



The Clara Grant Primary

Health and Relationships Education (HRE) Policy 2021

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This policy has been written following the London Borough of Tower Hamlets model policy and the DfE statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education.

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<p>Aim:</p>	<p>The main aims of our school HRE policy are:</p> <ol style="list-style-type: none"> 1. Clara Grant Primary School is committed to putting safeguarding at the heart of everything we do and this includes teaching HRE to pupils. 2. To teach HRE as outlined by the Department of Education and comply with the relevant provisions of the Equality Act 2010. 3. To ensure pupils are able to keep themselves safe by teaching factually accurate information so they can make informed decisions. 4. Children understand the changes to their body as they grow and develop and are supported to behave in a mature and responsible way.
<p>Context</p>	<p>“Today’s children and young people 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 and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”</p> <p>(Relationships Education, Relationships and Sex Education (HRE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019) – Secretary of State Foreword, Pg. 4 - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_HRE_and_Health_Education.pdf)</p>
<p>Definition</p>	<p>Relationships education is about supporting the ongoing emotional, physical, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. Relationships education involves a combination of sharing information, exploring issues and values. It is not about the promotion of any specific set of values.</p>

CURRICULUM PROVISION and CONTENT

<p>Relationships Education (Statutory)</p>	<ul style="list-style-type: none"> • Families And People Who Care For Me • Caring Relationships • Respectful Relationships • Online Relationships • Being Safe <p>(please refer to Appendix 1 for further detail)</p> <p>(Relationships Education, Relationships and Sex Education (HRE) and Health Education - https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-HRE-and-health-education)</p>
<p>Health Education (Statutory)</p>	<ul style="list-style-type: none"> • Mental Wellbeing • Internet and Safety Harms • Physical Health and Fitness • Healthy Eating • Drugs, Alcohol and Tobacco • Health and Prevention • Basic First Aid • Changing Adolescent Body <p>(please refer to Appendix 1 for further detail)</p> <p>(Relationships Education, Relationships and Sex Education (HRE) and Health Education - https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-HRE-and-health-education)</p>
<p>National Curriculum Science (Statutory)</p>	<p>Key Stage 1:</p> <ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • 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 <p>Key Stage 2:</p> <p>Year 5</p> <ul style="list-style-type: none"> • describe the changes as humans develop to old age

	<p>Year 6</p> <ul style="list-style-type: none"> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents <p>From the DfE guidance:</p> <p>Puberty</p> <p>“The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age* (including puberty) and reproduction in some plants and animals”.</p> <p>“106. At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty”</p> <p>(please refer to Appendix 1 for further detail)</p> <p>(Statutory guidance - National curriculum in England: science programmes of study – Updated 6 May 2015 https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study)</p>
<p>Sex Education (Non-Statutory)</p>	<ul style="list-style-type: none"> How a baby is conceived and born (DfE recommend in Year 6) FGM <p>(please refer to Appendix 1 for further detail)</p> <p>(Relationships Education, Relationships and Sex Education (HRE) and Health Education - https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-HRE-and-health-education)</p>

DELIVERY

Relationships Education is taught within the Personal, Social, Health and Economic (PSHE) Education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and computing.

Roles and Responsibilities

Senior staff and Teaching staff are responsible for:

- Delivering Relationships Education and RSE in a sensitive way
- Modelling positive attitudes to Relationships Education and RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn

MONITORING.

EVALUATION and ASSESSMENT

Monitoring and Evaluation	The subjects will be monitored and evaluated by the PSHE lead and the Senior Leadership team. It is important these subjects are consistently monitored to ensure confidence levels of teachers are maintained and the delivery and content is consistent across the school.
Assessment	The school will identify pupils' prior knowledge by discussion in class The school will assess pupils' learning and progress through Q&A and anonymised questions The school will evidence pupils' learning and progress by observing and responding to discussion

