
Parent Consultation

RSHE

July 2023



Thank you for joining. We will start at 1800.

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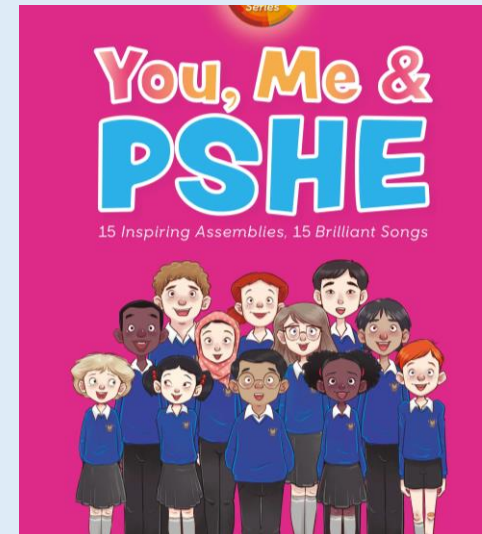
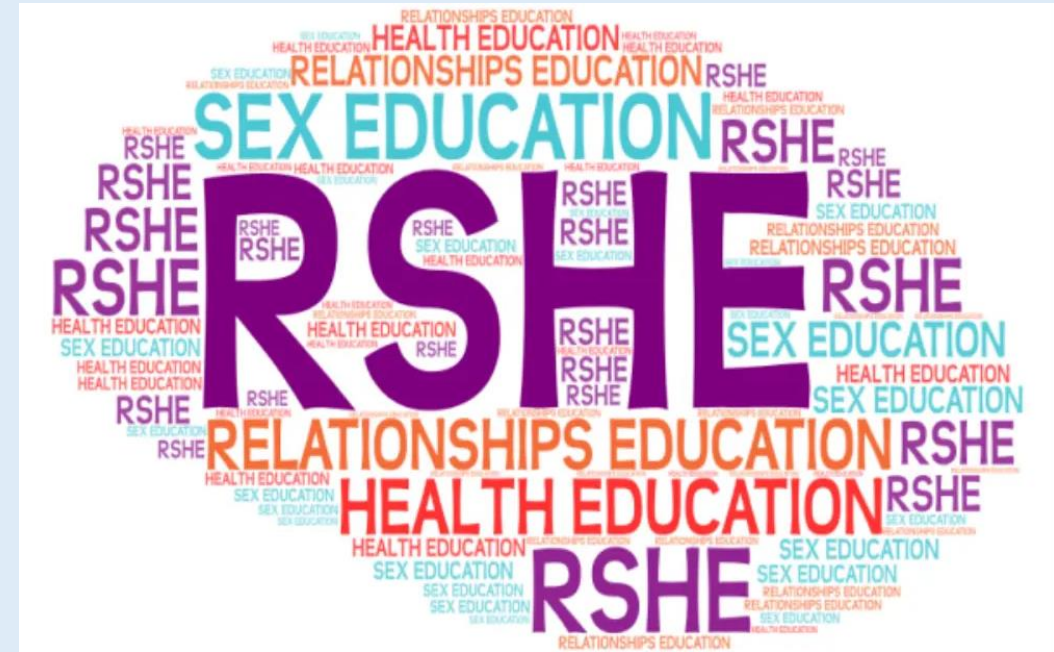
03 Why are we making changes?


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What is RSHE?

- A statutory part of our curriculum.
- Delivered through weekly PSHE (Personal, Social and Health Education).
- Relationships and Health Education must be taught at primary school.
- Sex education is optional for primary schools.




