

Why RSE is important.

How would you answer the question, where do babies come from?





Relationships and Sexuality Education (RSE) (Y5 and 6)

Why is Relationships and Sexuality Education (RSE) important?

Natural curiosity.

Prepares children for puberty and beyond.

Helps keep children safe.

Quality RSE will give children:

- A vocabulary to protect themselves
- Good positive body confidence
- A platform to speak out
- An awareness of what's OK/not OK in relationships
- The ability to identify risk regarding, abuse, exploitation, pornography etc
- Resilience from peers and others
- The confidence to know when to speak out and who to ask if they have a question, rather than Google
- A network of trusted adults to tell if they are worried

What if Schools or Parents don't or can't? then the children will get their *information from*

- Friends, peers, or older siblings
- Toilet walls and graffiti,
- YouTube,
- Google, (try it!)
- Social media,
- Friend's Parents
- Some adults will **always** make time to talk with them (in person or on-line).

What will my child be learning?

Key Concepts

Relationships

Gender,
Values, and
Sexuality

Staying Safe:
Skills for
Health and
Wellbeing

The Human
Body and
Development

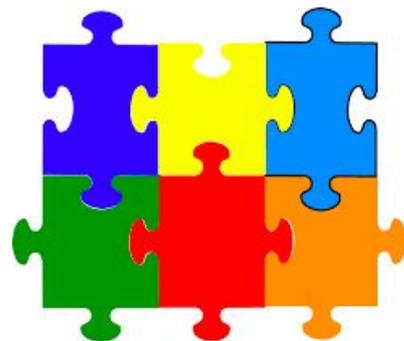


Getting Familiar With the Curriculum

Place the key ideas under the strand you feel is the best fit.

Next, look at the outcomes that fit within each key idea/strand.

What outcomes will we be addressing for the 2019/20 academic year?



K- 7 Key Concepts and Strands

Relationships

- Families
- Friendship, love and romantic relationships
- Tolerance, inclusion and respect

Gender, Values and Sexuality

- Social construction of gender, gender equality, stereotypes and bias
- Body Image
- Culture, Society and Sexuality
- Values and Human Rights

Staying Safe

- Staying safe
- Consent, privacy and bodily integrity
- Online safety

The Human Body and Development

- Sexual and reproductive anatomy and physiology
- Reproduction
- Puberty
- Self image

Sexual Behaviour and Reproductive Health

N/A for Year 6

Relationships - Phase 3 Outcomes

Friendship, Love and Relationships	<u>Key Idea:</u> There are healthy and unhealthy relationships.	
Tolerance, Inclusion and Respect	Tolerance, inclusion and respect are addressed within the PSPE scope and sequence and across the Primary phase should include reference to ethnicity, race, origin, sexual orientation, gender identity and other differences	

Gender, Values, and Sexuality - Phase 3 Outcomes

**Values, Human Rights and Sexuality can be linked to aspects of the PSPE scope and sequence Identity

Culture, Society and Sexuality	<u>Key Idea:</u> There are many sources of information that help us understand more about our feelings and our bodies	
Social construction of gender, gender equality, stereotypes and bias	<u>Key Idea:</u> Social and cultural norms and religious beliefs are some of the factors which influence gender roles	
Body Image	<u>Key Idea:</u> A person's physical appearance is determined by a range of factors	

Staying safe - Phase 3 Outcomes

Staying Safe	<u>Key Idea:</u> Abuse is harmful and it is important to seek help if you or someone else is experiencing this	
Consent, Privacy, Bodily Integrity	<u>Key Idea:</u> It is important to understand safe/unsafe and	

The Human Body and Development - Phase 3 Outcomes

Sexual and Reproductive Anatomy and Physiology	<u>Key Idea:</u> Males and females have sexual parts which help them make a baby and it is common for children to have questions about them
	<u>Key Idea:</u> Women's bodies release eggs during the menstrual cycle. Men's bodies make and ejaculate sperm. Both egg and sperm are needed for reproduction.
Reproduction	<u>Key Idea:</u> A pregnancy begins when an egg and sperm unite and implant in the uterus
Puberty	<u>Key Idea:</u> Puberty is a time of change on our way to becoming a young adult.
	<u>Key Idea:</u> Menstruation is a normal and natural part of a girls' physical development.