THE RIGHT TO WITHDRAW

No Right to Withdraw	There is no parental right to withdraw from Relationships Education, Health Education or the National Curriculum Science as these are a statutory part of the curriculum
Right to Withdraw	Parents have the right to withdraw from topics taught outside of these areas and relating to Sex Education, for example, how a baby is conceived and born.
Withdrawal Process	Parents wishing to withdraw their child from the non-statutory elements of Sex Education will need to make an appointment to meet with the Head teacher or a member of SLT. Letters will not be accepted as a means of

	withdrawing a pupil and an individual meeting will need to be held, to discuss the parent's concerns.
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EQUALITY and SAFEGUARDING

Equality	The school is committed to following the Equality Act and to tackling sexism, misogyny, homophobia and gender stereotypes.
LGBT	<p>LBTH recommends teaching about LGBT relationships, in the context of different types of families, in order that children coming from same sex families feel welcomed and included in school, from the very beginning of their school career, in Key Stage 1. It is also important in terms of tackling homophobic behaviour and bullying and demonstrates LBTH's commitment to equalities, as outlined in the Equality Act.</p> <p>At Clara Grant Primary School we are committed to protecting children and families against discrimination, whether knowing or unintentional. This includes discrimination against people's religion, culture or sexuality, to name just a few of the Protected Characteristics in the Equality Act. The Department for Education statutory guidance strongly encourages and enables schools to teach LGBT content, in the context of different types of families.</p> <p>At Clara Grant Primary School we have chosen to follow the LBTH recommendation with regards to LGBT content, in the context of different types of families. With due regard to all relevant evidence we have chosen to place LGBT content, in the context of different types of families, into the statutory part of the curriculum in Key Stage 1 (by the end of Year 2) and in Key Stage 2 (by the end of Year 6)</p>
Naming of the External Body Parts	LBTH recommends that children are taught in Key Stage 1 about naming of the external body parts, as a safeguarding issue. This is so pupils can report abuse if it happens or so that they can accurately report medical symptoms if they are unwell. The more children are able to name the

	<p>external body parts and to know about appropriate and inappropriate touch, the more they are protected from abuse.</p> <p>Pupils will also be taught about stable, caring, healthy family life and friendships and how to recognise if or when relationships are making them unhappy or unsafe. Lessons will cover staying safe both online and offline, how to identify risks online, harmful online content and contact and how to report it. Pupils will also learn how to seek help and advice from others.</p> <p>LBTH also recommends that lessons about puberty begin in Year 4, to prepare children for puberty and menstruation for girls, before it occurs.</p> <p>At Clara Grant Primary School we have chosen to teach the naming of the external body parts in the Key Stage 1 curriculum. Parents were consulted on when to teach and consensus was end of yr 2</p> <p>The following words are recommended to be taught:</p> <ul style="list-style-type: none"> ● Penis ● Vagina ● Breast ● Bottom ● Testicles
SEND	The delivery of the content will be made accessible to all pupils, including those with SEND.
Disclosures	Any disclosures should follow the schools agreed safeguarding procedures.

RESOURCES

Teaching Resources	<p>The Clara Grant Primary School is committed to using diagrams, rather than pictures, and where appropriate and possible to teach single sex lessons.</p> <p>Our school is also committed to holding information meetings to show parents resources and lesson plans before the commencement of HRE lessons.</p> <p>The school will use selected teaching resources from Jigsaw and the Christopher Winter Project.</p>
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CONSULTATION AND PARTNERSHIPS

Parents	<p>Our relationship with parents/carers is very important and we aim to support them with information meetings about our HRE curriculum content, including resources, where they can share any concerns or issues they may have about any aspect of the HRE provision.</p>
Staff	<p>The school encourages staff to contribute and support this HRE policy. The school holds meetings on HRE to ensure that senior staff feel confident to deliver this content.</p>
Local School Committee	<p>LSC members, in conjunction with the Headteacher and SLT, ultimately make the decision about whether to follow the Borough recommendations about which topics should be taught and at what stage in the curriculum and whether they should be in the statutory or non-statutory part of the curriculum. The LSC also decides which resources are used to teach HRE and how HRE is taught within the school.</p> <p>The DfE HRE guidance (2019) provides further clarification as to the role of the LSC:</p> <p>“As well as fulfilling their legal obligations, the LSC or management committee should also make sure that:</p>

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.”

