

Tilston Parochial CE Primary School

Bringing out the Best in Everyone.
'Encourage one another and build each other up.' Thessalonians 5:1



Tilston Parochial
CE Primary School

Relationships and Sex Education Policy

Date of policy: June 2023
Review cycle: Annual
Reviewed by: Kelsey Mort
Approved by: Full Governing Body (21 st June 2023)
Next review date: June 2024

Statement of Intent

At Tilston Parochial Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

Legal framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2
- DFE Sexual violence and sexual harassment between children in schools and colleges (September 2021)

Roles and responsibilities

The governing body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.

- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The head teacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing body on the effectiveness of this policy.
- Reviewing this policy on a one-year basis.

The relationships, sex and health education subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the head teacher.

All teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.

- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

Equal Opportunities Statement

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support. Wherever possible, teaching of the curriculum will be in line with the protected characteristics defined in the Equality Act 2010.

Defining RSE.

'Relationships and Sex Education (RSE) is lifelong learning about physical, moral and emotional development.' (Sex and Relationships Education Guidance). It provides the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy. (Relationships Education, Relationships and Sex Education and Health Education DFE document 2020).

Aims and Objectives.

(Reference has been made to the Relationships Education, Relationships and Sex Education (RSE) and Health Education DFE document 2020). The aim of the RSE curriculum is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, taking responsibility for their health and wellbeing. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

At Tilston Parochial Primary School, we use a combination of PSHE Association and the Christopher Winter Project for the teaching and delivery of PSHE and RSE. Through this, we aim to provide children with the opportunity to learn the importance of:

Families and people who care for me.

- Learning about the values of family life, marriage, stable and loving relationships.
- Knowing that other families can look different to their own.
- Learning to respect these differences.

Caring friendships

- Mutual respect, trustworthiness, loyalty, kindness, generosity, trust, shared interest and experiences and creating a support mechanism.
- Recognising who to trust and who not to trust.
- Learning how to manage conflict.

Respectful relationships

- The importance of respect, even when differences are evident (for example, physically, in character, personality or backgrounds).
- Developing self-respect and understanding the importance on how this links to their own happiness and wellbeing.
- To know the different types of bullying and the impact this could have.
- To recognise when relationships are not healthy and seek help and advice from others.
- Learning to make choices based on understanding of differences and with the absence of prejudice.
- Learn about appropriate boundaries in friendships with peers and others.

Online relationships

- Understanding the same principles apply to online relationships as to face to face relationships including the importance of respect for others at all times.
- Rules and principles for keeping safe online.
- Develop critical thinking as part of decision making and how to report risks and harmful content and contact.
- Being aware of how information and data is used and shared online.
- To know the risks of excessive time spent on electronic devices.
- To know why social media, computer and online games are age restricted.

Wellbeing

- Know that mental wellbeing is just as important as physical health.
- Know that humans experience a range of emotions to different experiences and situations.
- Know that it is common for people to experience mental ill health and problems can be resolved if the right support is made available.
- Know the benefits of physical exercise on your mental wellbeing.
- Know simple care techniques for both mental and physical health.

Physical health and fitness

- Characteristics and benefits of an active lifestyle.
- Know the importance of regular exercise.
- Know and understand the risks associated with an inactive lifestyle and obesity.
- Understand the importance of personal hygiene.

Healthy Eating

- Understand what constitutes as a healthy diet.
- Understand the principles for planning and preparing a range of healthy meals.
- Understand the dangers of weight loss.
- Understand the risks associated with unhealthy eating and other behaviours. This includes the impact of legal and illegal harmful substances, including smoking, drug and alcohol abuse.

Basic First Aid

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first aid.
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Changing adolescent body

- Learning and understanding the physical development at age-appropriate stages (see science links below).
- About menstrual wellbeing including key facts about the menstrual cycle.