Department
for Education

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

02 RHE through the school



Me and My
Relationships

Rights and
Respect

Valuing
Difference

Being My
Best

Keeping
Safe

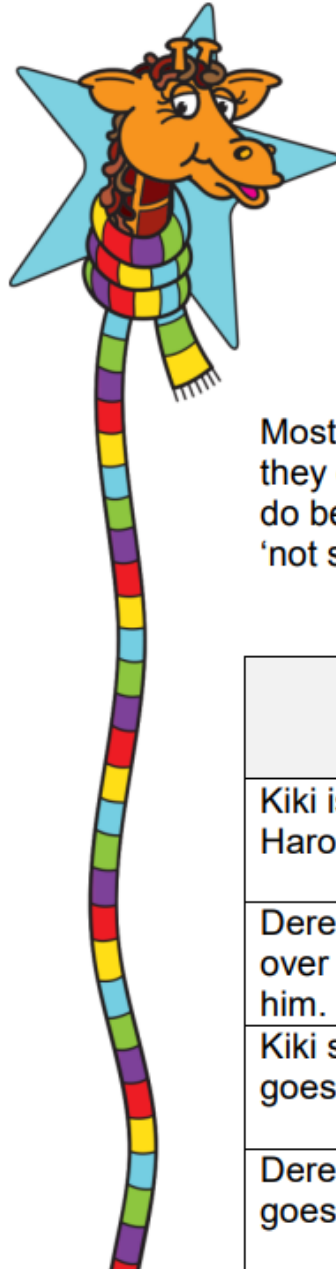
Growing and
Changing

Learning Outcomes

Children will be able to:

- Recognise that friendship is a special kind of relationship;
- Identify some of the ways that good friends care for each other.

- **Relationships Education** **Caring friendships** 1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
- **Relationships Education** **Caring friendships** 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- **Relationships Education** **Caring friendships** 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.



Activity Sheet

Being a good friend

Most of the time Harold, Kiki and Derek are really good friends but sometimes they don't behave in a friendly way towards each other. Read about what they do below and decide whether they are being a good friend or not. It's OK to put 'not sure' if you can't decide.

	Good friend?	Not a good friend?	Not sure
Kiki is finding her spellings hard to learn. Harold helps her learn them at playtime.			
Derek accidentally knocks a jar of water over Harold's painting but he doesn't tell him.			
Kiki sees Derek by himself at playtime so goes over to him to see if he is OK.			
Derek falls over at playtime and Harold goes in with him to get it sorted.			

Learning Outcomes

Children will be able to:

- Understand and identify stereotypes, including those promoted in the media.

Introduction

Ask children to close their eyes and picture:

1. A child climbing a tree. What is their gender? (Or ask 'Are they a boy or a girl?')
2. Someone modelling clothes. What is their gender?
3. A doctor. What is their gender?
4. A newborn baby boy. What colour clothes is he wearing?

Invite the children to share their initial assumptions about each of these questions. If many of them responded in a way that reinforces stereotypes (e.g. that a boy would be climbing the tree; the model would be female; the doctor would be male; the baby boy would be wearing blue) ask the following:

- Why did we think these things?
- Where do we see or hear them? (Family, friends, the media: TV, radio, adverts, social media, magazines, films etc.)

These are called **stereotypes**. A stereotype is when we think one way of being fits all situations. E.g boys always wear blue, not other colours and certainly not pink! Why not pink? – because it is a girl's colour (another stereotype). In the 18th Century (Georgian times) it was normal for boys to wear pink.]

- **Relationships Education**
Respectful relationships 7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- **Relationships Education** **Online relationships** 5. How information and data is shared and used online.
- **Physical Health and Mental Wellbeing (Health Education)**
Internet safety and harms 2. 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.
- **Physical Health and Mental Wellbeing (Health Education)**
Internet safety and harms 5. 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.
- **Physical Health and Mental Wellbeing (Health Education)**
Internet safety and harms 6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

Learning Outcomes

Children will be able to:

- Define what is meant by a dare;
- Explain why someone might give a dare;
- Suggest ways of standing up to someone who gives a dare.

Activity 1 – Ella’s Diary

Read ‘*Ella’s Diary*’ Part 1 to the class and, afterwards, discuss the following questions:

1. What should Ella do?
2. What could be the risks if she does go through with the dare?
3. Are there any risks if she doesn’t go through with the dare?
4. Are there any benefits for Ella if she does accept Kira’s dare? [help the children to understand that dares are usually for someone else’s amusement]
5. Does she have to do the dare?

