

# PSHE RSE meeting

---

Key Stage 2

# Aims of the meeting

---

- To give you an overview of what the Department of Education requires us to teach to all children (there is no parental opt out from the statutory requirements)
- To share how we deliver our Relationships and Health Education lessons and how they sit within our wider PSHE (Personal, Social, Health and Economic) Curriculum
- To enable you to ask us any questions

# Statutory Legislation

---

“Today’s children are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why we have made Relationships Education compulsory in all primary schools.” DFE 2018

## ***Are children too young to learn about different family relationships and about puberty and sex education?***

---

- Children are never too young to learn about **respect**. We must ensure respect is fostered at a young age. We do not teach about sexual or romantic relationships in primary school, we focus on families and people who take care of us while recognising that families can and do look different.
- Children learn about puberty in years 4, 5 and 6 because we know that some children are going through puberty changes at this time.
- Sex education is **not compulsory**, so if you do not want your child in this lesson in year 6 you **can withdraw** your child from this lesson.

# PSHE and RSE at Loscoe C of E Primary school and Nursery

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family and relationships	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• What is family?</li> <li>• What are friendships?</li> <li>• Family and friends help and support each other</li> <li>• Making friends</li> <li>• Friendship problems</li> <li>• Healthy Friendships</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Families offer stability and love</li> <li>• Families are all different</li> <li>• Managing friendships</li> <li>• Unhappy friendships</li> <li>• Valuing me</li> <li>• Manners &amp; courtesy</li> <li>• Loss and change</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Healthy families</li> <li>• Friendships - conflict</li> <li>• Effective communication</li> <li>• Learning who to trust</li> <li>• Respecting differences</li> <li>• Stereotyping</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Respect &amp; manners</li> <li>• Healthy friendships</li> <li>• My behaviour</li> <li>• Bullying</li> <li>• Stereotypes</li> <li>• Families in the wider world</li> <li>• Loss and change</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Build a friend</li> <li>• Resolving conflict</li> <li>• Respecting myself</li> <li>• Family life</li> <li>• Bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Respect</li> <li>• Developing respectful relationships</li> <li>• Stereotypes</li> <li>• Bullying</li> <li>• Being me</li> <li>• Loss and change</li> </ul>
Safety and the changing body	<ul style="list-style-type: none"> <li>• Getting lost</li> <li>• Making a call to the emergency services</li> <li>• Asking for help</li> <li>• Appropriate contact</li> <li>• Medication</li> <li>• Safety at home</li> <li>• People who help to keep us safe</li> </ul>	<ul style="list-style-type: none"> <li>• The Internet</li> <li>• Communicating online</li> <li>• Secrets and surprises</li> <li>• Appropriate contact</li> <li>• Road safety</li> <li>• Drug education</li> </ul>	<ul style="list-style-type: none"> <li>• Basic first aid</li> <li>• Communicating safely online</li> <li>• Online safety</li> <li>• Fake emails</li> <li>• Drugs, alcohol &amp; tobacco</li> <li>• Keeping safe out and about</li> </ul>	<ul style="list-style-type: none"> <li>• Online restrictions</li> <li>• Share aware</li> <li>• Basic first aid</li> <li>• Privacy and secrecy</li> <li>• Consuming information online</li> <li>• The changing adolescent body (puberty)</li> </ul>	<ul style="list-style-type: none"> <li>• Online friendships</li> <li>• Identifying online dangers</li> <li>• The changing adolescent body (puberty, including menstruation)</li> <li>• First aid</li> <li>• Drug education</li> </ul>	<ul style="list-style-type: none"> <li>• Drugs alcohol &amp; tobacco</li> <li>• First aid</li> <li>• Critical digital consumers</li> <li>• Social media</li> <li>• The changing adolescent body (puberty, conception, birth)</li> </ul>
