy Trinity are aware that parents have the right to withdraw their children from sex education provided at school, except for those parts included in the statutory National Curriculum for Science, we would encourage any parent wishing to withdraw their child to discuss the situation with the class teacher in the first instance.
  
- This policy is available to all staff and governors on request.
  
- A copy of the policy is located in the Head teacher's office.

## 2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

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

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Holy Trinity, we teach RSE as set out in this policy.

## 3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

## 5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

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

We will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born (Year 6)
  
- Specific teaching on Human Reproduction has taken place at Holy Trinity School for several years in Year 6. We believe that broached sensibly and sensitively sex education itself is appropriate and relevant for our Year 6 children. We feel it has been of great benefit to our young people, informing them, helping them to sensibly question and prepare them for both their present and their future in a society where issues of health, sex, gender stereotyping and sexuality are very prevalent.
  
- The purpose of sex education is to provide knowledge about the processes of human reproduction and the nature of sexuality and relationships. At the same time, it should lead to the acquisition of skills and attitudes which prepare children to manage their relationships in a responsible and healthy manner. It also provides a very important forum for children for discussion, clarifying issues, gaining correct information and reaching balanced views that may help them to avoid potential difficulties in the future.

**For more information about our curriculum, see our curriculum map in Appendix 1.**

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

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

For more information about our RSE curriculum, see Appendices 1 and 2.

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

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

### 6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed
- As a Church Of England School we also aim to teach the curriculum in line with our Christian vision:

'A Church school's vision will be a Christian and inclusive vision, where all members of the school community are afforded a sense of their own dignity and worth and the innate dignity of humankind is cherished. Inclusivity and hospitality will be hallmarks of church schools, where everyone is revered and respected as a member of a community where all are known and loved by God.' (*Valuing all Gods Children, 2014*)

## 6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## 8. Roles and responsibilities

### 8.1 The governing board

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

**Alternatively, insert the following text if applicable:**

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to [committee name/governor name/the headteacher].

### 8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from components of RSE (see section 9).

### 8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

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

**You must include names/roles of those responsible for teaching RSE in your school.**

### 8.4 Pupils

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

## **9. Parents' right to withdraw**

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

Whilst we at Holy Trinity are aware that parents have the right to withdraw their children from sex education provided at school, except for those parts included in the statutory National Curriculum for Science, we would encourage any parent wishing to withdraw their child to discuss the situation with the class teacher in the first instance.

## **10. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **11. Monitoring arrangements**

The delivery of RSE is monitored by Alice Walker (PSHE lead) and Keeley McCleave (Head of School) through:

Learning walks, book looks, pupil voice and correspondence with class teachers.

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

This policy will be reviewed by [name and role] [frequency, e.g. annually]. At every review, the policy will be approved by [the governing board/committee name/governor name/the headteacher].



***Links with other policies***

*This policy should be read in conjunction with the following policies:*

*PSHE and Citizenship*

*Drugs and alcohol*

*Science*

*Safeguarding & Child Protection SEN*



## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

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#### RSE

**Aim:** The purpose of this document is to outline the skills taught in RSE from years 1-6.

Please see RSE policy for further details.

This RSE Scheme of work covers the content for 4 aspects of the PSHE curriculum

1. Statutory Relationships Education
2. Statutory Science
3. Statutory Health Education
4. Sex Education (Year 6)

**Strength for today. Bright hope for tomorrow**

#### Year Group Outcomes

Year 1	Learning intentions
1	Understand how they are growing and changing
2	The basic difference between a baby girl and boy (name penis and vagina
3	What makes a good friend
4	Know there are different types of toys that can all be enjoyed by boys and girls

Year 2	Learning intentions
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1	Introduce the concept of male and female and gender stereotypes
2	Difference between male and female babies
3	Growing from young to old (human lifecycle)
4	How people are cared for at different stages of their lives
5	Different types of families and how they care for each other
6	To make a new life you need male and female

<b>Year 3</b>	<b>Learning intentions</b>
1	Understand and explore stereotypes
2	Differences within families
3	Name male and female body parts using scientific words

