

**KS2 - Parent  
Workshop  
Effective Delivery of  
Healthy Relationships  
and Sex Education in  
Primary School  
June 2019**

▶ What is your first memory of HRSE?

*This could either be delivering or receiving  
(you will not need to feed this back)*

# Aims of the workshop

- ▶ To share the new scheme of work we have in place to teach 'Healthy Relationships and Sex Education'
- ▶ To share the resources we will use with your children in school
- ▶ To explain why we have changed to a new scheme of work

# Ground Rules/Group agreement

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- ▶ Respect each other
- ▶ Openness
- ▶ Confidentiality
- ▶ Kindness
- ▶ Right to pass
- ▶ Right to speak
- ▶ Right to express views
- ▶ Responsibility to listen
- ▶ Participate when you feel comfortable
- ▶ It's ok to ask questions
- ▶ Use scientific/respectful language
- ▶ No personal questions/information

# What is SRE?

“Sex and relationships education (SRE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.”

*Sex Education Forum ([www.sexeducationforum.org.uk](http://www.sexeducationforum.org.uk))*

# Why is RSE so important?

- ▶ It ensures that universal language is spoken by all
- ▶ It promotes healthy relationships
- ▶ It allows pupils to understand human sexuality, learn to respect themselves and others, and recognise their responsibility in terms of making well-informed decisions about their lives
- ▶ It gives more awareness to Child Sexual Exploitation and grooming - links to e-safety

# Legislation and Guidance

- ▶ All schools must provide a curriculum which ‘promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.’ (*Education Act 2002 and Academies Act 2010*)
- ▶ Under the *Children’s Act 2004* maintained schools also have a statutory duty to promote children and young people’s well-being - SRE can contribute to this duty
- ▶ Under the *Equality Act 2010* schools are expected to fulfil the general duties of this act, which are to:
  - eliminate unlawful discrimination, harassment and victimisation
  - advance equality of opportunity
  - foster good relations
  - Schools are expected to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.



# SRE Specific Legislation and Guidance

- There is further legislation under the *Education Act 1996* and the *Learning & Skills Act 2000*, which details specific requirements for the teaching of SRE, which includes:
  - ▶ The sex education elements of the National Curriculum Science Order are mandatory for all pupils of primary and secondary school age
  - ▶ All maintained schools must have an SRE policy approved by governors
  - ▶ *DfEE SRE Guidance 2000* remains current government guidance
  - ▶ Parents have a right to withdraw their child from any school SRE taught outside the statutory Science curriculum

‘Inspecting safeguarding in early years, education and skills settings from September 2015’. Safeguarding action may be needed to protect children from:

- ▶ Neglect; physical abuse; sexual abuse; emotional abuse
- ▶ Bullying, including online bullying and prejudice-based bullying
- ▶ Racist, disability and homophobic or transphobic abuse
- ▶ Gender-based violence/violence against women and girls
- ▶ Radicalisation and/or extremist behaviour
- ▶ Child sexual exploitation and trafficking
- ▶ The impact of new technologies on sexual behaviour, for example sexting
- ▶ Teenage relationship abuse
- ▶ Substance misuse
- ▶ Issues that may be specific to a local area or population, for example gang activity and youth violence
- ▶ Domestic violence
- ▶ Female genital mutilation
- ▶ Forced marriage
- ▶ Fabricated or induced illness
- ▶ Poor parenting, particularly in relation to babies and young children
- ▶ Other issues not listed here but that pose a risk to children, young people and vulnerable adults.

## Young People's RSE Poll - 2018

- 30% had not learnt about pleasure
- 27% had not learnt about pornography
- 23% had not learnt how to recognise when someone is being groomed for sexual exploitation
- 23% had not learnt how to tell if a relationship is healthy
- 22% had not learnt about Lesbian, Gay, Bisexual and Trans gender (LGBT+) issues
- 20% had not learnt how to tell if a relationship is abusive
- 13% had not learnt about gender equality
- 12% had not learnt about pregnancy options (including abortion)
- 11% had not learnt about consent
- 10% had not learnt the medically correct names for genitalia
- 6% had not learnt about STIs at all
- 4% had not learnt about puberty at all

# Terminology Activity

# SRE Policy

We have written a new policy which is being ratified by the Governors. When it has been approved, it will go on to the website.

# National Curriculum for Science

## Key Stage 1 (age 5-7 years)

Year 1 pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- ▶ Notice that animals, including humans, have offspring which grow into adults
- ▶ Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

## Key Stage 2 (age 7-11 years)

Year 5 pupils should be taught to:

- ▶ Describe the life process of reproduction in some plants and animals
- ▶ Describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- ▶ Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

# What should be delivered when?

Can you sort through the topics and match them to the year group you think this should be taught in.