Read ‘*Ella’s Diary*’ Part 2 to the class and, afterwards, discuss the following questions:

1. How did Ella feel when she was doing the dare?
2. (help the class to notice that her feelings changed from initial excitement to feeling scared)
3. How does it feel when we do something risky? [recognise that this could include a range of feelings, but help the children to recognise how pressure from others to do something could persuade them to behave carelessly, dangerously or anti-socially]
4. Should Ella have agreed to the dare?
5. Was there a point or critical moment when she could (or should) have stopped or changed her mind?

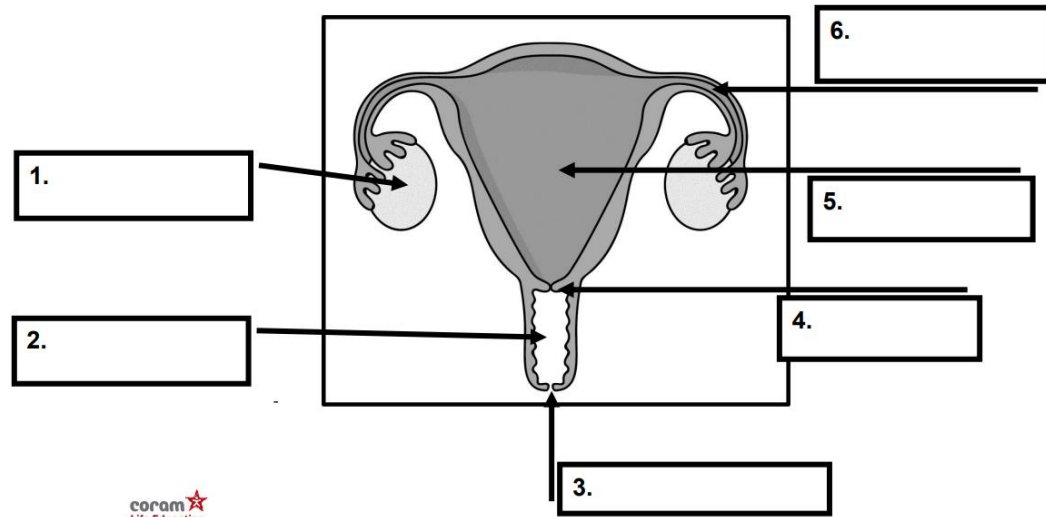
- **Relationships Education** **Caring friendships** 5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
- **Relationships Education** **Respectful relationships** 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- **Relationships Education** **Respectful relationships** 4. The importance of self-respect and how this links to their own happiness.
- **Relationships Education** **Respectful relationships** 5. 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.
- **Relationships Education** **Respectful relationships** 8. The importance of permission-seeking and giving in relationships with friends, peers and adults.
- **Relationships Education** **Being safe** 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

03 Why are we making changes?

04 Teaching about puberty

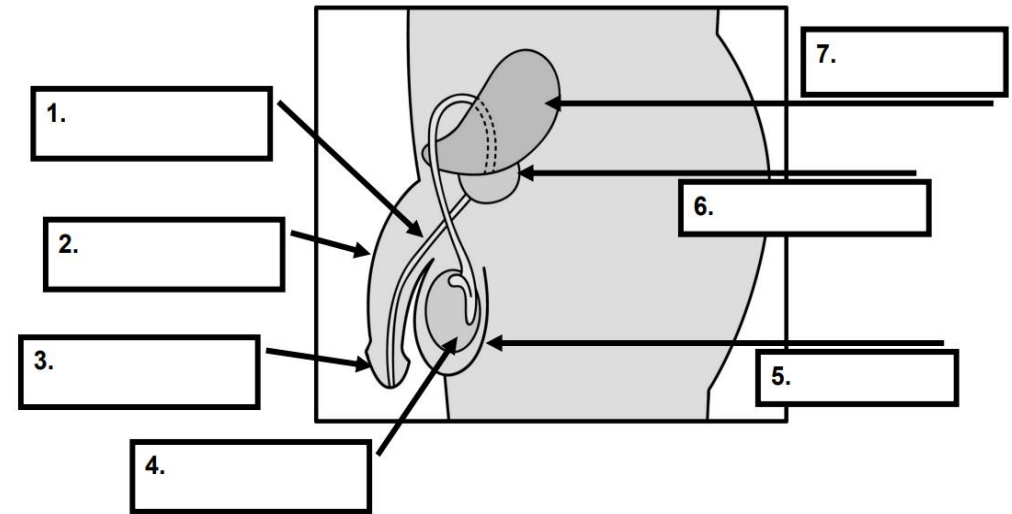
Year Group	Learning Objectives
Year 4	<ul style="list-style-type: none">• Understand that for girls, periods are a normal part of puberty.• Understand the menstrual cycle.• Identify some of the ways to cope better with periods.• Label male and female reproductive organs.• Discuss some of the changes that happen in the body before a baby can be made.• Understand how the onset of puberty can have emotional as well as physical impact.
Year 5	<ul style="list-style-type: none">• Recap learning from previous year.• Understand the role of hormones during puberty.• Identify some products that they may need during puberty and why.
Year 6	<ul style="list-style-type: none">• Recap learning from previous years.• Know the correct words for the external sexual organs.• Discuss some of the myths associated with puberty.