Sexual behaviour and Reproductive Health - Phase 3 Outcomes

N/A

Key Concepts

The Human Body
and Development

Helps keep children safe

- Proper names of body parts
- Gives permission to talk and ask questions about sexual body parts.
- Explains the qualities of respectful relationships.
- Identifies a safety network.
- Helps students understand personal safety.

Things we have considered....

- Relationships are key to success!
- Boys and girls will be kept together for lessons
- Discussing puberty in class is embarrassing (see below)
- It is important we have a shared language



We are going to talk about things that might be embarrassing, including our bodies and our private parts. Write down one thing we could agree to that might make you feel more comfortable about this.

Setting up a safe environment - ground rules

- Right to pass
- “Someone I know”
- There are no stupid questions
- No put-downs
- We listen to each other
- It’s OK to feel embarrassed
- Use agreed , scientific language



Key Concepts

The Human Body
and Development

Year 5 and 6

Sexual and Reproductive Anatomy and Physiology

Key Idea:

Males and females have sexual parts which help them make a baby and it is common for children to have questions about them

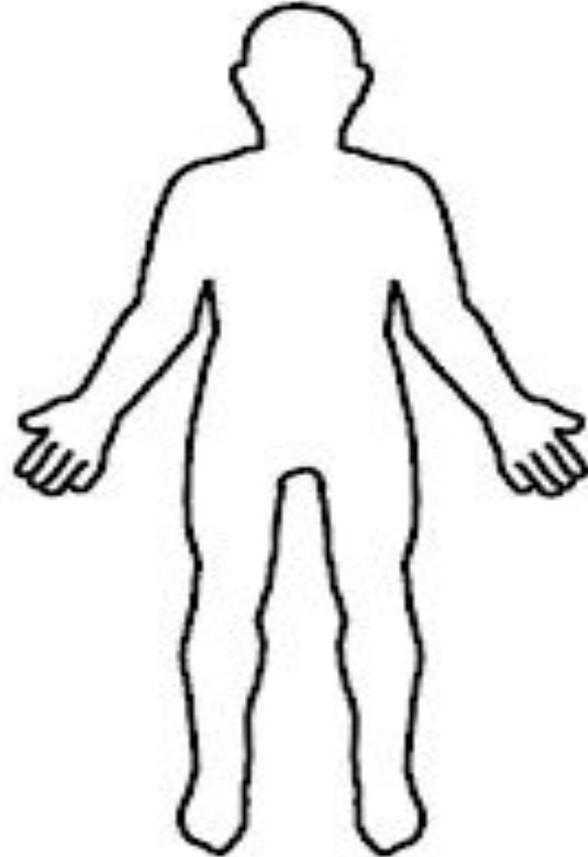
- describe the body parts involved with sexual health and reproduction, specifically including clitoris, vulva, vagina, ovaries, fallopian tubes, uterus, penis, scrotum, testicles.
- understand the differences between male and female sexual parts.

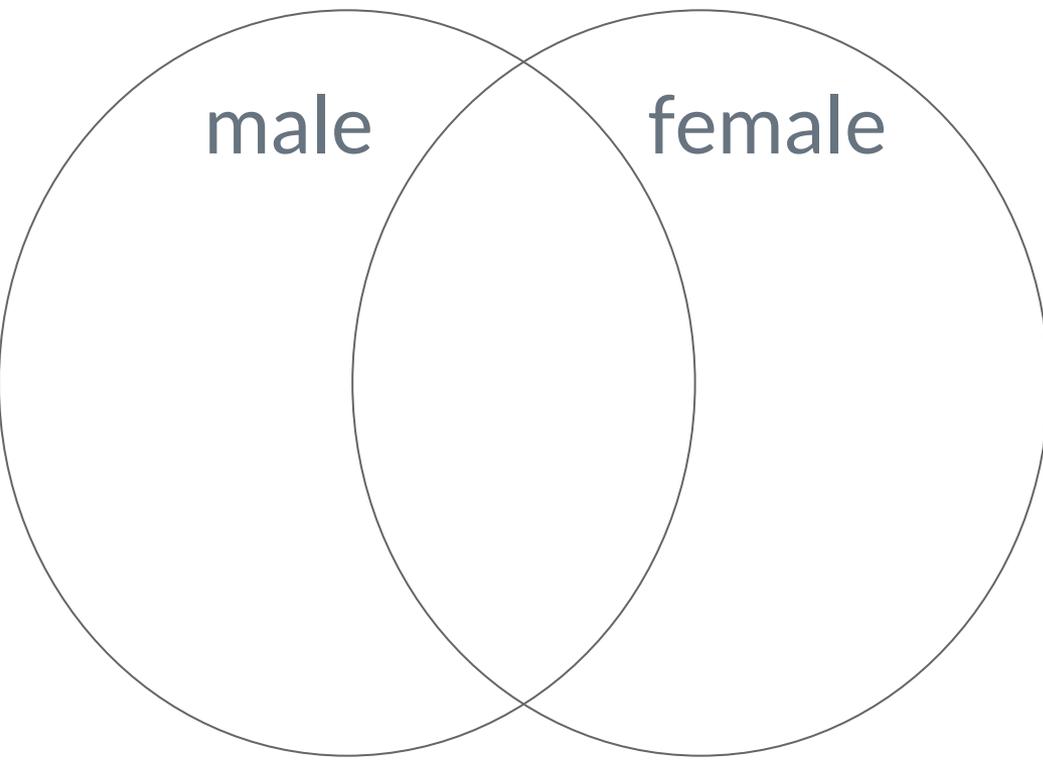
How many ways can you say _____?

