

PSHE: Teaching of Relationships and Sex Education (RSE) at Skegness Junior Academy

Parent information and examples of resources used.

Why is RSE in schools important?

High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life.

A comprehensive programme can have a positive impact on pupils' health and wellbeing and their ability to achieve.

The DFE recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children. Please see the government guidelines for further information:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>



Why is RSE in schools important?

It also develops children's acceptable vocabulary for communication about their bodies, understand personal safety and hygiene and build positive attitudes.

It provides children with access to correct information about their bodies and those of the opposite sex.

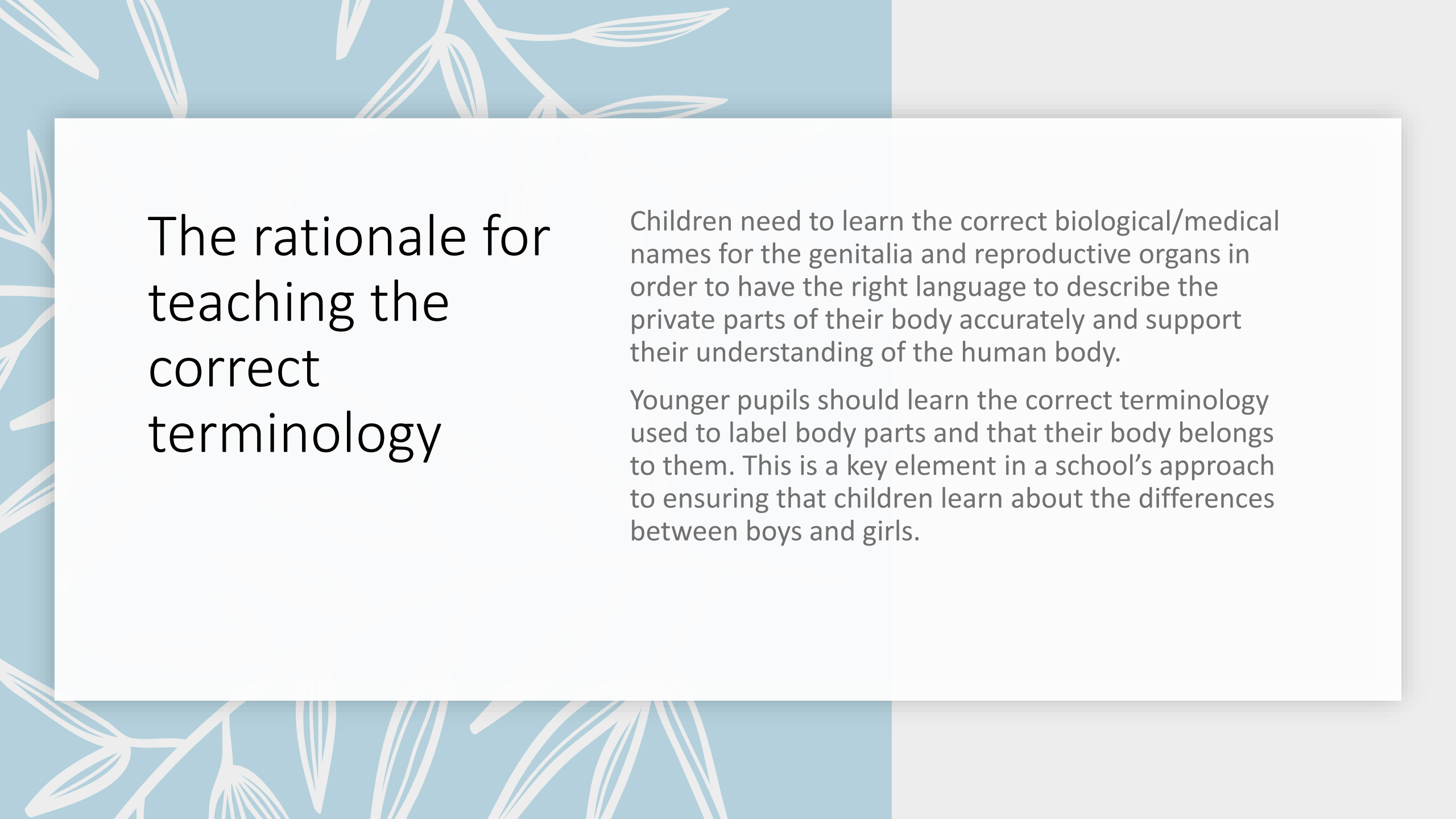
It provides children with age-appropriate knowledge about the process of human reproduction.