In order to support the transition phase before moving to secondary school, Tilston Parochial Primary School has decided to deliver sex education sessions; these sessions will take place in the summer term and cover puberty in Year 5 and puberty and reproduction in Year 6 as well as families, conception and pregnancy, again in Year 6. Parents continue to have the right to withdraw their children from these sessions only apart from content covered in the National Curriculum for Science. Where a parent wishes to withdraw their child, this should be communicated with the school in writing. Parents are unable to withdraw from lessons written and delivered as part of the National Curriculum for Science or part of Relationship or Health Education.

Tilston Parochial Primary School do offer a Sex Education programme, from the Christopher Winter Project, tailored to the age and the physical and emotional maturity of the pupils. This ensures that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

Key Aspects of the Science Curriculum which relate to RSE. Science – Statutory Requirements KS1

EYFS-Our Lives

Lesson 1- Our Day

Lesson 2- Keeping Ourselves Clean

Lesson 3- Families

Year 1- Growing and changing

Lesson 1- Keeping Clean

Lesson 2- Growing and Changing

Lesson 3- Families and Care

Year 2- Growing and changing

Lesson 1- Differences: Boys and Girls

Lesson 2- Differences: Male and Female

Lesson 3-Naming the Body Parts

Year 3- Valuing Differences and Keeping Safe

Lesson 1- Differences: Male and Female

Lesson 2- Personal Space

Lesson 3-Family Differences

Year 4- Growing up

Lesson 1- Growing and Changing

Lesson 2- What is Puberty?

Lesson 3-Puberty: Changes and Reproduction

Year 5- Puberty

Lesson 1- Talking about Puberty

Lesson 2- Male and Female Changes

Lesson 3-Puberty: Puberty and Hygiene

Year 6- Puberty, Relationship and Reproduction

Lesson 1- Puberty and Reproduction

Lesson 2- Understanding Relationships

Lesson 3- Conception and Pregnancy

Lesson 4- Communicating in Relationships

Implementation.

The RSE curriculum will be implemented through a clearly planned framework of Science, PSHE and RSE lessons. This framework will be approved by the Governing Body and will be available to parents through the school website. Parents will have the opportunity to discuss and raise issues they are concerned about by speaking to the class teachers, the PSHE team and the Senior Leadership Team. Parental consultations will also take place before any delivery of the RSE content.

The PSHE team is responsible for co-ordinating the policy and the curriculum content. Class teachers and the PSHE team will deliver the RSE curriculum during PSHE sessions. Teachers and staff need to be equipped to effectively deliver RSE.

Training and support will be provided as required and assessed by the PSHE team and Senior Leadership Team.

The following will be adopted by staff in order to support effective teaching:

- Establish ground rules with pupils.
- Use distancing techniques.
- Know how to deal with unexpected questions or comments from pupils.
- Use a clear and agreed teaching plan, which includes learning methods and appropriate materials (Christopher Winter Project resources).
- Encourage reflection.

Ground Rules

Before any RSE teaching takes place, the teachers and children will agree ground rules for the unit. This will enable teachers to create a safe environment. Suggestions are as follows:

- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- The meaning of words will be explained in a sensible and factual way.
- No one (teacher or pupil) will have to answer a personal question.
- Children are able to raise concerns in a safe and confidential manner without affecting the rest of the group.

Distancing Techniques.

Teachers will ensure the teaching of RSE is neutral and they will not share any personal beliefs, values or experiences, even if asked.

Dealing with Difficult Questions or Issues.

When questions have been asked that are inappropriate, the teacher will explain that they are inappropriate and explain why if necessary (linking back to the content of the focus lesson). When genuine questions have been asked but not age appropriate, the question will be acknowledged, and the child told that it will be returned to later. The teacher can then consult the child's parents and discuss if they would like to answer it or they would like the school to answer it. An agreement about the level of information will then be reached before the teacher returns to the subject with the child.

Some children may feel unable to ask a question verbally, in which case all children will be informed that they can write a question down and post it in a question box. Teachers can then read through the questions and answer them appropriately (see above). Children may ask questions which raise concerns over Safeguarding – see Safeguarding and Confidentiality section.