<b>Year 4</b>	<b>Learning intentions</b>
1	Recap the main stages of the human life cycle
2	Basic information about physical and emotional changes at puberty
3	Keeping clean at puberty

<b>Year 5</b>	<b>Learning intentions</b>
1	Changing and growing since they were younger
2	Physical and emotional changes at puberty
3	Menstruation and wet dreams
4	How and why emotions and relationships (including with friends and family) change during puberty

5	How to manage the changes
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Year 6	Learning intentions
1	Exploring worries at puberty
2	Attitudes to gender and sexuality
3	How to manage changing relationships
4	Difference between an adult intimate/loving relationship and other types of relationships
5	How a baby is made-sexual intercourse
6	Conception and basic facts about pregnancy

### Year 1

Lesson	Learning Objectives Children will learn	Learning Outcomes Children will be able to	Activities
1	<b>Science</b> To know that they are growing and changing	Describe how they have grown since being a baby  Describe how they know they have been growing	All activities are highlighted in Yellow  Complete: <ul style="list-style-type: none"> <li>• Route B: I know I am growing pages 8/9</li> <li>• Activity sheet 4 :Our bodies are growing</li> <li>• Activity sheet 6 :I can do it</li> </ul>

			<ul style="list-style-type: none"> <li>Children could also bring in photos of themselves as babies and compare with photos of themselves now, and make a display "When I was a baby I could... Now I am 5/6 I can....."</li> </ul>
2	<p><b>Science</b></p> <p>To know that everyone grows and changes and babies become children and then adults</p>	<p>Know the difference between a boy and girl baby and a male and female animal (and know the scientific name for the parts that make males and females different)</p> <p>Correctly sequence humans from youngest to oldest</p>	<p>All activities are highlighted in Yellow</p> <p>Complete:</p> <ul style="list-style-type: none"> <li>Year 1 Lesson 2 Growing and Changing Activities 1-3</li> <li>Activity 4 Story Bag (Use baby pictures page 2&amp;3)</li> <li>Activity 5 Lifestyle Pictures Use pages 4-6 or collect your own images/photos</li> <li>Male and female activity sheet 2 pages 6&amp;7</li> </ul>
3	<p><b>Relationships Education</b></p> <p>To understand that there are lots of different toys and that can be enjoyed by everyone, whether they are a boy or girl</p>	<p>To recognise what they like and dislike.</p> <p>To identify and respect the differences and similarities between people</p>	<p>Toys and gender: Complete whole lesson</p> <p>Lesson can also be downloaded from the Let Toys Be Toys website</p> <p><a href="http://lettoysbetoys.org.uk/lesson-plan-for-primary-schools-reception-year-1/">http://lettoysbetoys.org.uk/lesson-plan-for-primary-schools-reception-year-1/</a></p>
4	<p><b>Relationships Education</b></p> <p>To know there are different types of family</p> <p>To know that all families have a special role in children's lives</p>	<p>Describe their family</p> <p>Explain why families are special</p> <p>Describe ways families take care of each other</p>	<p><i>Please note you will need "Wheels" by Shirley Hughes for this lesson</i></p> <p>Complete all activities.</p> <p>Please ensure the definition of "family" is as wide as possible - use Stonewall posters "Different Families Same Love" from <a href="http://www.stonewall.org.uk">www.stonewall.org.uk</a> and books that show different families eg The Family Book- Todd Parr</p>