It enables children to acquire skills and attitudes about loving and stable relationships.

The rationale for teaching the correct terminology

As part of a high quality provision for teaching RSE, teachers will always use correct terminology when teaching about reproductive organs or reference to genitalia.

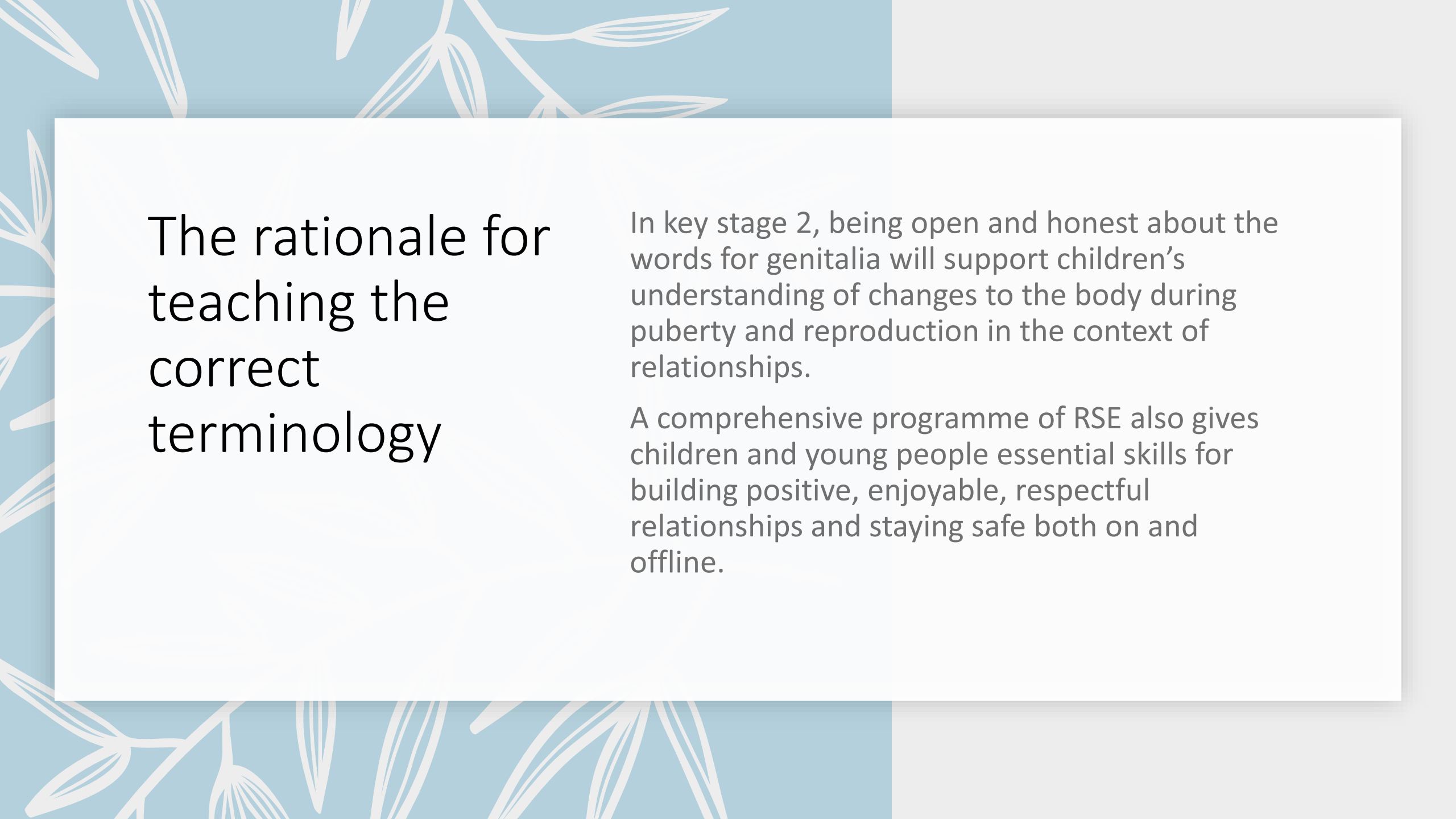
Lessons which are planned will be age appropriate, based on guidance from the Dfe and PSHE association.