Outside Agencies.

We work closely with outside agencies in order to ensure RSE is delivered in a sensitive and well-informed manner. Tilston Parochial Primary School invites, as appropriate, various speakers to support and develop the curriculum provision. This includes, but is not limited to:

- PCSO (supporting curriculum around drugs, alcohol and smoking education).
- NSPCC to address issues around Safeguarding.
- Cheshire Police Constabulary to address various safeguarding issues.

All linked agencies will be appraised of this policy and where they fit within the planned curriculum; there will be discussions before any input, including on confidentiality issues, and joint evaluations afterwards. No visitor will work with pupils in a classroom situation without a teacher present.

Parent Consultation.

Parents will be made aware of the teaching timetable for RSE so that they are able to support their child at home, should they wish to. All planning and resources are available to view on the school website.

The school recognises that the parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Tilston Parochial Primary School believe in the importance of partnerships between all stakeholders to ensure that children grow up confident and cared for. Parents are key partners in supporting the school to:

- Maintaining the culture and ethos of the family
- Teaching their children about relationships and health.
- Helping their children cope with the emotional and physical aspects of growing up and being a part of modern Britain.
- Preparing them for the challenges and responsibilities that sexual maturity brings
- Identifying issues

As part of the RSE curriculum we will support our parents to:

- Help children to learn the correct names of the body in a safe, age and developmentally appropriate way.
- Talking with their children about feelings and relationships Parents are encouraged to support the school's RSE and have access to this policy.

Right to Withdraw.

It is acknowledged that parents of primary-age children have the right to withdraw their children from some or all of Sex Education that is outside the Science Curriculum, but not to withdraw from the Relationships Education, Health Education or Science (Relationships Education, Relationships and Sex Education and Health Education DFE document 2020).

Relationship Education Health Education

- Families and people who care for me.
- Caring friendships
- Respectful relationships
- Mental Wellbeing
- Internet safety and harms
- Physical health and fitness
- Online relationships
- Being safe
- Healthy Eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Any parents expressing concerns will be invited into school for discussions with the RSE team and a member of the Senior Leadership Team, and to view the materials and resources. Should they still decide to exercise this right, school will make provision for the supervision of the child.

Safeguarding and Confidentiality.

Teachers need to be aware that effective RSE, which brings an understanding of acceptable behaviour within relationships, may lead to disclosure of a child protection issue. Where this happens, the teacher must follow the Safeguarding Procedures in place within the Safeguarding policy. They should also be aware of the need to protect the rest of the group and ensure that children are given access to a safe and confidential way to raise concerns. During the delivery of RSE lessons, the concept of privacy will be explored 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. Pupils with SEND. The RSE curriculum must be accessible for all pupils. High quality teaching that is differentiated and personalised will enable the RSE curriculum content to be accessed by all.

Monitoring and Evaluation.

The PSHE team is responsible for monitoring the standards of delivering RSE. The team will:

- Develop the whole school overview and planning framework for the RSE curriculum.
- Lead policy development.
- Provide appropriate support and training for staff.
- Monitor and evaluate the delivery, including the use of outside agencies, and pupils' responses to the curriculum content.
- Carry out a continuous process of review and development of the curriculum content as part of the annual cycle of school improvement.
- Attend relevant courses and network meetings.
- Audit, order and monitor resources.
- Provide staff with information about current developments in the subject.
- Hold parent consultations and parent meetings alongside the Senior Leadership Team.

Links with other policies.

- Anti-bullying policy.
- Behaviour policy.
- Online Safety policy.
- Safeguarding and Child Protection policy.
- SEND policy.
- Equal Opportunities policy.
- Health and Safety policy.



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Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			

Reception

Family and Friendship

Scheme of Work

Word Box: Friendship, kindness, happy, sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad, foster mum, foster dad.