Labelling Female Reproductive Organs



*Fallopian tube *Vagina *Ovary *Uterus/womb *Vaginal opening *Cervix

Labelling male reproductive organs



* Bladder *Testicle *Foreskin *Urethra *Penis *Prostate gland *Scrotum



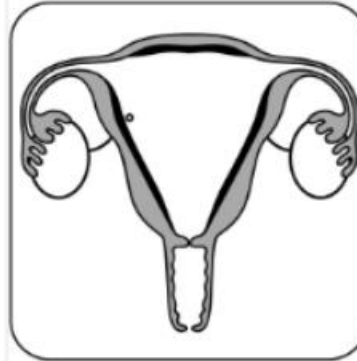
Activity sheet

Periods positive

Cut out the pictures and arrange them in the correct order. Then stick them onto a blank sheet of paper.

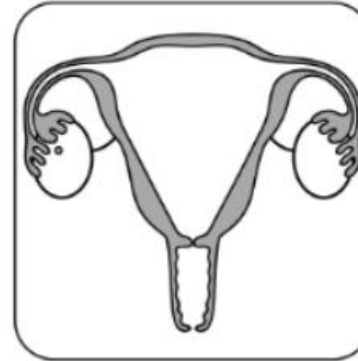


A



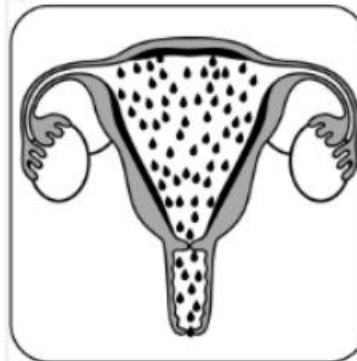
Wall of uterus (womb) thickens.

B



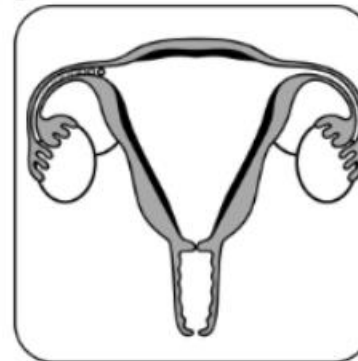
Egg is released from ovary.

C



Wall of uterus and egg are released through the vagina.

D



Egg travels down the fallopian tube.

Disposable period products

Menstruation pad (with wings)