The rationale for teaching the correct terminology

Children need to learn the correct biological/medical names for the genitalia and reproductive organs in order to have the right language to describe the private parts of their body accurately and support their understanding of the human body.

Younger pupils should learn the correct terminology used to label body parts and that their body belongs to them. This is a key element in a school's approach to ensuring that children learn about the differences between boys and girls.



The rationale for teaching the correct terminology

In key stage 2, being open and honest about the words for genitalia will support children's understanding of changes to the body during puberty and reproduction in the context of relationships.

A comprehensive programme of RSE also gives children and young people essential skills for building positive, enjoyable, respectful relationships and staying safe both on and offline.

The progression of RSE lessons

Year 3	<ul style="list-style-type: none">➤ Explore the differences between male/female body parts➤ Understand the concept of touch/personal space
Year 4	<ul style="list-style-type: none">➤ Understand the processes of reproduction and birth as part of the human life cycle
Year 5	<ul style="list-style-type: none">➤ Explore the emotional/physical changes during puberty➤ Understand how puberty affects the body➤ Explain how to maintain personal hygiene during puberty.
Year 6	<ul style="list-style-type: none">➤ Understand that Female Genital Mutilation is against the British law, what to do and whom to tell if they suspect someone is at risk.

Example of how an RSE lesson is taught in Year 3

A lesson plan document for Year 3 titled 'Body Differences'. The document has a purple header with a dotted pattern. The title 'Year 3' is in large purple font, and 'Body Differences' is in white font on a purple background. Below the title, 'Lesson 1' is written in purple. The 'Learning Intention' section is in purple, followed by two lines of text. The 'Learning Outcomes' section is in purple, followed by two lines of text. The 'Resources' section is in purple, followed by three lines of text, including two hyperlinks.

Year 3

Body Differences

Lesson 1

Learning Intention
To identify that people are unique and to respect those differences
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

Resources
It's OK to be different, Todd Parr
[Pictures of male and female bodies](#)
[Body difference matching cards](#)

Example of how an RSE lesson is taught in Year 3

Starter: Use of images to identify male and female differences to reinforce age appropriate terminology.



Male





Female






Example of how an RSE lesson is taught in Year 3

Main activity: Sequencing and matching cards to reinforce correct terminology and address misunderstandings.