- ½ body female
- ½ body male

Label all of the parts with the **scientific** names.

Label all of the parts with as many **slang** words as you can.

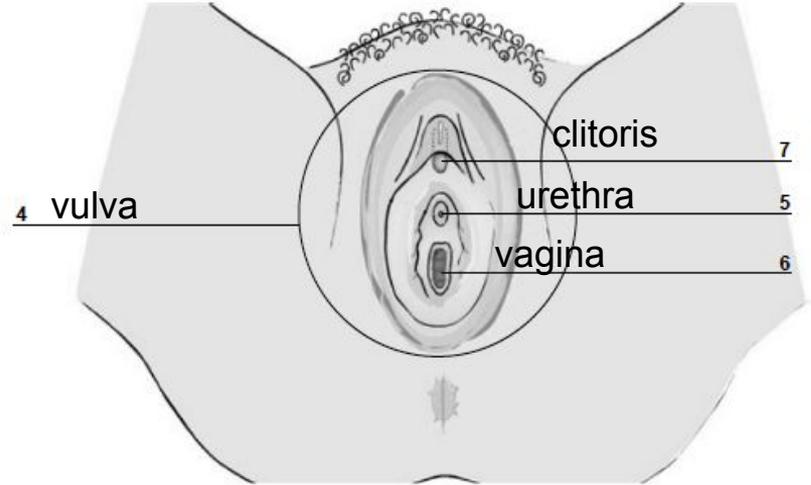
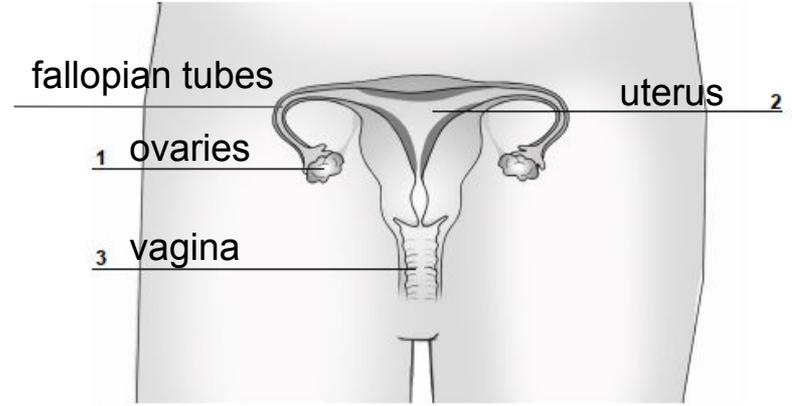
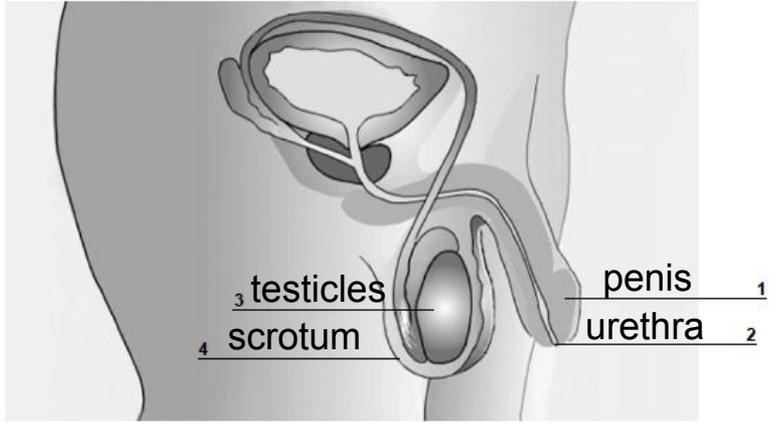