Menstruation pads





Activity sheet

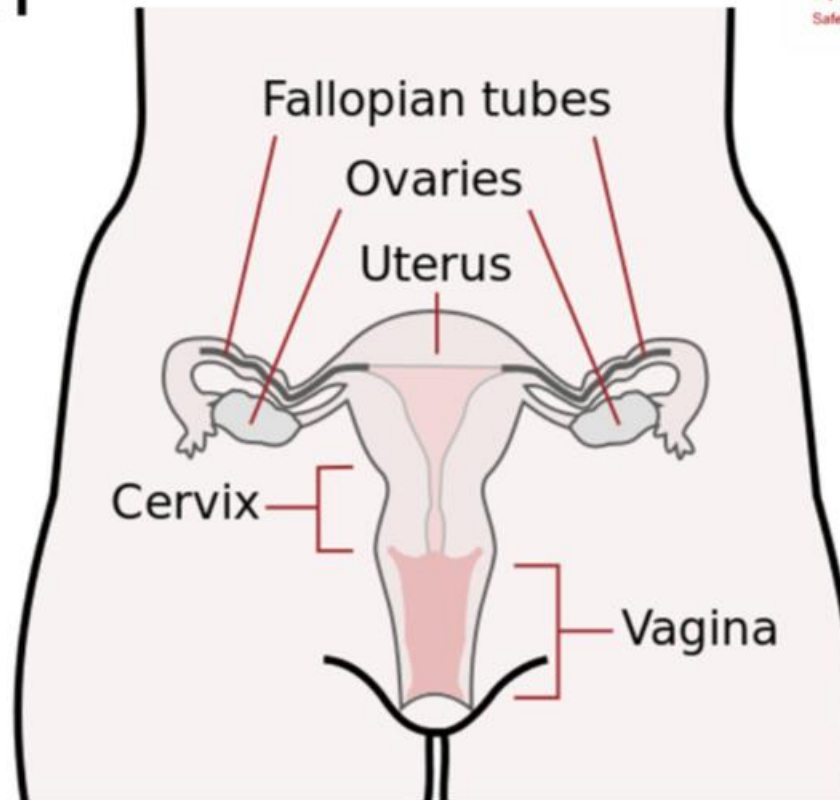
Period Quiz



Read the following 10 statements and decide whether you think they are True or False.
Circle the correct answer.

- | | | |
|---|------|-------|
| 1. Girls are born with thousands of eggs inside their ovaries. | True | False |
| 2. It's normal for a girl to start her period anytime between the ages of 8-17. | True | False |
| 3. All girls bleed for the same amount of time when they have their periods. | True | False |
| 4. A period happens because the body has too much blood in it. | True | False |
| 5. If a girl finds period pains very painful, it's best to 'grin and bear' it. | True | False |
| 6. Tampons and sanitary towels come in all shapes and sizes. | True | False |
| 7. Period blood can be smelly once it leaves the body. | True | False |
| 8. It's normal to get moody or grumpy around the time of a period starting. | True | False |
| 9. Tampons can get lost inside the body. | True | False |
| 10. It's a good idea to practice putting tampons in before periods start. | True | False |

Female reproductive system

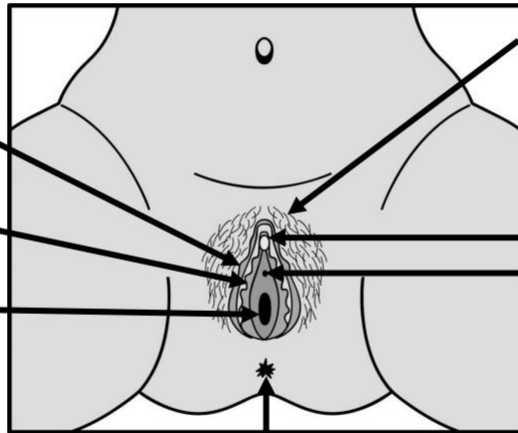


Year 5



Labelling female external body parts

Can you correctly label the following diagram, using the words in the box below?



1.

5.

6.