Statutory Guidance	Learning Intentions and Learning Outcomes	Title	Resources
<p>Relationships Education Caring friendships (2a,2c) Health Education Mental wellbeing (6b,6c,6g)</p>	<p>Learning Intention To recognise the importance of friendship Learning Outcomes Know that friendships can make us feel happy Know some ways that we can make new friends feel welcome</p>	<p>Lesson 1 Caring Friendships</p>	<p>Elephant glove puppet or toy Pictures of children at school</p>
<p>Relationships Education Caring friendships (2d) Health Education Mental wellbeing (6b,6c)</p>	<p>Learning Intention To recognise the importance of saying sorry and forgiveness Learning Outcomes Know that arguing with friends and then making up can make friendships stronger That resorting to violence is never right</p>	<p>Lesson 2 Being Kind</p>	<p>Elephant glove puppet or toy Picture of a crown and art materials to make crowns, i.e. paper or play-doh</p>
<p>Relationships Education Families and people who care for me (1a) Caring friendships (2a) Respectful relationships (3a)</p>	<p>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</p>	<p>Lesson 3 Families</p>	<p>Elephant glove puppet or toy <i>The Family Book</i>, Todd Parr Families pictures Paper and drawing materials</p>

Scheme of Work

Word Box: Friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>Relationships Education Respectful relationships (3a,3e) Healthy Education Mental wellbeing (6b,6c)</p>	<p>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</p>	<p>Lesson 1 Different Friends</p>	<p>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,</p>
<p>Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body</p>	<p>Learning Intention To discuss how children grow and change Learning Outcomes Understand that babies need care and support Know that older children can do more by themselves</p>	<p>Lesson 2 Growing and Changing</p>	<p>Talking object Story bag containing Pictures of newborn babies Lifecycle picture cards Lifecycle word cards Lifecycle whiteboard summary</p>
<p>Relationships Education Families and people who care for me (1a,1b,1c,1d,1f) Caring friendships (2e) Respectful relationships (3a,3e) Being Safe (5d,5e) Health Education Mental wellbeing (6b,6c)</p>	<p>Learning Intention To explore different types of families and who to ask for help To identify who can help when families make us feel unhappy or unsafe Learning Outcomes Know there are different types of families Know which people we can ask for help</p>	<p>Lesson 3 Families and Care</p>	<p>Talking object Story bag - containing a ball and a school jumper Families pictures <i>The Family Book</i>, Todd Parr</p>

Year 2

Differences

Key Stage 1

Scheme of Work

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

Statutory Guidance

Relationships Education
Respectful relationships
(3a,3g)
Key Stage 1 Science
- Identify, name, draw and label the basic parts of the human body

Learning Intentions and Learning Outcomes

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

Lesson Title

Lesson 1
[Differences](#)

Resources

2 large PE hoops
[Boy/Girl/Everyone labels](#)
Bag of objects and clothing to explore male and female stereotypes or [Pictures of objects and clothing](#)
[Clothed Babies picture cards](#)
[Clothed Babies whiteboard summary](#)
[Pictures of newborn babies](#)
Suggested reading:
Pearl Power and the Toy Problem, Mel Elliott
Julian is a Mermaid, Jessica Love
Are you a boy or are you a girl, Sarah Savage and Fox Fisher
Princess Smartypants, Babette Cole
William's Doll, Charlotte Zolotow
Amazing Grace, Mary Hoffman and Caroline Binch

Relationships Education
Respectful relationships (3a)
Key Stage 1 Science
- Notice that animals, including humans, have offspring that grow into adults

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

Lesson 2
[Male and Female Animals](#)

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

Key Stage 1 Science
-Identify, name, draw and label the basic parts of the human body

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

Lesson 3
[Naming Body Parts](#)