male

female

BODY PART	BOYS HAVE THIS	GIRLS HAVE THIS	EVERYONE HAS THIS
1. URETHRA			
2. PENIS			
3. TESTICLES			
4. VULVA			
5. SCROTUM			
6. VAGINA			
7. ANUS			
8. GENITALS			
9. CLITORIS			
10. OVARIES			
11. BLADDER			



Key Concepts

The Human Body
and Development

Year 5 and 6

Puberty

Sexual and Reproductive Anatomy and Physiology

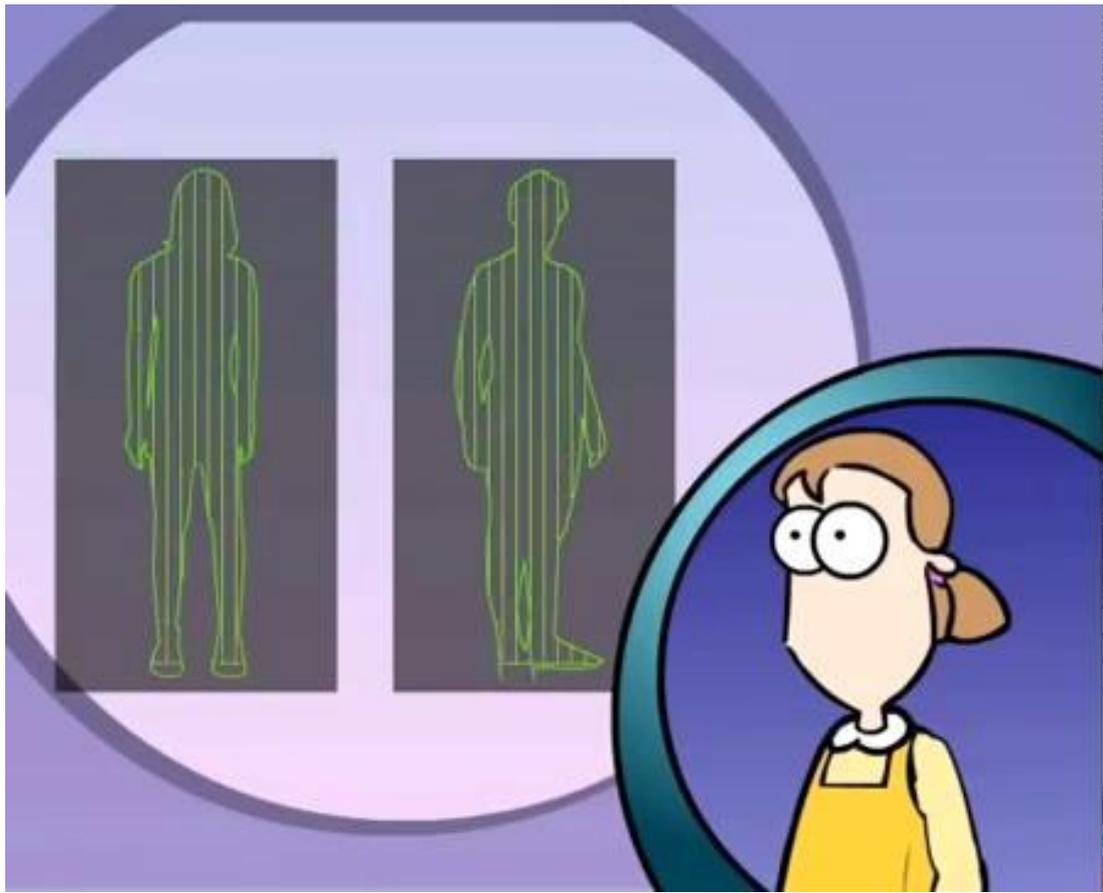
Reproduction

Key Idea: Puberty is a time of change on our way to becoming a young adult.