Health and wellbeing	<ul style="list-style-type: none"> <li>• Wonderful me</li> <li>• What am I like?</li> <li>• Ready for bed</li> <li>• Relaxation</li> <li>• Hand washing &amp; personal hygiene</li> <li>• Sun safety</li> <li>• Allergies</li> <li>• People who help us stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Experiencing different emotions</li> <li>• Being active</li> <li>• Relaxation</li> <li>• Steps to success</li> <li>• Growth mindset</li> <li>• Healthy diet</li> <li>• Dental health</li> </ul>	<ul style="list-style-type: none"> <li>• My healthy diary</li> <li>• Relaxation</li> <li>• Who am I?</li> <li>• My superpowers</li> <li>• Breaking down barriers</li> <li>• Dental health</li> </ul>	<ul style="list-style-type: none"> <li>• Diet and dental health</li> <li>• Visualisation</li> <li>• Celebrating mistakes</li> <li>• My role</li> <li>• My happiness</li> <li>• Emotions</li> <li>• Mental health</li> </ul>	<ul style="list-style-type: none"> <li>• Relaxation</li> <li>• The importance of rest</li> <li>• Embracing failure</li> <li>• Going for goals</li> <li>• Taking responsibility for my feelings</li> <li>• Healthy meals</li> <li>• Sun safety</li> </ul>	<ul style="list-style-type: none"> <li>• What can I be?</li> <li>• Mindfulness</li> <li>• Taking responsibility for my health</li> <li>• Resilience toolkit</li> <li>• Immunisation</li> <li>• Health concerns</li> <li>• Creating habits</li> <li>• The effects of technology on health</li> </ul>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Citizenship	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>Rules</li> <li>Caring for others: Animals</li> <li>The needs of others</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>Similar, yet different</li> <li>Belonging</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>Democratic decisions</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>Rules beyond school</li> <li>Our school environment</li> <li>Our local environment</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>Job roles in our local community</li> <li>Similar yet different: My local community</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>School Council</li> <li>Giving my opinion</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>Rights of the child</li> <li>Rights and responsibilities</li> <li>Recycling</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>Local community groups</li> <li>Charity</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>Local democracy</li> <li>Rules</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>What are human rights?</li> <li>Caring for the environment</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>Community groups</li> <li>Contributing</li> <li>Diverse communities</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>Local councillors</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>Breaking the law</li> <li>Rights and responsibilities</li> <li>Protecting the planet</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>Contributing to the community</li> <li>Pressure groups</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>Parliament</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>Human rights</li> <li>Food choices and the environment</li> <li>Caring for others</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>Prejudice and discrimination</li> <li>Valuing diversity</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>National democracy</li> </ul>
Economic wellbeing	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>Introduction to money</li> <li>Looking after money</li> <li>Banks and building societies</li> <li>Saving and spending</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>Jobs in school</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>Where money comes from</li> <li>Needs and wants</li> <li>Wants and needs</li> <li>Looking after money</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>Jobs</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>Ways of paying</li> <li>Budgeting</li> <li>How spending affects others</li> <li>Impact of spending</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>Jobs and careers</li> <li>Gender and careers</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>Spending choices/ value for money</li> <li>Keeping track of money</li> <li>Looking after money</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>Influences on career choices</li> <li>Jobs for me</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>Borrowing</li> <li>Income and expenditure</li> <li>Risks with money</li> <li>Prioritising spending</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>Stereotypes in the workplace</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>Attitudes to money</li> <li>Keeping money safe</li> <li>Gambling</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>What jobs are available</li> <li>Career routes</li> </ul>
Transition	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson
Identity						<ul style="list-style-type: none"> <li>What is identity</li> <li>Identity and body image</li> </ul>

What does a typical lesson in Key Stage 2 look like?

Year 4: Safety and the changing body:

---

Introducing puberty.

### *Learning objective*

- ✓ To recognise the physical differences between children and adults.

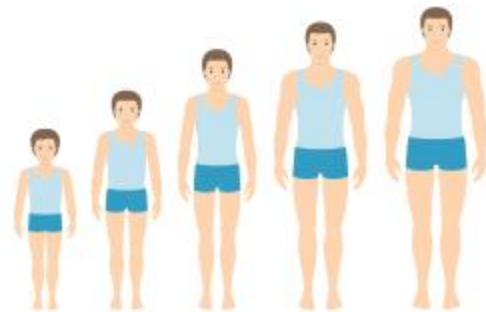
### *Statutory guidance*

- ✓ Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes

Female body changes



Male body changes





Label or draw on Figure 1 to show some of the hygiene issues someone going through puberty might experience e.g. greasy hair, spots, smelling differently.

