

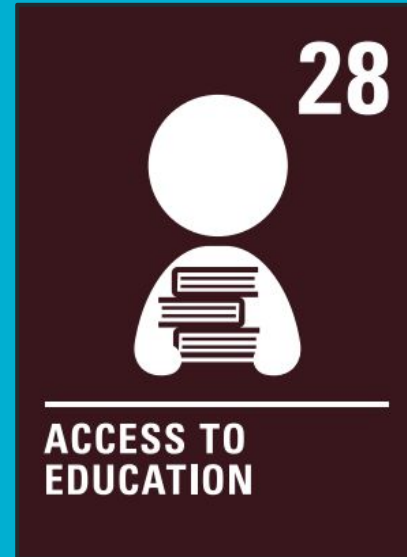
Sex and Relationships Education: Parents Meeting Tuesday 7th November 2023 N, R, Years 1,2 & 3



What are your *red hat* feelings
about the teaching of RHSE?

<https://www.youtube.com/watch?v=ydrtF45-y-g>

SRE relates to many of the Articles. Here are some of them:



Why do we teach SRE?

What is the aim?



Aims:

Taking account of the age, maturity and needs of the children, our Sex and Relationships Education aims to:

- give YP the information they need to help them **develop healthy, nurturing relationships** of all kinds, *not just intimate relationships*
- provide a framework in which sensitive discussions can take place
- create a **positive culture around issues of sexuality and relationships** and develop skills to maintain positive, healthy relationships (and teach strategies to support children)
- teach children the **correct vocabulary to describe themselves and their bodies** (which further supports safeguarding)
- prepare **children for puberty** (with regards to the **physical and emotional changes**), and give them an understanding of sexual development and the importance of health and hygiene
- provide an **understanding of reproduction and the life cycle**
- **develop children's skills to cope with the influences of their peers and the media** and to dispel myths and misinformation
- **protect, safeguard and promote the wellbeing of all children**, including empowering children to protect themselves and to know where to go for help and support.
- To enable them to **know what a healthy relationship looks like** and **what makes a good friend**, a good colleague and a successful marriage or other type of committed relationship (discuss pressure and consent).

It also helps children to:

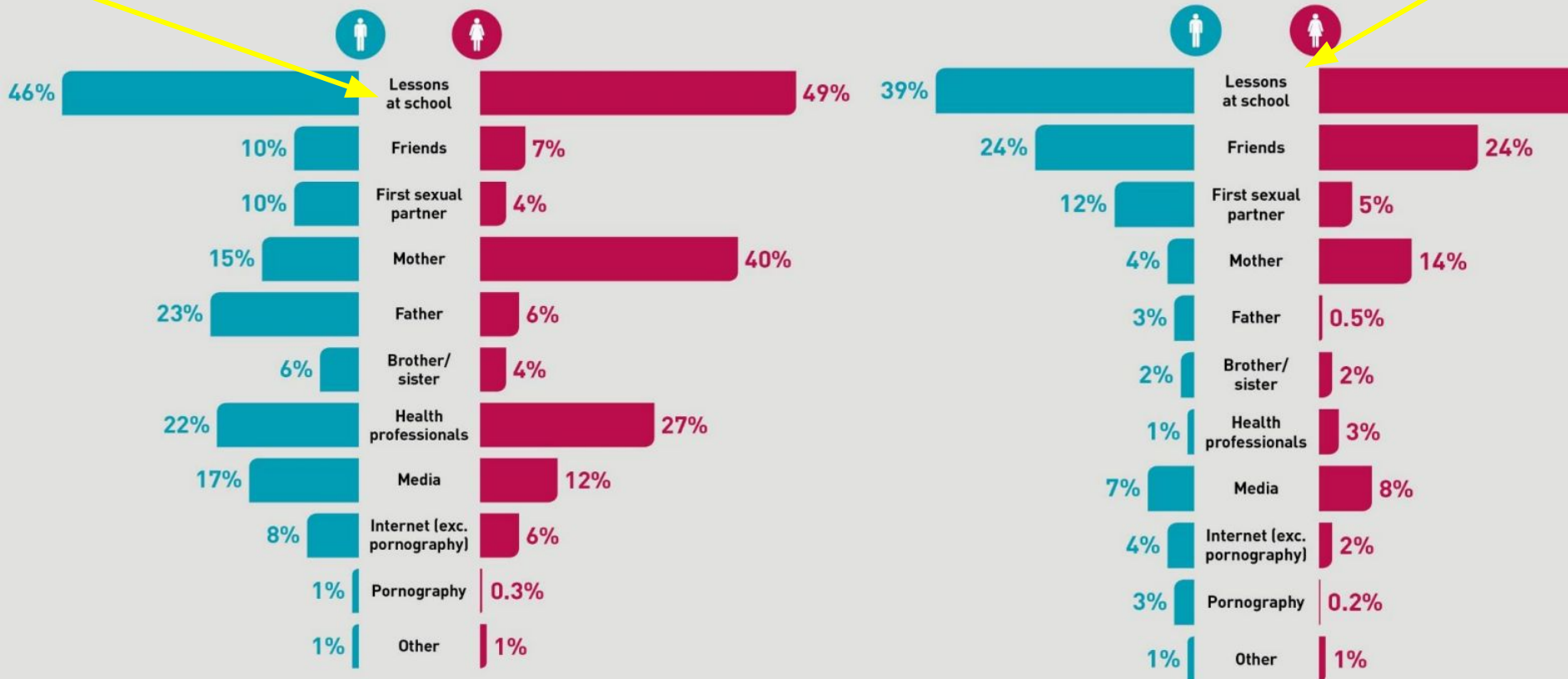
- Develop **positive attitudes and values and respect differences** in opinion (this is further developed through P4C)
- Help children to **develop feelings of self-respect, confidence, sympathy and empathy**
- Develop children's ability to use communication skills and to develop **assertiveness skills- consent**
- Prepare children for **taking responsibility for their own actions**
- **Challenge and prevent prejudice and be upstanders and allies to others**
- Provide children with the **confidence to be participating members of society** and to **value themselves and others.**