## Year 2 Differences

Lesson 1: Differences: Boys and Girls

Lesson 2: Differences: Male and Female

Lesson 3: Naming the Body Parts

## Year 3 Valuing Difference 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 and Hygiene

## Year 6 Puberty, Relationships and Reproduction

Lesson 1: Puberty and Reproduction

Lesson 2: Understanding Relationships

Lesson 3: Conception and Pregnancy

Lesson 4: Communicating In Relationships



## Valuing Difference and Keeping Safe Key Stage 2

### Scheme of Work

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

#### PSHE

#### Programme of Study

#### Core Theme 1:

#### Health and Wellbeing

- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls

- to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong

#### Core Theme 2:

#### Relationships

- to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage

- to judge what kind of physical contact is acceptable or unacceptable and how to respond

#### Learning Intentions and Learning Outcomes

##### Learning Intention

To explore the differences between males and females and to name the body parts

##### Learning Outcomes

Know some differences and similarities between males and females  
Name male and female body parts using agreed words

##### Learning Intention

To consider touch and to know that a person has the right to say what they like and dislike

##### Learning Outcomes

Identify different types of touch that people like and do not like  
Understand personal space  
Talk about ways of dealing with unwanted touch

##### 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

#### Lesson Title

##### Lesson 1

[Differences: Male and Female](#)

##### Lesson 2

[Personal Space](#)

##### Lesson 3

[Family Differences](#)

#### Resources

[Clothed Babies picture cards](#)  
[Pictures of male and female bodies](#)  
[Male and female matching cards](#)

##### Additional Activities

*Cinderella's Bum*, Nicholas Allan  
*Shapesville*, Andy Mills  
*Let's Grow with Nisha and Joe*, fpa  
[www.fpa.org.uk/Shop](http://www.fpa.org.uk/Shop)

A bag of textured objects to touch, for example sandpaper, cotton wool, play dough, silky material, a pebble etc.

[Year 3 Problem Pages](#)

[Families pictures](#)  
[Who can I talk to? worksheet](#)

*The Family Book*, Todd Parr

##### Additional Activities

*Tell Me Again About The Night I Was Born*, Jamie Lee Curtis  
*Who's in a Family?* Robert Skutch  
*Happy Families*, Allan Ahlberg  
*Spark Learns to Fly*, Judith Foxon  
*Stranger Danger*, Anne Fine

### Scheme of Work

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

**PSHE**  
**Programme of Study**  
**Core Theme 1:**  
**Health and Wellbeing**

- how their body will, and emotions may, change as they approach and move through puberty
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- about human reproduction

**Science Attainment Targets**

- describe the changes as humans develop to old age

**Learning Intentions and Learning Outcomes**

**Learning Intention**  
 To explore the human lifecycle  
**Learning Outcomes**  
 Describe the main stages of the human lifecycle  
 Describe the body changes that happen when a child grows up

**Lesson Title**

Lesson 1  
[Growing and Changing](#)

**Resources**

[Lifecycle pictures](#)  
[Lifecycle word cards](#)  
[What has changed? worksheet](#)  
[Lifecycle Quiz slides](#)  
[Lifecycle Quiz answers](#)  
**Additional Activities**  
[Babies and Children worksheet](#)

**Learning Intention**  
 To identify some basic facts about puberty  
**Learning Outcomes**  
 Discuss male and female body parts using agreed words  
 Know some of the changes which happen to the body during puberty

Lesson 2  
[What is Puberty?](#)

[Body Part Bingo cards](#)  
[Bingo Flash cards](#)  
[Body Changes pictures](#)  
[Our Bodies worksheet](#)

**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 so that they are able to reproduce

Lesson 3  
[Puberty Changes and Reproduction](#)

Story bag items (see lesson plan)  
 Book: *Hair in Funny Places*, Babette Cole  
[Body Changes worksheet](#)  
**Additional Activities**  
 Suggested reading:  
*Where Willy Went*, Nicholas Allan  
*Amazing You!* Gail Saltz  
[http://www.bbc.co.uk/science/humanbody/body\\_interactives/lifecycle/teenagers/](http://www.bbc.co.uk/science/humanbody/body_interactives/lifecycle/teenagers/)

# Year 5

## Puberty Key Stage 2

### 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

**PSHE**  
**Programme of Study**  
**Core Theme 1:**  
**Health and Wellbeing**

- how their body will, and emotions may, change as they approach and move through puberty
  - to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- Core Theme 2:**  
**Relationships**
- to feel confident to raise their own concerns, to recognise and care about other people's feelings