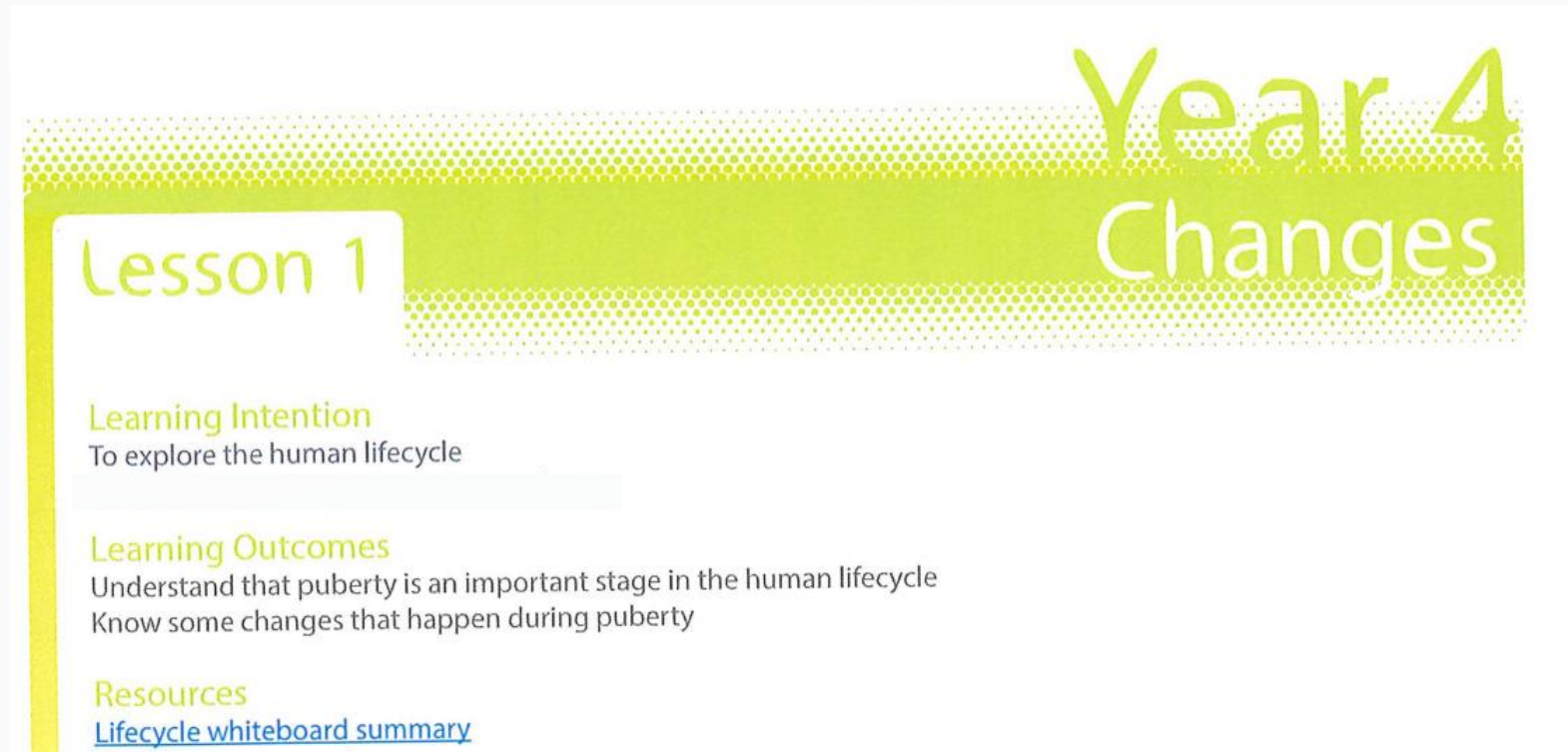
Body Difference matching cards

1. Our bodies are all unique, but we have many body parts that are similar	
2. One difference is the male and female private parts	

Body Difference matching cards- 2

4. The vagina is inside the body and leads to the uterus	
5. The penis and testicles are male private parts	
6. These different private parts are needed if people choose to have a baby when they are grown up.	

Example of how an RSE lesson is taught in Year 4



The image shows a lesson plan for Year 4. The title 'Year 4 Changes' is written in large, bold, yellow-green letters. Below it, 'Lesson 1' is written in a smaller, bold, yellow-green font. The lesson plan includes three sections: 'Learning Intention', 'Learning Outcomes', and 'Resources'. The 'Learning Intention' is 'To explore the human lifecycle'. The 'Learning Outcomes' are 'Understand that puberty is an important stage in the human lifecycle' and 'Know some changes that happen during puberty'. The 'Resources' section includes a link to 'Lifecycle whiteboard summary'.