Label or draw on Figure 2 what someone could do to help address these issues e.g. washing hair more often, showering frequently and using deodorant.

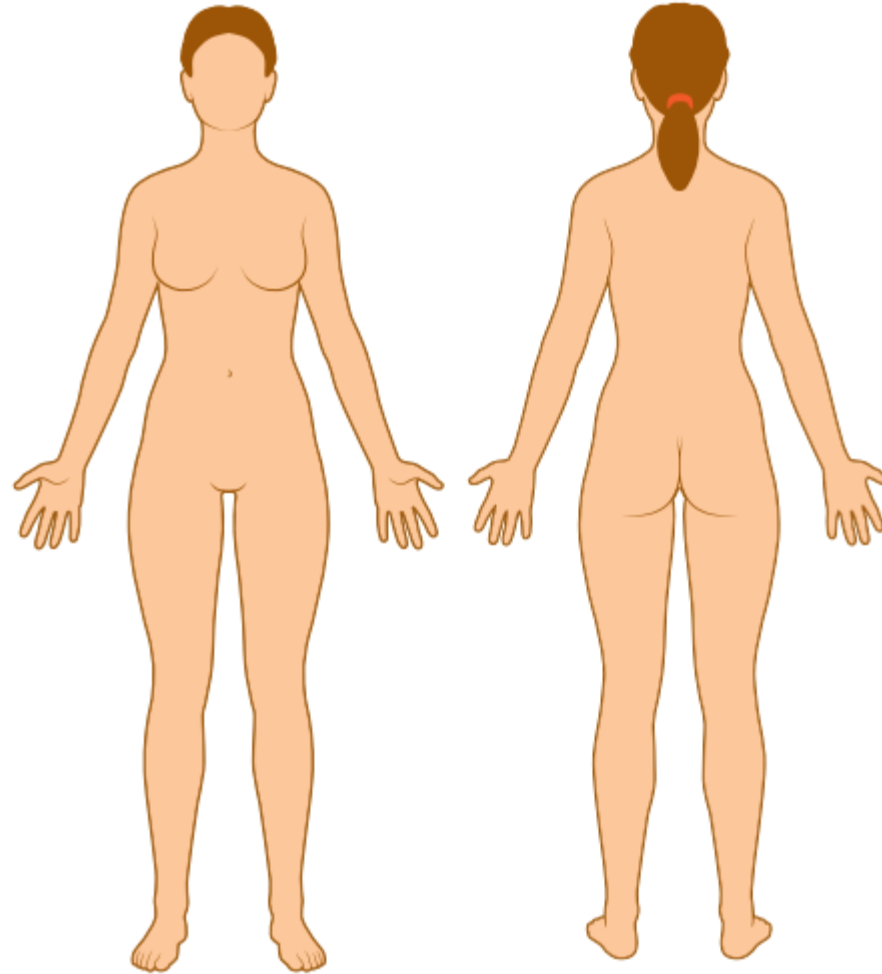


Figure 1

Figure 2

<https://www.kapowprimary.com/subjects/rse-pshe/mixed-age-y3-4/cycle-a/mixed-age-y3-4-safety-changing-body-cycle-a/introducing-puberty-year-4-cycle-a/>