- examine changes you can control and changes you can't control
- identify the major physical and emotional changes that take place during puberty
- explain that, as we grow, privacy about one's body and private space become more important
- manage personal hygiene and sanitation practices
- understand that young men may experience erections, either due to arousal or for no particular reason, and that this is normal
- recall that some adolescents may experience arousal and release of fluids at night, often called a wet dream, and that this is normal

Key Idea: Menstruation is a normal and natural part of a girls' physical development.

- describe the menstrual cycle and identify the various physical symptoms and feelings that girls may experience during this time
- describe how to access, use and dispose of sanitary pads and tampons



Year 5 -
Puberty

Questions are very important!

A question box will be in each classroom so students can ask questions and feel comfortable doing so.

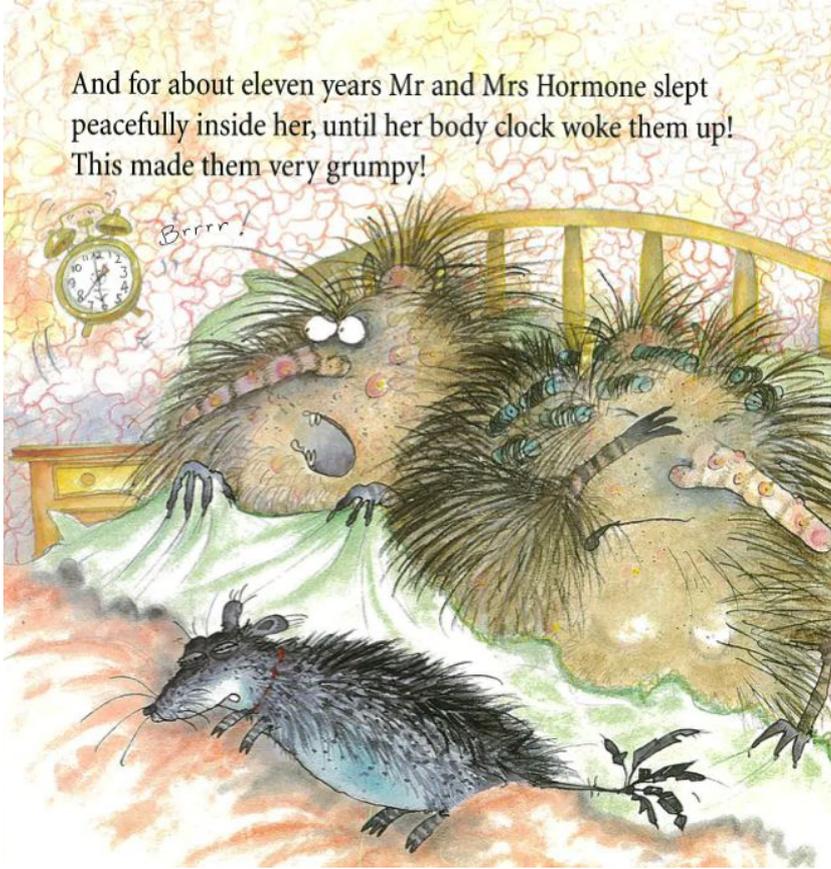


Year 5

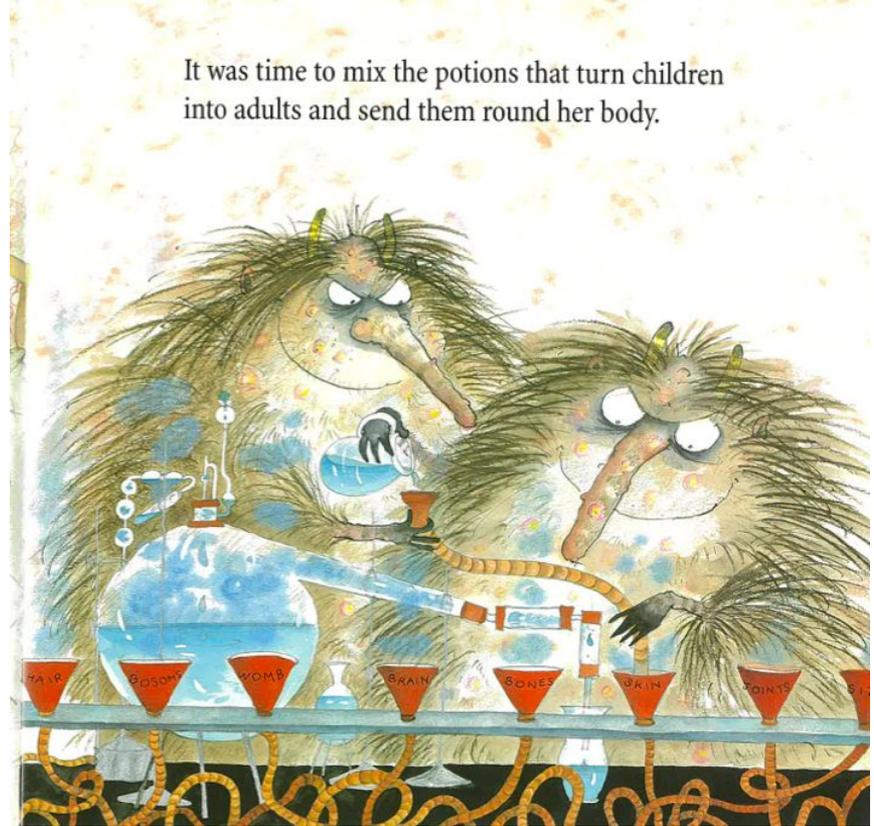
- Acne (pimples)
- Breasts develop
- Mood swings
- Pubic hair grows on genitals