Year 4 Changes

Lesson 1

Learning Intention
To explore the human lifecycle

Learning Outcomes
Understand that puberty is an important stage in the human lifecycle
Know some changes that happen during puberty

Resources
[Lifecycle whiteboard summary](#)

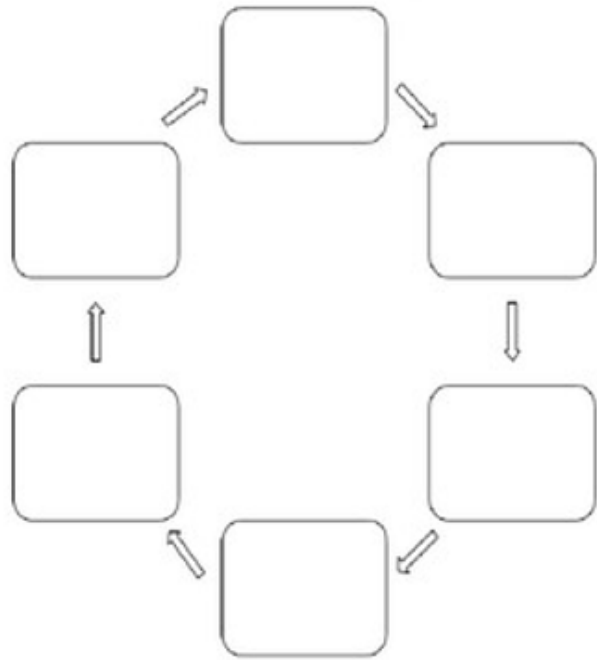
Example of how an RSE lesson is taught in Year 4

Starter: Use of lifecycle to sequence life cycle with emphasis on the significant changes taking place to lead up to puberty



Example of how an RSE lesson is taught in Year 4

Main activity: Pupils draw a life cycle from birth to elderly. Map on key moments in each stage of life including when a person can reproduce.



Example of how an RSE lesson is taught in Year 5



Year 5

Lesson 2 The Reproductive System

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

Resources
[Reproductive System slides](#)
[Puberty Changes Teacher Guide](#)
Menstrual Cycle animation http://kidshealth.org/teen/sexual_health/girls/menstruation.html?tracking=T [RelatedArticle](#)
[Male Changes Powerpoint](#)
[Puberty Card Game \(one set per group\)](#)
[Puberty Card Game answer sheet](#)
[Puberty Card Game whiteboard summary](#)

Example of how an RSE lesson is taught in Year 5

Starter: Explore the physical and emotional changes that happen during puberty.

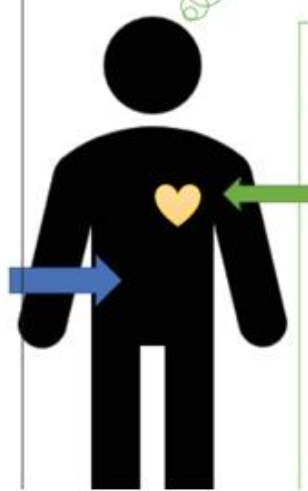
Puberty Changes worksheet

People of all genders and biological sex go through puberty. Some changes happen to everyone and some depend on what body parts a person has.
What are the changes?