(Relationships Education, Relationships and Sex Education (HRE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019) – Secretary of State Foreword, Pg. 16 -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__HRE__and_Health_Education.pdf)

APPENDIX 1

Clara Grant and LBTH Primary Schools HRE Mapping

Relationships, Health, Sex Education and Science – Tower Hamlets

<p>DfE Statutory Guidance Relationships Education</p> <p>(Relationships Education, Relationships and Sex Education (HRE) and Health Education https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-HRE-and-health-education)</p>	<p>DfE Non-statutory Sex Education</p> <p>(Relationships Education, Relationships and Sex Education (HRE) and Health Education https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-HRE-and-health-education)</p>	<p>Statutory Guidance National Curriculum Science</p> <p>(Statutory guidance - National curriculum in England: science programmes of study – Updated 6 May 2015 https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study)</p>	<p>DfE Statutory Guidance Physical Health and Mental Wellbeing (Health Education)</p> <p>(Relationships Education, Relationships and Sex Education (HRE) and Health Education https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-HRE-and-health-education)</p>
<p>By the end of primary school Pupils should know:</p> <p><u>Families and people who care for me</u></p> <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. 	<ul style="list-style-type: none"> questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. sexual reproduction in humans reproductive cycle in humans conception (Year 6 only) FGM 	<p>Key Stage 1:</p> <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. notice that animals, including humans, have offspring which grow into adults describe the importance for humans 	<p>By the end of primary school Pupils should know:</p> <p><u>Mental Wellbeing</u></p> <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

<ul style="list-style-type: none"> • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <p>*Marriage in England and Wales is available to both opposite and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and</p>		<p>of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Key Stage 2:</p> <p>Year 5</p> <ul style="list-style-type: none"> • describe the changes as humans develop to old age <p>Year 6</p> <ul style="list-style-type: none"> • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents <p>From the DfE guidance:</p> <p>Puberty</p> <p>"The content set out in this guidance covers everything that primary schools should teach about relationships and health, including</p>	<ul style="list-style-type: none"> • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried
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<p>Wales. The ceremony through which a couple get married may be civil or religious.</p> <p><u>Caring friendships</u></p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 		<p>puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age* (including puberty) and reproduction in some plants and animals”.</p> <p>“106. At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty”</p>	<p>about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).</p> <ul style="list-style-type: none"> • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. <p><u>Internet safety and harms</u></p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted.
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<ul style="list-style-type: none"> • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. <p><u>Respectful relationships</u></p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect 			<ul style="list-style-type: none"> • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. <p><u>Physical health and fitness</u></p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
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<p>to others, including those in positions of authority</p> <ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. <p>Online relationships</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 			<p>Healthy eating</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). <p>By the end of primary school Pupils should know:</p> <p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. <p>Health and prevention</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
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<ul style="list-style-type: none"> • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. <p><u>Being safe</u></p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy 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. • that each person's body belongs to them, and the differences • between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. 			<ul style="list-style-type: none"> • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination. <p><u>Basic first aid</u></p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. <p><u>Changing adolescent body</u></p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to
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<ul style="list-style-type: none"> • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • ho • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. 			<p>age 11, including physical and emotional changes.</p> <ul style="list-style-type: none"> • about menstrual wellbeing including the key facts about the menstrual cycle.
<p>From the DfE guidance:</p> <p>Lesbian, Gay, Bisexual and Transgender (LGBT)</p> <p>“In teaching Relationships Education and HRE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics”.</p>			