Year 2

Lesson	Learning Objectives Children will learn	Learning Outcomes Children will be able to	Activities
1	<p><b>Relationships Education</b></p> <p>To introduce the concept of male and female and gender stereotypes</p> <p>To identify the differences between males and females</p>	<p>Talk about how some people have fixed ideas about what boys and girls can do</p> <p>Describe the difference between male and female babies</p>	<p>Differences: boys and girls</p> <ul style="list-style-type: none"> <li>Complete all activities 1-8</li> </ul>
2	<p><b>Science</b></p> <p>To explore some of the differences between male and female animals</p> <p>Understand that a male and female are needed to make a new life</p>	<p>Describe some differences between male and female animals</p> <p>Explain that to make a new life needs a male and female</p>	<p>Either:</p> <p><b>A: Differences: Male and Female</b></p> <ul style="list-style-type: none"> <li>Complete activities 1-7</li> </ul> <p>NB: This includes the Living and Growing DVD Differences Unit 1 programme 1 as an additional activity</p> <p>Or</p> <p><b>B What is male and female?</b></p> <p>This is a similar lesson but uses the Living and Growing DVD Differences Unit 1 programme 1 as an integral part of the lesson. It includes names of male/female sex parts, including clitoris.</p>
3	<p><b>Science</b></p> <p>To know the correct names for body parts, including differences between</p>	<p>Describe the physical differences between males and female body parts</p>	<p><b>Naming the body parts</b></p> <ul style="list-style-type: none"> <li>Complete all activities 1-7</li> </ul>

	males and females	Use the correct biological words for the male and female body parts	
4	<p><b>Science</b></p> <p>To know about growing from young to old</p> <p>To know that all living things, including humans, start life as babies</p> <p>To identify ways they are growing and changing</p>	<p>Describe the main stages of the human life cycle</p> <p>Identify ways they have grown and changed since being babies</p>	<p><b>Human Life Cycle</b></p> <ul style="list-style-type: none"> <li>• Complete all activities.</li> <li>• This lesson Includes <b>Once There Were Giants</b> by <b>Martin Waddell and Penny Dale</b> (published by Walker Books Ltd)</li> </ul>
5	<p><b>Relationships Education</b></p> <p>To know that everybody needs to be cared for</p> <p>To know how they can care for others</p>	<p>Identify ways they can show care to others</p> <p>Describe ways people are cared for at different stages of their life</p>	<p><b>Everybody needs caring for</b></p> <ul style="list-style-type: none"> <li>• Complete all activities</li> <li>• <b>The World is full of babies</b> by <b>Mick Manning &amp; Brita Granstrom</b> can be read as an additional activity</li> </ul>
6	<p><b>Relationships Education</b></p> <p>To know about different types of families</p> <p>To know their home-life is special</p>	<p>Describe different types of families</p> <p>Describe how families care for each other</p> <p>Describe their own family and what is special about it</p>	<p><b>Special and Different-Families</b></p> <ul style="list-style-type: none"> <li>• Complete all activities</li> </ul> <p>NB Tell Me About The Day I Was Born by Jamie Lee Curtis published by Scholastic Press is out of print!</p> <ul style="list-style-type: none"> <li>• Use “Different families same love” and books that show different families</li> <li>• eg <b>The Family Book</b> by <b>Todd Parr, And Tango Makes Three</b></li> </ul>

			by <b>Peter Parnell &amp; Justin Richardson</b>
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**Year 3**

Lesson	Learning Objectives Children will learn	Learning Outcomes Children will be able to	Activities
1	<p><b>Relationships Education</b></p> <p>To know about stereotyping of males and females</p> <p>To understand the link between gender stereotyping and discrimination</p>	<p>Identify the similarities and differences between males and females</p> <p>Give examples of gender stereotypes</p> <p>Explain how stereotyping might feel</p>	<p>Either:</p> <p><b>Challenging Gender Stereotypes</b></p> <p>Complete all activities</p> <p>Or</p> <p><b>Gender, Careers, Assumptions</b> (page 12 onwards).</p> <p>NB: Year 2 Complete Pack can be downloaded from <a href="http://www.womensaid.org.uk">www.womensaid.org.uk</a></p>
2	<p><b>Science</b></p> <p>To know the biological differences between males and females</p>	<p>Identify, label and use the scientific names for the body parts, including male and female parts</p> <p>Explain that the differences between male and female body parts are related to</p>	<p>Either A</p> <p><b>Labelling male and female bodies.</b></p> <p>This lesson names the clitoris and uses Living and Growing DVD Differences Unit 1 programme 1</p> <ul style="list-style-type: none"> <li>• Complete all activities</li> </ul>