# Year 5

## Learning objective

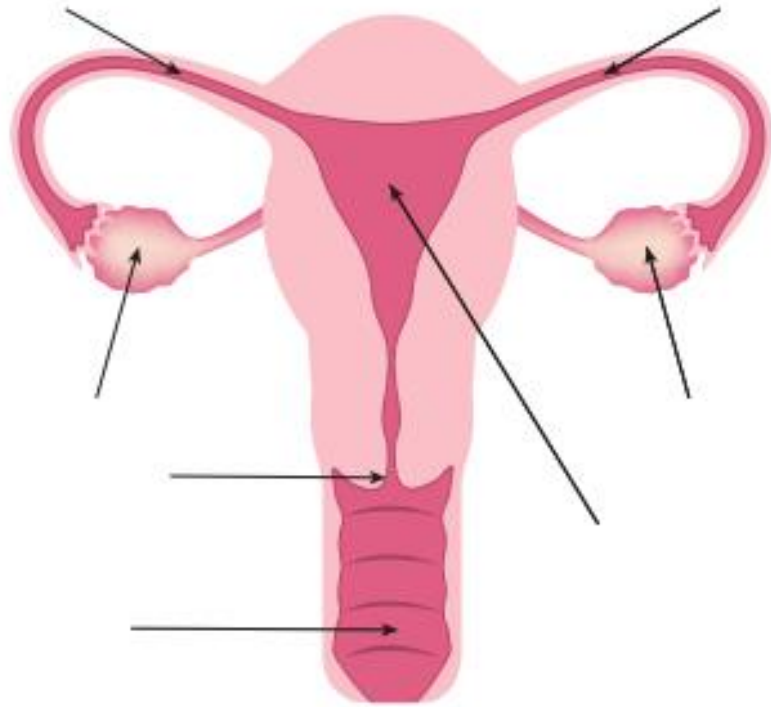
- ✓ To understand physical changes during puberty.

## Statutory guidance

- ✓ Changing adolescent body > key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- ✓ Science: Y5 > Animals including humans: describe the changes as humans develop to old age.

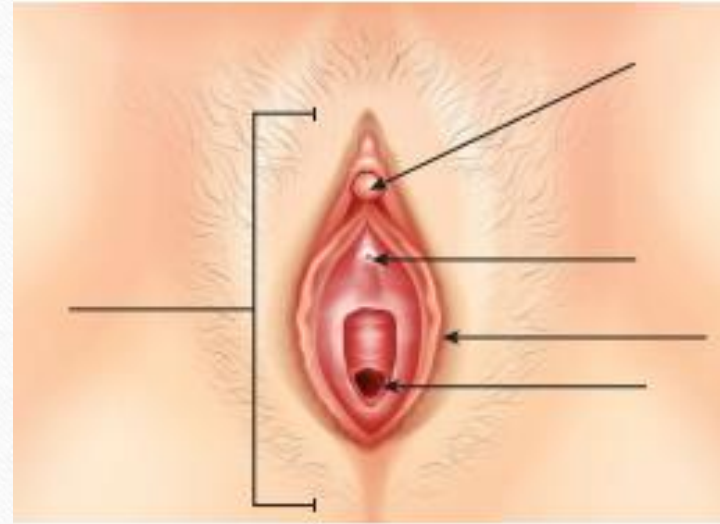
<https://www.kapowprimary.com/subjects/rse-pshe/mixed-age-y5-6/cycle-a/mixed-age-y5-6-safety-changing-body-cycle-a/lesson-6-year-5-cycle-a-puberty-2/>

## Female internal reproductive organs



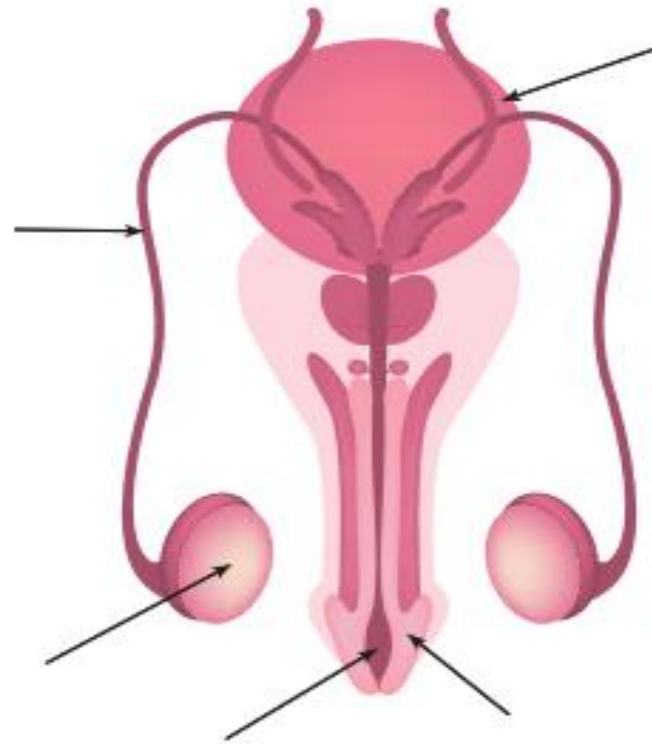
- |                |        |        |
|----------------|--------|--------|
| Cervix         | Ovary  | Uterus |
| Fallopian tube | Vagina |        |