Appendix 2: Clara Grant RSE Curriculum Overview

<u>Year Group</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
<u>Year 1</u> <u>Statutory</u>	<p><u>Jigsaw Relationships lesson 1:</u></p> <p>Families identify the members of my family and understand that there are lots of different types of families</p> <p>Know how it feels to belong to a family and care about the people who are important to me</p>	<p><u>Jigsaw Changes lesson 1:</u></p> <p>Life Cycles: tell you some things about me that have changed and some things about me that have stayed the same</p> <p>Know that changes are OK and that sometimes they will happen whether I want them to or not</p> <p>To draw a picture of one thing they like about being their current age.</p> <p>In the Reflection Puzzle Piece in their Jigsaw Journals children complete the sentence: 'When I grow up, I want to be...'</p>	<p><u>Moved to year 2</u></p>
<u>Year 2</u>			<u>Name External Body Parts</u>
<u>Year 3</u>			

<p>Year 4</p> <p>Statutory</p>	<p><u>Y4 Lesson 1 – Girls only.</u></p> <p><u>What happens when periods start.</u></p> <p><u>Learning Intention</u></p> <p>To understand what periods are and what happens.</p> <p><u>Learning Outcomes</u></p> <p>To know about the physical and emotional changes that happen in puberty.</p> <p>To know that each person experiences puberty differently.</p> <p><u>Resources:</u> menstruation animation: https://kidshealth.org/en/teens/menstruation.html#catp_periods</p> <p>Explain what hormones are and how they make the changes at puberty happen. Explain that one of the changes that happens for girls is that they have periods. Explain that these can start at any time between 8 and 16.</p> <p>Explain that hormones can also change girls' emotions, especially just before her period.</p> <p>Show menstruation animation.</p> <p>NOTE – the girls will need an explanation about periods, what they are, how to manage them, keeping clean and facilities in school for sanitary towels. Show animation of menstruation.</p>		
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<p>Year 5</p> <p>Statutory</p>	<p>Lesson 1 – in <u>separate</u> boy and girl groups</p> <p><u>Talking about Puberty</u></p> <p>Learning Intention</p> <p>To explore the emotional and physical changes during puberty</p> <p>Learning Outcomes</p> <p>Explain the main physical and emotional changes that happen during puberty.</p> <p>Ask questions about puberty in confidence.</p> <p>Resources: Use body parts cards</p> <p>Optional: body changes PowerPoint.</p> <p>Recap on the lessons in Yr 4 on puberty and the physical changes that occur during puberty. Use body parts cards/PowerPoint to discuss physical changes to parts of the body. Which parts of the body will look different after puberty?</p> <p>Refer to the learning outcomes above and discuss what emotional changes/ feelings occur. Give a couple of examples i.e. moodiness, tearful, unexplained anger.</p> <p>Develop the idea of physical and emotional changes that have occurred since changing from a baby to a child – ask each child to give one example – “one change that has happened to me since I was small is.....”</p> <p>Use questions to establish key facts about puberty, for example when it happens, to whom and why.</p>	<p>Lesson 2 – in <u>separate</u> boy and girl groups</p> <p><u>Male and Female Changes</u></p> <p>Learning Intention</p> <p>To understand male and female puberty changes in more detail.</p> <p>To explore the impact of puberty on the body and the importance of keeping clean.</p> <p>Learning Outcomes</p> <p>Explain how to stay clean during puberty</p> <p>Understand how puberty affects the body and the emotions</p> <p>Resources: Body changes worksheet/PowerPoint (to recap, if required). Menstruation animation for both groups. Menstruation cards for girls only.</p> <p>Puberty card game for both groups. (Teachers have answer sheet)</p> <p>Recap on the physical and emotional changes that happen during puberty.</p> <p>Female Changes - Menstruation/Periods</p> <p>Check understanding. Show animation of the menstrual cycle http://kidshealth.org/teen/interactive/female_it.html#cat20121</p> <p>In small groups give out the Menstruation Cards. As a whole group go through statements and check answers</p> <p>Discuss how the menstrual cycle impacts on a woman's feelings and how it can physically affect her. Explain the</p>	<p>Lesson 3 – in <u>separate</u> boy and girl groups (girls follow straight on from L2)</p> <p><u>Reproduction How babies grow</u></p> <p>Learning Intention</p> <p>To recap on previous lesson explaining puberty</p> <p>To identify some basic facts about pregnancy</p> <p>Learning Outcomes</p> <p>Know that during puberty the body changes from a child to an adult</p> <p>Identify some basic facts about pregnancy.