- Sexual thoughts
- Stronger feelings of wanting to fit in
- Voice changes
- Erections (penis gets hard)
- Hair grows on face
- Hips get wider
- Menstruation (periods) begins

Hair in Funny Places, Babette Cole

And for about eleven years Mr and Mrs Hormone slept peacefully inside her, until her body clock woke them up! This made them very grumpy!



It was time to mix the potions that turn children into adults and send them round her body.

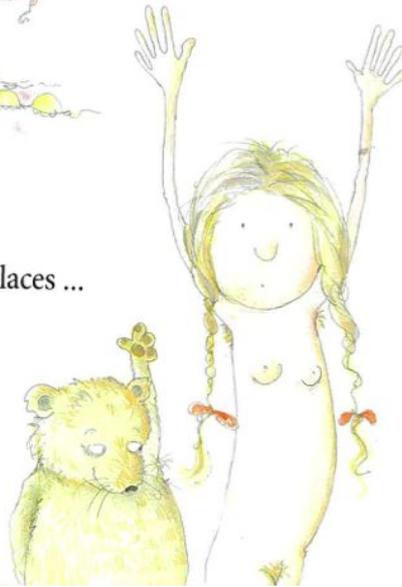


Hair in Funny Places, Babette Cole



Mrs Hormone's mixtures
began to work and
your mum sprouted
small bosoms

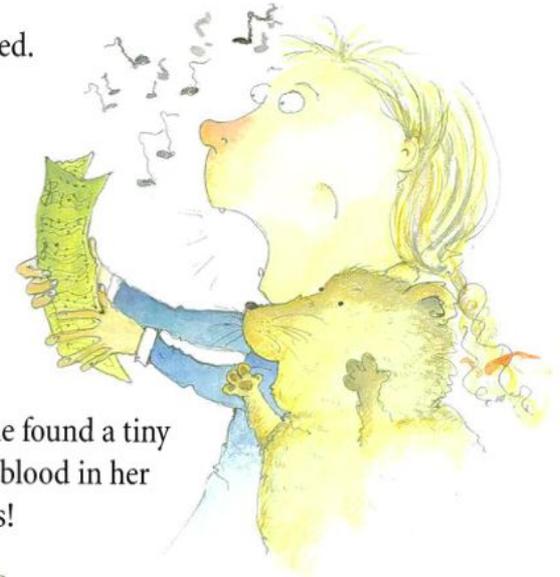
and hair
in funny places ...



her voice deepened.



Then she found a tiny
drop of blood in her
knickers!



It meant one day
she could be your
mummy.

Year 6



What can you do to support?

- Prepare yourself for questions
- Talk to your child about their learning
- Keep conversation open and be available to answer questions
- Use the correct, scientific vocabulary
- Puberty kit: girls (prepare these with your child)
- Let your classroom teacher know if there are any questions, comments, concerns