## Female external body parts



- |                 |                 |       |
|-----------------|-----------------|-------|
| Vulva           | Clitoris        | Labia |
| Vaginal opening | Urethra opening |       |

Male internal reproductive organ



- |            |         |          |
|------------|---------|----------|
| Penis      | Bladder | Testicle |
| Sperm duct |         | Urethra  |

# Year 6:

## *Learning objective*

- ✓ To understand the changes that happen during puberty.

## *Statutory guidance*

- ✓ Key facts about puberty and the changing adolescent body, particularly from age 9 through to eleven, including physical and emotional changes

## Body parts quiz

1. The part of the female that provides food for a baby?
2. The place where a baby develops?
3. Where are sperm produced?
4. The part of a male where urine and sperm leave the body?
5. Where eggs are produced?
6. The tube the egg travels along to get to the womb?
7. The tube in a male or a female that carries urine out of the body?
8. Where blood during a period or a baby leaves the female body?



Dear Sam,

Last night I had a wet dream for the first time. I know they are normal, but I am worried what my mum will think as she will see the mess on my sheets. I am also due to go away with school soon and I am worried about it happening there.

What should I do?

XX age 11 ¾

Dear Sam,

I am 15 and I haven't started my periods yet. All my friends say they have although I am not sure if they have. My breasts have started to grow but I am really worried there is something wrong with me.

What can I do?

XX age 15

Dear Sam,

I think my voice might be breaking, whenever I speak I am not sure how my voice will come out. My dad and older brother keep laughing at me but I am so embarrassed. I went to my new school the other day and I think the teachers will think I am stupid as I didn't answer any questions as I was too worried about my voice.

Will this get any better?

XX aged 11

Children work in groups reading and talking through problems such as the examples above. They then create their own replies and discuss their responses with the class.

# Year 5: Periods

---

It's important that boys receive this information as well as girls. It reinforces the message that it is nothing to be embarrassed about. Although children learn that women need to be having periods to reproduce, the biology of reproduction is not discussed until Year 6.

Lessons parents and carers may withdraw children from:

Year 6:

---

### *Success criteria*

- ✓ I understand the menstrual cycle.
- ✓ I understand how a baby is conceived.

### *Non-statutory guidance*

- ✓ PSHE Association's Programme of Study for PSHE Education.

<https://www.kapowprimary.com/subjects/rse-pshe/mixed-age-y5-6/cycle-a/mixed-age-y5-6-safety-changing-body-cycle-a/lesson-7-year-6-cycle-a-conception/>

3. Take any questions that the children have.

4. Explain to children that the age at which you can legally have intercourse in this country is 16 and this law is designed to protect us. Explain that 16 is sometimes called the age of consent. Ask children if they know what consent means.

Discuss the children's answers and make sure they understand that it is giving permission, that a person needs to know what they are giving permission for and that someone can withdraw consent i.e. change their mind.