		reproduction	<p>Or B</p> <p><b>Labelling male and female bodies.</b></p> <p>This lesson does not mention the clitoris</p> <ul style="list-style-type: none"> <li>• Complete all activities</li> </ul> <p>Both options use the Living and Growing resources which are included in the lesson packs</p> <p>NB Child and young adult images are included</p>
3	<p><b>Relationships Education</b></p> <p>To explore family differences and challenge stereotyping</p> <p>To understand that people sometimes have stereotypes about families</p>	<p>Describe what a family is</p> <p>Describe different kinds of families</p> <p>Identify similarities and differences between families</p>	<p><b>Family Differences</b></p> <ul style="list-style-type: none"> <li>• Complete all activities</li> </ul> <p><i>NB Tell me again about the night I was born, Jamie Lee Curtis is out of print</i></p> <p>books that show different families eg The Family Book Todd Parr, And Tango Makes Three Peter Parnell and Justin Richardson</p>

**YEAR 4**

<b>Lesson</b>	<b>Learning Objectives</b> Children will learn	<b>Learning Outcomes</b> Children will be able to	<b>Activities</b>
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1	<p><b>Science</b></p> <p>To understand the main stages of the human lifecycle</p> <p>To understand the changes that humans go through at the different stages</p>	<p>Describe the main stages of the human lifecycle</p> <p>Describe the body changes when a child grows up</p>	<p><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• Complete activities 1-6</li> </ul>
2	<p><b>Health Education</b></p> <p>To know some of the basic facts about puberty</p> <p>To know each person experiences puberty differently</p>	<p>Describe some of the changes that happen during puberty</p> <p>Use correct scientific names for male and female body parts</p>	<p><b>What is puberty?</b></p> <ul style="list-style-type: none"> <li>• Complete all activities 1-6</li> </ul>
4	<p>To understand the importance of personal hygiene at puberty</p> <p>To know about different items that help keep us clean</p>	<p>Explain why it is important to wash when going through puberty</p> <p>Describe different items needed for personal hygiene</p>	<p><b>Keeping Clean Why Wash?</b></p> <ul style="list-style-type: none"> <li>• Complete all activities and the worksheet Keeping my body clean</li> </ul>
5	<p><b>Relationships Education</b></p> <p>To recognise positive things about themselves</p> <p>To challenge gender stereotyping</p>	<p>Describe positive things about themselves</p> <p>Explain that boys and girls can do the same thing but that sometimes stories, TV and people sometimes present stereotypes</p> <p>Recognise and challenge stereotypes</p>	<p>Either:</p> <p><b>Feeling Good about being different</b></p> <ul style="list-style-type: none"> <li>• Complete all activities</li> </ul> <p><b>And/or</b></p>

			<p><b>Toys and Gender</b> from <a href="http://www.lettoysbetoys.org.uk">www.lettoysbetoys.org.uk</a></p> <p>Complete all activities.</p> <p>For this lesson you will need to access the following links:</p> <p>Moonsand advert  <a href="https://www.youtube.com/watch?v=Zgdj5FXOOOp8">https://www.youtube.com/watch?v=Zgdj5FXOOOp8</a></p> <p><a href="http://www.genderremixer.com">www.genderremixer.com</a> (this requires Chrome or Firefox)</p>
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## YEAR 5

Lesson	Learning Objectives Children will learn	Learning Outcomes Children will be able to	Activities
<b>Spiritual Reflection</b>	<b>Encounter:</b>	<b>Reflection:</b>	<b>Transformation:</b>
1	<p><b>Science</b></p> <p>To think and talk about how they have grown and changed since they were babies</p>	<p>Complete a growing and changing lifeline</p> <p>Talk about changes</p>	<p><b>Developing from birth-Me then and Now</b></p> <ul style="list-style-type: none"> <li>• Before the lesson ask children to bring in photos of themselves as babies, old toys, certificate etc in a labelled carrier bag, so they don't get lost.</li> <li>• Complete all activities.</li> </ul>
2	<p><b>Health Education</b></p> <p>To know about the physical changes that happen at puberty</p>	<p>Give a definition of puberty</p> <p>Describe the physical changes that happen to</p>	<p>Either:</p> <p><b>A; Puberty-How our bodies change</b></p> <ul style="list-style-type: none"> <li>• Complete all activities</li> </ul> <p><i>NB This lesson uses the Living and Growing DVD Unit 2 Programme 4.</i></p>