</p> <p>Resources: Internal female organs PowerPoint, Baby growing Power Point</p> <p>Recap on previous lesson on puberty. Correct any misunderstandings. Explain that puberty happens in order that adults can have babies. Explain where babies grow, what they can do inside the female, how do they eat, how long is pregnancy.</p> <p>Ask the children if they know anyone who has had a baby. Ask if giving birth to a baby is the only way to create a family. Explore adoption and fostering and the range of special people who look after and care for a baby including grandparents, foster carers, aunts, uncles, siblings and friends of the family.</p>
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	<p>At the end of the lesson, ask the children to write down any questions they have anonymously. Explain these will be answered in the next lesson.</p>	<p>different types of sanitary wear and how they work. Explain how to dispose of them correctly in school.</p> <p>Discuss the importance of keeping clean using deodorant regularly and changing sanitary wear frequently.</p> <p><u>Male Changes</u></p> <p>Discuss some of the key changes that happen to boys during puberty, such as sperm production, testicles 'dropping', erections and wet dreams. Discuss how these changes might impact a boy's feelings and moods and reinforce that they are a normal part of growing up.</p> <p>Discuss the importance of keeping clean, using soap and deodorant regularly.</p> <p><u>Both Groups</u></p> <p>Use the Puberty Card Game in small groups. The whole group should decide which cards are true, false or they don't know. As a whole group go through statements and check answers. Refer to anonymous questions from the previous lesson. Address any outstanding ones.</p>	
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<p>Year 6</p> <p><u>Lesson 1 & 2</u> Statutory</p> <p><u>Lesson 3</u> NON statutory</p>	<p><u>Lesson 1 - Girls only</u></p> <p><u>Menstruation recap</u></p> <p><u>Objectives:</u> To recap information about periods and the practicalities around this in school.</p> <p><u>Discussion :</u> Recap Y4/5 lessons. Remind the girls about where sanitary towels can be found if they need one, and what to do to dispose of used towels.</p> <p>At the end of the lesson, ask the children to write down any questions they have anonymously, check through and answer any questions which are relevant to the lesson subject.</p>	<p><u>Lesson 2 - mixed group</u></p> <p><u>Relationships</u></p> <p><u>Learning Intention</u></p> <p><u>To consider reproduction in the context of relationships</u></p> <p><u>Learning Outcomes</u></p> <p>Discuss the different types of adult relationships with confidence</p> <p><u>Resources:</u> <u>Relationships pictures.</u></p> <p>Give small groups a Relationship picture. Ask the groups to respond and explore these questions "What kind of relationship is shown in the picture?" "Do you think it is a positive relationship or not?" "How can you tell?"</p> <p>As a whole class get feedback from each group and use the discussion and range of pictures to reflect the diversity of relationships and families. Record any ideas about what makes a positive relationship. Ask whether there are any differences between friendships and adult relationships.</p>	<p><u>Lesson 3 NON STATUTORY</u></p> <p><u>Separate boy and girl groups</u></p> <p>How babies are made</p> <p><u>Learning Intention</u></p> <p>To explore the process of conception and pregnancy</p> <p><u>Learning Outcome</u></p> <p>Describe the decisions that have to be made before having a baby</p> <p>Know some basic facts about pregnancy and conception.</p> <p><u>Resources:</u> How does a baby start (with some words removed). Conception and Pregnancy statements worksheet. Teacher's answer sheet.</p> <p>Use the pictures – "how does a baby start"- to explain how a baby is made through sexual intercourse. Emphasis the importance of the positive caring relationship between the adults. Give out cards of the pictures for groups to correctly sequence. Correct any misunderstandings. Ask the class if this is the only way to become pregnant or to have a family. Discuss other options such as IVF, sperm donors, fostering and adoption.</p> <p>Refer to the anonymous questions that have not already been answered.</p>
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