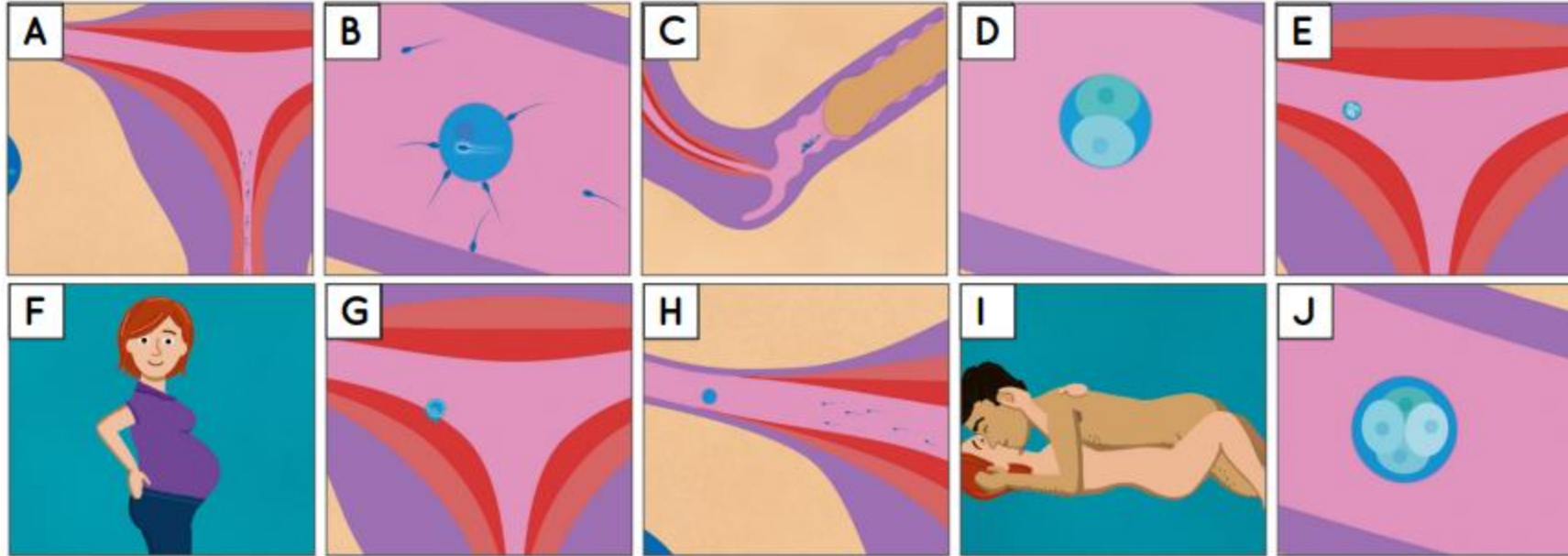
Consent does not just apply to intercourse but to other situations such as going on a school trip or lending an item to someone.

Bring the conversation back to intercourse and emphasise that the children should never feel pressured or pressurise anyone else into having intercourse or doing anything else they don't want to. Consent should be freely given.

5. Rewatch the video so children can further consolidate their understanding.

6. Arrange the children in pairs and give each pair a copy of the *Activity: Sequencing* and display slide 2 of the *Presentation: Sequencing*.

## Stages of conception (scrambled)



<p><b>A</b> A man and woman have sexual intercourse. The man's penis gets hard/erect and goes inside the woman's vagina.</p>	<p><b>B</b> The sperm travel through the womb to the fallopian tube.</p>	<p><b>C</b> One of the sperm enters the egg.</p>	<p><b>D</b> The ball of cells attaches to the side of the womb.</p>	<p><b>E</b> The woman is pregnant and the baby starts to grow in her womb.</p>
<p><b>F</b> The new cell starts to grow into a ball of cells.</p>	<p><b>G</b> The ball of cells travel down the fallopian tube towards the womb.</p>	<p><b>H</b> The man ejaculates and sperm leaves his penis and travel up the woman's vagina.</p>	<p><b>I</b> The man's sperm and the woman's egg meet in the fallopian tube.</p>	<p><b>J</b> The sperm and egg come together to form a new cell.</p>

## Learning objective

- ✓ To understand the development of the baby during pregnancy.

## Statutory guidance

This lesson goes beyond the teaching requirements of the statutory guidance however the DfE recommends that:

“all Primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupil. It should ensure 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” (point 67 page 23).

Note that each school can decide its approach to this and that parents have the right to withdraw their children from this lesson.

<https://www.kapowprimary.com/subjects/rse-pshe/mixed-age-y5-6/cycle-a/mixed-age-y5-6-safety-changing-body-cycle-a/lesson-8-year-6-cycle-a-pregnancy-and-birth/>



Common questions pupils ask.

---