		<p>males and females</p> <p>Explain that people experience puberty at different rates</p>	<p>Or:</p> <p>Alternative lesson without the video.</p> <p><b>B: Time To Change</b></p> <ul style="list-style-type: none"> <li>• Complete all activities</li> </ul> <p><b>Additional activities</b></p> <ul style="list-style-type: none"> <li>• Sort the changes</li> <li>• How do we change?</li> <li>• Puberty-similarities and differences between boys and girls</li> </ul> <p><b>For Teacher reference</b></p> <p>Information on female and male anatomy and word list with definitions</p>
3	<p><b>Health Education</b></p> <p>To understand what menstruation and wet dreams are</p> <p>To know how to manage menstruation and wet dreams</p>	<p>Describe what menstruation and wet dreams are</p> <p>Describe ways to manage menstruation and wet dreams</p>	<p><b>Menstruation and Wet Dreams</b> All activities are highlighted in Yellow</p> <ul style="list-style-type: none"> <li>• Kelly's Diary-baseline activity</li> <li>• Discuss Kelly's Diary.</li> <li>• Label female body parts</li> <li>• Video menstrual Cycle <a href="https://www.youtube.com/watch?v=vXrQ_FhZmos">https://www.youtube.com/watch?v=vXrQ_FhZmos</a></li> <li>• Label male body parts</li> <li>• Video Erections and wet dreams <a href="https://kidshealth.org/en/kids/boys-puberty.html#cat20449">https://kidshealth.org/en/kids/boys-puberty.html#cat20449</a></li> </ul> <ul style="list-style-type: none"> <li>• Menstruation and wet dreams card game</li> </ul>

			<p>Other activities</p> <ul style="list-style-type: none"> <li>• Girl Facts activity sheet 7 and/or “What is the menstrual cycle” sequence cards</li> <li>• Puberty card game</li> </ul>
4	<p><b>Health Education</b></p> <p>To know the importance of hygiene during puberty</p>	<p>Explain how puberty affects body hygiene</p> <p>Explain ways to keep clean during puberty</p>	<p><b>Changing the Way we Keep Clean.</b></p> <ul style="list-style-type: none"> <li>• Complete all the activities on first two pages, then move onto Clean up activity</li> </ul>
5	<p><b>Health Education</b></p> <p>To know how and why emotions and relationships change during puberty</p> <p>To know where to get help and support to manage changes during puberty</p>	<p>Describe how emotions and relationships change during puberty</p> <p>Explain how to manage changes at puberty and where to get help and support</p>	<p><b>Feelings and Emotions</b></p> <ul style="list-style-type: none"> <li>• Complete all activities</li> </ul>
6	<p><b>Relationships Education</b></p> <p>To know how to deal with feelings in relationships</p>	<p>Identify feelings and how they affect behaviour</p> <p>Describe how feelings change at puberty and how that can affect relationships</p>	<p><b>Feeling, Thinking and Doing-changing relationships</b></p> <ul style="list-style-type: none"> <li>• Complete all activities</li> </ul>

		Be able to manage relationships in different situations	
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**YEAR 6**