1. What are the physical changes that happen to a person's body?

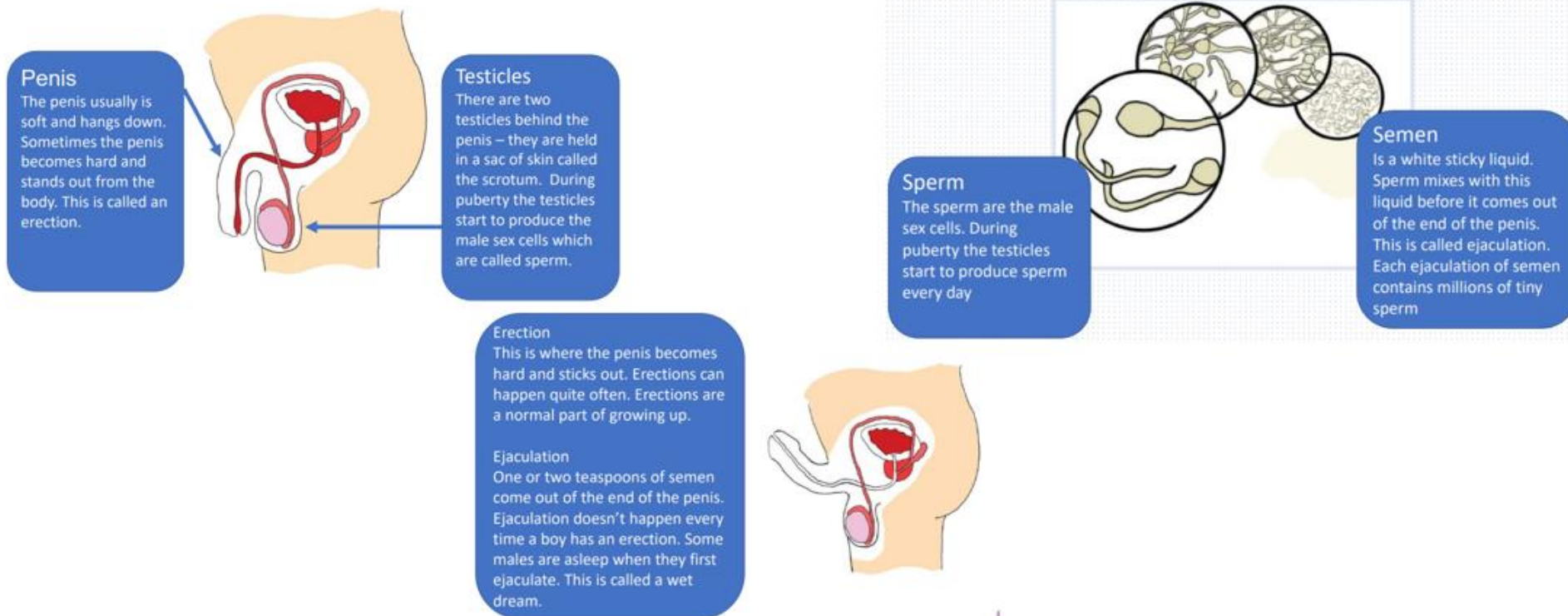
2. How might puberty affect someone's feelings?

3. How could puberty affect relationships with family and friends?



Example of how an RSE lesson is taught in Year 5

Main activity: Use of resources to look at the changes to the reproductive system in males.



Example of how an RSE lesson is taught in Year 5

Main activity: Use of resources to look at the changes to the reproductive system in females.

Video link: <https://kidshealth.org/en/teens/menstruation.html>



Example of how an RSE lesson is taught in Year 6



Learning intention:

To understand that FGM is against the British Law, what to do if they have concerns.

Resources:

[Myths and facts cards](#)

Example of how an RSE lesson is taught in Year 6

Starter: Pupils discuss important things to remember about their bodies and personal safety (including unacceptable touch, the PANTS rule) annotating a body outline.

- (**P**private parts are private)
- (**A**lways remember your body belongs to you)
- (**N**o means no)
- (**T**alk about secrets that upset you)
- (**S**peak up – someone can help)



Example of how an RSE lesson is taught in Year 6

Main activity: Explore the acronym FGM with the pupils and explain that this is a type of abuse that is very harmful to people and their bodies.