Effective RSHE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It actually addresses the reasons for delaying sexual activity.

Let's listen to our children... what are they asking for?

Young people said they would have liked to get more information from the following *sources* to support them in being ready for their first experiences and understanding all things RSHE.

Main source of information about sex when growing up (people aged 16 - 24)



**BREAKING
NEWS**



vagina

vulva



Why is this a challenging subject to talk about?

Why did I choose to play this video clip to you?

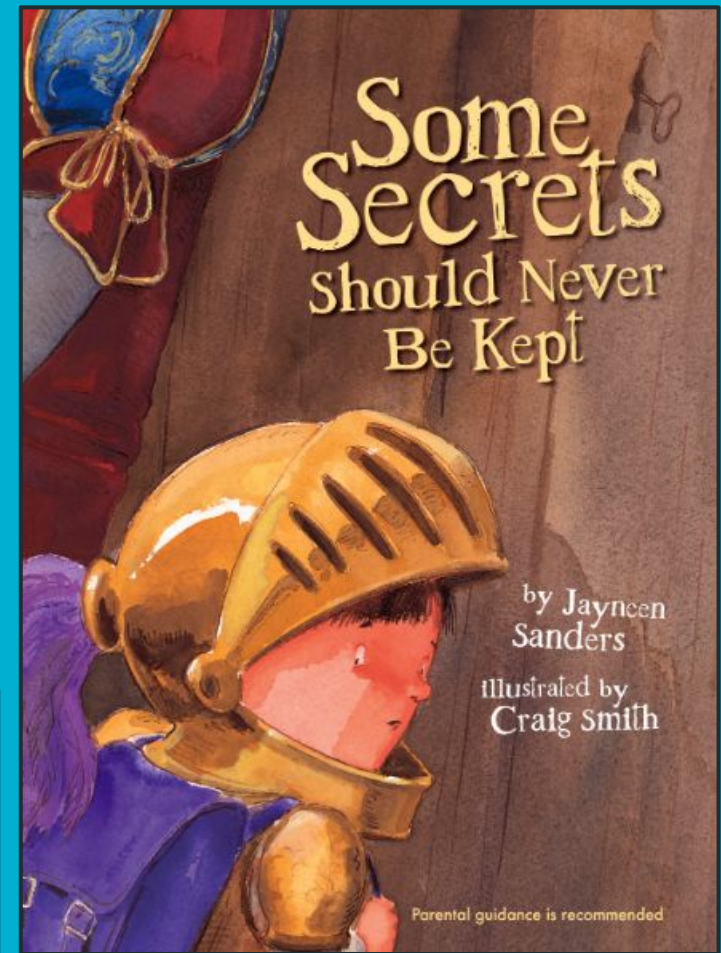


let's talk about **BODY** BOUNDARIES, CONSENT & RESPECT

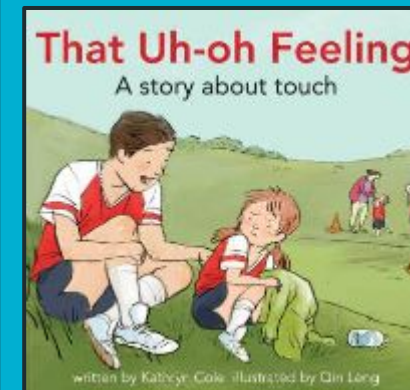
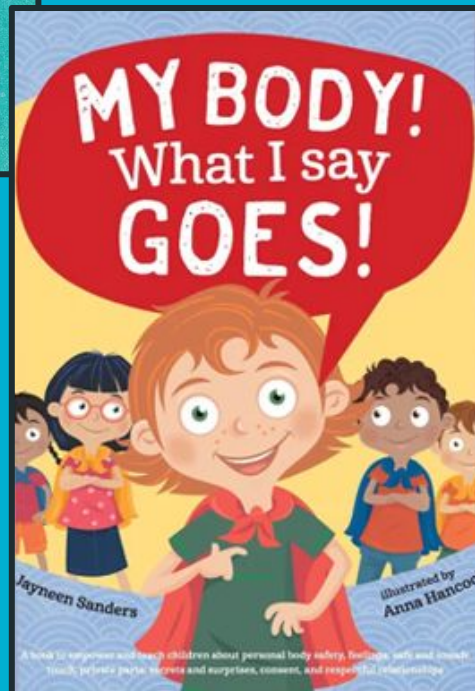