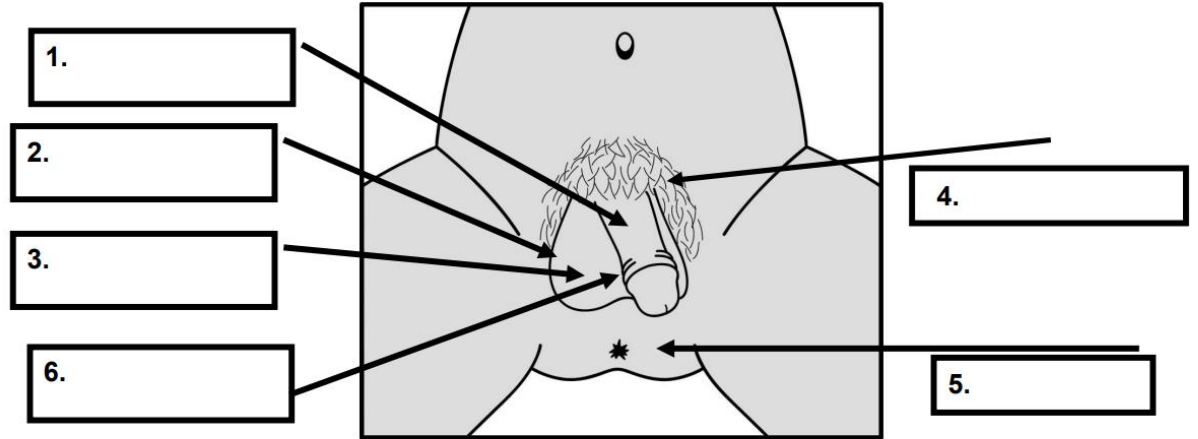
7.

* Pubic Hair * Outer Lips (labia) * Vaginal Opening * Vulva * Clitoris * Urinary opening * Anus * Inner Lips (labia)

Activity sheet (b)

Labelling male external body parts

Can you correctly label the following diagram, using the words in the box below?



* Pubic hair * Foreskin * Anus * Penis * Testicle * Scrotum



Activity sheet (c)

Emotions and feelings: true or false?



1. It's normal for a person to put on weight when going through puberty.	2. It is wrong for a person to want to touch their own penis or vulva.
3. If a girl doesn't wear a bra by the time she goes to secondary school something's wrong.	4. You should always talk to someone you trust if you are worried about your body changing.
5. Girls should always shave their body hair when it starts growing.	6. Stretch marks are a sign that someone is getting too fat.
7. If a boy doesn't get wet dreams, there's something wrong with him.	8. If someone is shorter than their friends when they start secondary school, they are always going to be short.
9. If a boy starts getting erections it means he is ready for reproduction.	10. If a person has a crush on someone it means they want them to be their girlfriend/boyfriend.

05 Sex education

- The only part of our RSHE curriculum which is non-statutory (although it is advised).
- Only for year 6 pupils.
- Only one basic lesson which is linked to learning about puberty.



Year 6 Sex Education Lesson Overview

This session contains non-statutory sex education, as it teaches how babies are conceived through sexual intercourse. All parents must be informed of their right to withdraw.

Learning Outcomes

Children will be able to:

- Identify the changes that happen through puberty to allow sexual reproduction to occur.
- Know a variety of ways in which the sperm can fertilise the egg to create a baby.
- Know the legal age of consent and what it means.

Lesson Sections

1. Discuss changes that happen through puberty to allow sexual reproduction to occur.

Pupils will recap what changes take place during puberty so that our bodies can reproduce.

- Eggs released (periods start) - female
- Hips widen - female
- Breasts develop (to enable breastfeeding) - female
- Sperm produced (sometimes wet dreams) - male
- Erections happen - male

Pupils are taught that girls are born with all the eggs already inside their ovaries, whereas boys don't start producing sperm in their testicles until they start puberty.

2. Know a variety of ways in which the sperm can fertilise the egg to create a baby.

Pupils will learn the following:

-Most babies are created when a man and a woman have sexual intercourse and it will be emphasised that this usually happens when a man and woman are in a loving relationship and agree to make a baby. This is when the sperm of the man meets with the egg of the woman inside the woman's body. In order for this to happen the man and woman often hug and cuddle and kiss, and feel very loving towards each other. They get very close to each other without their clothes on and touch each other's bodies in a way that feels nice. Then they have sexual intercourse:

-The penis enters the vagina.

-Sperm comes out of the penis.

-The sperm will then swim up inside the woman's body to find the egg.

-If an egg and one sperm meet, the beginning cells of a baby can start to grow. Those cells will need to then implant into the side of the womb so it can grow into a baby over the next 9 months.