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

Valuing Difference and Keeping Safe Key Stage 2

Scheme of Work

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

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>Relationships Education Respectful relationships (3a)</p>	<p>Learning Intention To identify that people are unique and to respect those differences To explore the differences between male and female bodies Learning Outcomes Know and respect the body differences between ourselves and others Name male and female body parts using agreed words</p>	<p>Lesson 1 Body Differences</p>	<p><i>It's OK to be different</i>, Todd Parr Pictures of male and female bodies Body Difference matching cards Additional Activities <i>Cinderella's Bum</i>, Nicholas Allan <i>Shapesville</i>, Andy Mills</p>
<p>Relationships Education Caring friendships (2e) Respectful relationships (3b,3d,3f) Being safe (5a,5b,5c,5d,5f,5g)</p>	<p>Learning Intention To consider appropriate and inappropriate physical contact and consent Learning Outcomes Understand that each person's body belongs to them Understand personal space and unwanted touch</p>	<p>Lesson 2 Personal Space</p>	<p>PANTS cards Unwanted Touch scenarios Additional Activities <i>It's my body - a book about body privacy</i>, Louise Spilsbury and Mirella Mariani</p>
<p>Relationships Education Families and people who care for me (1a,1b,1c,1d,1f) Being safe (5d,5f,5g, 5h)</p>	<p>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</p>	<p>Lesson 3 Help and Support</p>	<p>Families pictures Who can I talk to? worksheet <i>The Family Book</i>, Todd Parr Additional Activities <i>Tell Me Again About The Night I Was Born</i>, Jamie Lee Curtis <i>Who's in a Family?</i> Robert Skutch <i>Happy Families</i>, Allan Ahlberg <i>Spark Learns to Fly</i>, Judith Foxon <i>Stranger Danger</i>, Anne Fine</p>

Scheme of Work

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

Statutory Guidance

Health Education
Changing adolescent body (8a)
Key Stage 2 Science
- describe the life process of reproduction in some plants and animals

Health Education
Mental wellbeing (6a,6b,6c,6d,6f)
Health Education
Changing adolescent body (8a, 8b)
Menstruation (9a)
Key Stage 2 Science
- describe the life process of reproduction in some plants and animals
-describe the changes as humans develop to old age

Relationships Education
Caring friendships (2b,2c,2d,2e)
Respectful relationships (3a,3b,3d,3e,3f,3h)
Online relationships (4b,4d)

Learning Intentions and Learning Outcomes

Learning Intention
To explore the human lifecycle
To identify some basic facts about puberty
Learning Outcomes
Understand that puberty is an important stage in the human lifecycle
Know some changes that happen during puberty

Learning Intention
To explore how puberty is linked to reproduction
Learning Outcomes
Know about the physical and emotional changes that happen in puberty
Understand that children change into adults to be able to reproduce if they choose to

Learning Intention
To explore respect in a range of relationships
To discuss the characteristics of healthy relationships
Learning Outcomes
Know that respect is important in all relationships including online
Explain how friendships can make people feel unhappy or uncomfortable.

Lesson Title

Lesson 1
[Changes](#)

Lesson 2
[What is Puberty?](#)

Lesson 3
[Healthy Relationships](#)

Resources

[Lifecycle whiteboard summary](#)
[Body Parts Bingo cards](#)
[Bingo Flash cards](#)
[Body Changes pictures](#)
[Lifecycle Quiz slides](#)
[Lifecycle Quiz answers](#)
Additional Activities
[Babies and Children worksheet](#)

Bag containing spot cream, deodorant, shaving foam, menstrual pads/tampon, a love heart
[Puberty Card Sort](#)
[Puberty Card Sort whiteboard summary](#)
[Body Changes worksheet](#)
[Puberty Changes Teacher Guide](#)

Suggested Reading
Where Willy Went, Nicholas Allan
Hair in Funny Places, Babette Cole

[Healthy Friendships cards](#)
[Relationship pictures](#)
Online Respect and Self-Respect video
<https://www.youtube.com/watch?v=mZtXwLzlpk>