<b>Lesson</b>	<b>Learning Objectives Children will learn</b>	<b>Learning Outcomes Children will be able to</b>	<b>Activities</b>
<b>Spiritual development</b>	<b>Encounter:</b> How do we build successful relationships?	<b>Reflection:</b> Why do we need relationships? Do we need love for happiness? Why do we love? Why do you need to ask for consent?	<b>Transformation:</b> Express their boundaries
1	<b>Health Education</b> To remind pupils about the physical, emotional and social changes that take place during puberty  To dispel any myths about puberty  To explore some of the	Describe the physical and emotional changes that happen during puberty  Identify myths and facts about puberty  Talk about find solutions to common concerns	Year 6 Puberty: Recap and Review. Activities are highlighted in yellow. Complete <ul style="list-style-type: none"> <li>• Puberty mind map (p3)</li> <li>• Fact or Myth card sort (p4)</li> </ul> Move onto highlighted Main activity about problem pages letters (p5). There are numerous examples of different problems that can be used.

	concerns people might have during puberty	during puberty	
2	<p><b>Relationships Education</b></p> <p>To know what constitutes a positive healthy relationship</p> <p>To know that relationships change over time</p>	<p>Identify different kinds of relationships</p> <p>Describe the qualities of a positive, healthy relationship</p> <p>Recognise when relationships change or end and how to manage this</p>	<p>Year 6 Positive and Healthy Relationships. Activities are highlighted in yellow</p> <p>Complete:</p> <ul style="list-style-type: none"> <li>• Core activity Pictures of Relationships. NB There are some B&amp;W images of different types of relationships on page 10 to give an idea of the type of images that are suitable (including older people, gay and lesbian, friends, family), but you may wish to source your own colour images. Use Resource E: Life stages (page 4) to talk about relationships at different life stages.</li> <li>• Annotate a picture</li> <li>• Relationships Stories Part 1 and Part 2 (pages 5 &amp;6) NB there are examples of friendship issues on page 7</li> <li>• Relationships Diamond 9 There are example diamond nine cards that can be used page 8 and a blank Diamond 9 if you wish to make up your own card</li> </ul> <p><i>There are example diamond nine cards that can be used</i></p>
3	<p><b>Sex Education</b></p> <p>To know the difference between an adult intimate/loving relationship and other types of relationships</p> <p>To know how a baby is made (sexual intercourse, conception)</p>	<p>Explain the difference between an adult intimate/loving relationship and other types of relationships</p> <p>Explain what sexual intercourse is</p> <p>Explain what is</p>	<p>Year 6 How a baby is made. Activities are highlighted in yellow</p> <p>Complete:</p> <ul style="list-style-type: none"> <li>• Introduction: Human Lifecycle; refer to Resource E: Life stages (p7)</li> <li>• Adult loving relationships</li> <li>• What is meant by sexual intercourse</li> <li>• How a baby is made (use Resource J How a baby is made sequencing cards, page 9)</li> <li>• Pregnancy facts (use Resource K Pregnancy facts page 10)</li> </ul>

	To know what pregnancy means	pregnancy means	
4	<b>Relationships Education</b> To understand the difference between a healthy and unhealthy relationship	Describe what an unhealthy relationship is  Describe different types of relationship abuse  Be able to say where to go for help	Year 6 Recognising unhealthy relationships. Activities are highlighted in yellow <i>Please consider that there may be some children who witness abusive relationships at home and whether you need to modify this lesson</i>  Complete: <ul style="list-style-type: none"> <li>• Activity 1 Is this Love? Heart templates are on page 3</li> <li>• Activity 2 Is this relationship abuse? Page 5</li> <li>• Activity 3 Plenary</li> </ul>
5	<b>Relationships Education</b> To explore ways to communicate in a relationship and know when it is appropriate to share personal information	Describe ways people talk about relationships	<ul style="list-style-type: none"> <li>• Year 6 Communicating in relationships</li> <li>• Complete:</li> <li>• Introduction</li> <li>• Defining Relationships- Relationship question cards are on page)</li> <li>• Communication Scenarios: Scenario cards are on page 4 and answers page 5</li> <li>• Jaz's story (page 6)</li> </ul> <p>Film Clip: Online Safety in relationships - NSPCC Lucy &amp; the Boy <a href="https://www.youtube.com/watch?v=DY-D_tebNXs">https://www.youtube.com/watch?v=DY-D_tebNXs</a></p>