-Conception does not always occur as a result of sexual intercourse, and if the man and woman do not want to have a baby, something can be used to stop the sperm and egg

-Conception does not always occur as a result of sexual intercourse, and if the man and woman do not want to have a baby, something can be used to stop the sperm and egg meeting, such as a condom: a rubber cover that fits over the man's penis and catches the sperm when it comes out).

-Other methods of becoming parents will also be discussed e.g. adoption, surrogacy, IVF.

-Pupils will complete an activity involving ordering the conception and pregnancy timeline.

3. Pupil will learn the following legal facts:

-The legal age to have sexual intercourse is 16.

- Even if *one* of the people is 16 or over, it is illegal before this age.

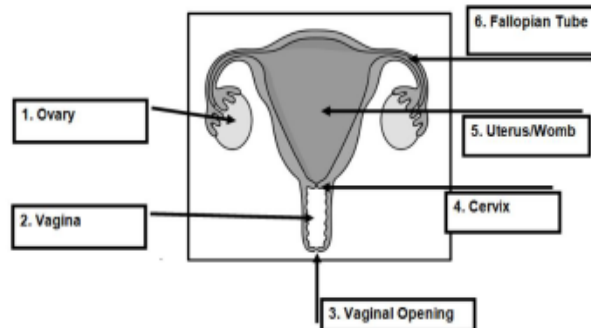
- Both people have to agree to have sex, even if they are not trying to make a baby. If one person forces the other person to have sex or carries on having sex when the other person hasn't agreed, this is sex without consent and is illegal.

Resources Used

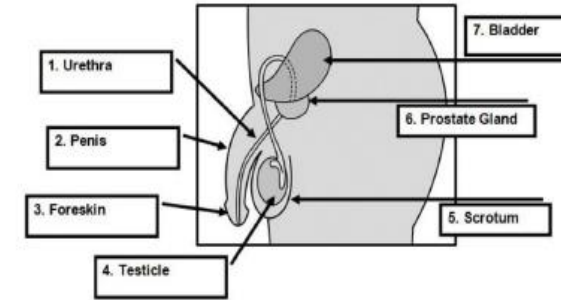
Labelling reproductive organs



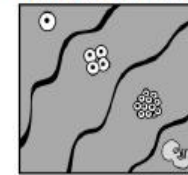
Labelling internal female reproductive organs



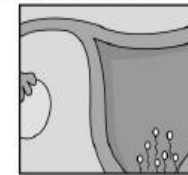
Labelling internal male reproductive organs



Conception and Pregnancy Timeline



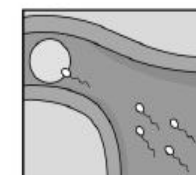
About 1½ days later the fertilised egg (egg and sperm combined) begin to change and grow.



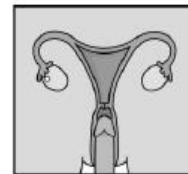
During sexual intercourse the man's penis enters the woman's vagina. He has an orgasm, releasing millions of sperm into her vagina. The sperm swim up the vagina. A few make it right to the fallopian tube, where the egg is.



Eventually around nine months later, the baby is ready to be born. Most babies are born head first and will leave the womb, travel down through the cervix and out through the vagina. This is called the labour.



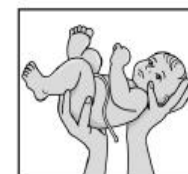
One sperm meets the egg and enters it, beginning the first phase of making a baby. This is called fertilisation.



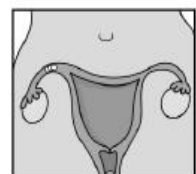
A man and woman have sexual intercourse. All this happens at the time of the month when the woman's body is releasing an egg from the ovary. This is called ovulation.



About six days later the egg, now called an embryo, implants in the lining of the womb. This is where the embryo will continue to grow (if the pregnancy continues).



The baby arrives and now needs lots of milk and attention to ensure it grows happy and healthy.



Ovulation- The egg is released from the ovary into the fallopian tube (passage the leads from the ovary to the womb). It starts to travel down the tube very slowly, towards the womb. It will stay in the fallopian tube for a few days.

Thank you for listening.

We welcome your feedback.

If you wish, please access the draft policy on our website and send any comments to the school office by Friday 21st July 2023.