Myths and facts sorting activity.

1 FGM helps girls and women protect their bodies and keep them clean.	2 FGM is part of growing up and becoming a woman.
3 Parents do not have the right to say their child should undergo FGM.	4 FGM is necessary for religious reasons.
5 FGM is illegal in the UK and many other countries around the world.	6 It is ok for FGM to be carried out if a member of the child's family does it.
7 If a girl has undergone FGM nothing can be done to help her.	8 If someone suspects FGM may happen to them or someone they know, it is important to tell someone as soon as possible.
MYTH	FACT



LEARN ALL ABOUT PANTS WITH PANTOSAURUS!

PRIVATES ARE PRIVATE

Your underwear covers up your private parts and no one should ask to see or touch them. Sometimes a doctor, nurse or family members might have to. But they should always explain why, and ask you if it's OK first. Remember, what's in your pants belongs only to you.

ALWAYS REMEMBER YOUR BODY BELONGS TO YOU

Your body is yours, and no one should touch your private parts or any other parts of your body that you don't want to be touched. No one has the right to make you do anything that makes you feel uncomfortable. If somebody does make you do something, it's never your fault. Even if the person who has made you feel uncomfortable has told you it is your fault.

NO MEANS NO

You always have the right to say 'no' – even to a family member or someone you love. You're in control of your body and the most important thing is how YOU feel. If you want to say 'No', it's your choice.

TALK ABOUT SECRETS THAT UPSET YOU

There are good and bad secrets. Good secrets can be things like surprise parties or presents for other people. Bad secrets make you feel sad, worried or frightened. You should always talk to a safe adult who you trust about a bad secret or anything that doesn't feel right.

SPEAK UP, SOMEONE CAN HELP

Talk about stuff that makes you worried or upset. If you ever feel sad, anxious or frightened you should talk to a safe adult who you trust.

This doesn't have to be a family member. It can also be a teacher or a friend's parent – or even Childline. Talking shouldn't get you into trouble, even if somebody has told you it will. If something has happened that makes you feel uncomfortable, it is never your fault.

You can also talk to Childline. Call **0800 1111** or contact them online at **Childline.org.uk**. Someone will always be there to listen.



For further resources and support please visit the NSPCC website: <https://learning.nspcc.org.uk/research-resources/schools/pants-teaching>



How to withdraw my child from Sex Education?

Whilst we always try to work with parents and carers to explore their views, we also accept that parents and carers can exercise their right to excuse their child from the sex education elements of our programme (other than that which comes within the Science curriculum).

There is no right to withdraw from Relationships Education or Health Education. The parts of our programme related to sex education will be delivered as one-off lessons.

The curriculum we provide is planned to meet the needs of all pupils and give them the knowledge and skills they need to lead healthy lives. Withdrawing pupils from Sex Education can be detrimental and lead to them receiving less accurate, second-hand information from peers.

Requests for withdrawal from Sex Education should be put in writing to the Executive Principal using the form from our Greenwood Academies Trust policy on our website. This needs to be addressed to the Executive Principal, who will then arrange to speak with parents and carers to explore their views and ensure that the nature and purpose of Sex Education is understood. A written record will be kept of this discussion.

Except in exceptional circumstances, the school will respect a parent's right to excuse their child up until three terms before a pupil's 16th birthday when the child can choose to be included in Sex Education. The process above is the same for pupils with SEND; however, in exceptional circumstances, the Executive Principal may take account of a pupil's specific needs arising from their SEND when deciding whether to agree to a withdrawal request.

A copy of withdrawal requests will be placed in the pupil's educational record. The Executive Principal will discuss the request with parents and take appropriate action. Staff will plan appropriate, purposeful education for pupils who are withdrawn from sex education.

Please ensure requests of withdrawal are written in full detail and are addressed to the Executive Principal. These requests can also be sent in an email to admin@skegnessjunioracademy.org.