Scheme of Work

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

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>Health Education Mental wellbeing (6c, 6d,6f,) Changing adolescent body (8a,8b) Menstruation (9a)</p>	<p>Learning Intention To explore the emotional and physical changes occurring in puberty Learning Outcomes Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence</p>	<p>Lesson 1 Talking About Puberty</p>	<p>Puberty Changes Teacher Guide Puberty Changes worksheet Reproductive System slides Pupil Questions template</p>
<p>Health Education Changing adolescent body (8a,8b) Menstruation (9a)</p>	<p>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</p>	<p>Lesson 2 The Reproduction System</p>	<p>Reproductive System slides Puberty Changes Teacher Guide Menstrual cycle animation Male Changes Powerpoint Puberty Card Game Puberty Card Game answer sheet Puberty Card Game whiteboard summary Model materials: spaghetti(fallopian tubes) and poppy seeds (eggs) Selection of menstrual product (tampons, pads, liners, re-usables) Pupil questions from Lesson 1 Additional Activities What is the Menstrual Cycle? cards What is the Menstrual Cycle? whiteboard summary Menstruation Card Game Menstruation Card Game whiteboard summary</p>
<p>Health Education Mental wellbeing (6a,6b,6c, 6d,6e,6f,) Changing adolescent body (8a,8b) Menstruation (9a)</p>	<p>Learning Intention To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty Learning Outcomes Explain how to keep clean during puberty Explain how emotions/relationships change during puberty Know how to get help and support during puberty</p>	<p>Lesson 3 Puberty Help and Support</p>	<p>Kim's Game items and a cloth to cover them (see lesson plan) Kim's Game Teacher Guide Year 5 Puberty Problem Page Year 5 Puberty Problem Page cut-outs Year 5 Problem Page Teacher Guide Pupil questions from Lesson 1 Additional Activities Puberty Bingo cards</p>

Puberty, Relationships and Reproduction Key Stage 2

Scheme of Work

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

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>Health Education Mental wellbeing (6c,6d,6f,6g,6i,6j) Changing Adolescent body (8a,8b)</p>	<p>Learning Intention To consider puberty and reproduction Learning Outcomes Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence</p>	<p>Lesson 1 Puberty and Reproduction</p>	<p>Resources Puberty Changes Teacher Guide Puberty Body Part cards Reproduction questions sheet Reproduction answer cards Reproduction whiteboard summary Additional Activities Year 6 Puberty Problem Page Year 6 Puberty Problem Page Cut-outs Year 6 Puberty Problem Page Teacher Guide</p>
<p>Relationships Education Families and people who care for us (1a,1b,1d,1f) Caring friendships (2a,2b,2c) Respectful relationships 3b,3d,3h) Being safe (5a,5b,5c,5d,5e)</p>	<p>Learning Intention Exploring the importance of communication and respect in relationships Learning Outcomes Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important</p>	<p>Lesson 2 Communication in Relationships</p>	<p>Communication and Touch cards Pupil Questions template</p>
<p>Relationships Education Families and people who care for us (1c,1d,1e) Key Stage 2 Science - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents</p>	<p>Learning Intention To consider different ways people might start a family Learning Outcomes Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy</p>	<p>Lesson 3 Families, Conception and Pregnancy</p>	<p>Couple pictures How does a baby start? cards (one set per group) How does a baby start? whiteboard summary Pupil Questions from previous lesson - typed Additional Activities Conception and Pregnancy statements Conception and Pregnancy Quiz Conception and Pregnancy Quiz Answers Reproductive System slides</p>
<p>Relationships Education Online relationships (4a,4b,4c,4d,4e) Being safe (5a,5b,5d,5e,5g,5h) Mental wellbeing (6h,6i)</p>	<p>Learning Intention To explore positive and negative ways of communicating in a relationship Learning Outcomes To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong</p>	<p>Lesson 4 Online Relationships</p>	<p>Relationship Question cards Communication Scenario cards Communication Scenarios answers Communication Scenarios whiteboard summary Additional Activities Film clip from www.thinkuknow.co.uk</p>