- **Science Attainment Targets**
- describe the changes as humans develop to old age

**Learning Intentions and Learning Outcomes**

**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

**Learning Intention**  
 To understand male and female puberty changes in more detail

**Learning Outcomes**  
 Understand how puberty affects the reproductive organs  
 Describe how to manage physical and emotional changes

**Learning Intention**  
 To explore the impact of puberty on the body & the importance of hygiene

To explore ways to get support during puberty

**Learning Outcomes**  
 Explain how to keep clean during puberty  
 Explain how emotions change during puberty  
 Know how to get support and help during puberty

**Lesson Title**

Lesson 1  
[Talking About Puberty](#)

Lesson 2  
[Male and Female Changes](#)

Lesson 3  
[Puberty and Hygiene](#)

**Resources**

[Puberty Changes Teacher Guide](#)  
[Pictures of male and female reproductive organs](#)  
[Anonymous questions template](#)  
**Additional Activities**  
 Changes DVD: All About Us: Living and Growing, Alternative, Unit 2, Programme 4, <http://www.channel4learning.com/>  
 Sheets of flipchart paper for body outlines

[Pictures of male and female reproductive organs](#)  
[Puberty Changes Teacher Guide](#)  
 Menstrual cycle animation  
[Male pictures](#)  
[Puberty Card Game](#)  
[Puberty Card Game answer sheet](#)  
[Puberty Card Game whiteboard summary](#)  
 Model materials: spaghetti (fallopian tubes) and poppy seeds (eggs)  
 Selection of sanitary wear (tampons, sanitary towels, panty liners)  
 Anonymous questions from Lesson 1  
**Additional Activities**  
[www.bbc.co.uk/science/humanbody](http://www.bbc.co.uk/science/humanbody)  
[What is the Menstrual Cycle? cards](#)  
[What is the Menstrual Cycle? whiteboard summary](#)  
[The Menstruation Card Game for Girls and Answers](#)  
[Menstruation Card Game whiteboard summary](#)

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](#)  
[Problem Page Teacher Guide](#)  
 Anonymous questions from Lesson 1  
**Additional Activities**  
[Puberty Ringo](#)

## 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.

**PSHE**  
**Programme of Study**  
**Core Theme 1:**  
**Health and Wellbeing**

- how their body will, and emotions may, change as they approach and move through puberty
- about human reproduction
- the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

**Core theme 2:**  
**Relationships**

- to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage
- to recognise what constitutes positive healthy relationships and develop the skills to form them

**Learning Intentions and Learning Outcomes**

**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

**Learning Intention**  
 Consider physical & emotional behaviour in relationships  
**Learning Outcomes**  
 Discuss different types of adult relationships with confidence  
 Know what form of touching is appropriate

**Learning Intention**  
 To explore the process of conception and pregnancy  
**Learning Outcomes**  
 Describe the decisions that have to be made before having a baby  
 Know some basic facts about pregnancy and conception

**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

**Lesson Title**

Lesson 1  
[Puberty and Reproduction](#)

Lesson 2  
[Understanding Relationships](#)

Lesson 3  
[Conception and Pregnancy](#)

Lesson 4  
[Communicating in Relationships](#)

**Resources**

[Puberty Changes Teacher Guide](#)  
[Puberty Body Part cards](#)  
[Reproduction question 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](#)

[Relationship pictures](#)  
 Squares of paper/sticky notes  
[Anonymous Questions template](#)  
**Additional Activities**  
 How Babies are Made DVD programme: All About Us: Living and Growing Alternative, Unit 3 Programme 7. <http://www.channel4learning.com/>

[How Does A Baby Start? cards](#)  
[How Does A Baby Start? whiteboard summary](#)  
 Anonymous Questions from previous lesson  
**Additional Activities**  
[Conception and Pregnancy statements](#)  
[Conception and Pregnancy Quiz](#)  
[Conception and Pregnancy Quiz Answers](#)  
[Pictures of male and female reproductive organs](#)  
 Model materials: dried spaghetti (fallopian tubes) and poppy seeds (eggs)

[Relationship Question cards](#)  
[Communication Scenario Cards](#)  
[Communication Scenarios answers](#)  
[Communication Scenarios whiteboard summary](#)

**Additional Activities**  
 Film clip from [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

# Exploring resources

# Questions Activity

# Creating a safe and positive learning environment

- ▶ Establishing effective ground rules.
- ▶ Child protection and confidentiality.
- ▶ Determining learning needs.
- ▶ Dealing with spontaneous issues.
- ▶ Managing sensitive and controversial issues.
- ▶ Being impartial in the provision of information, advice and guidance.