A book to teach children about body ownership, respectful relationships, feelings and emotions, choices and recognizing bullying behaviors

by Jayneen Sanders
illustrated by Sarah Jennings

Good
resources to
support
understanding



Consent!



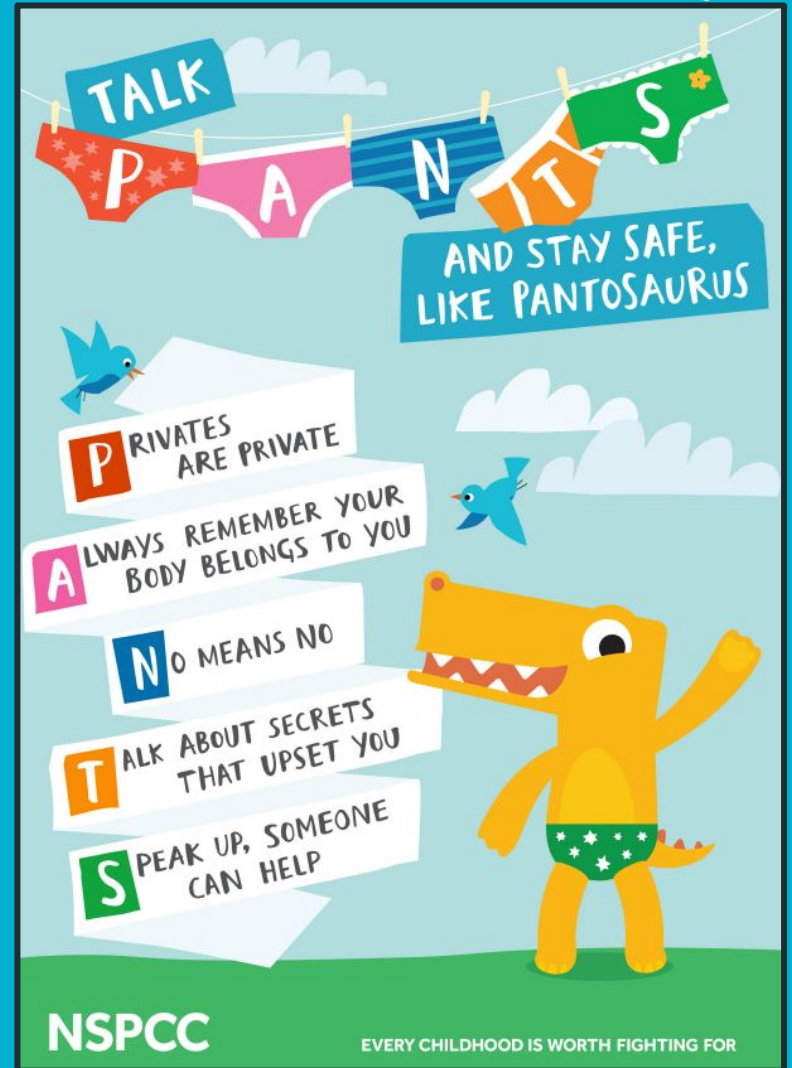
EYFS

Incidental-
name body
— parts as
when it
comes up

feeling safe

different families

Pantosaurus



Year 1

What does it mean to be healthy?
How am I similar and different?

- Which basic hygiene routines should we regularly do? e.g. hand washing, brushing teeth. (Flow map of their daily routines)
- What does it mean to be a family? How are families different?
- **How are you the same and different to others? Know the differences between boy and girl babies.** (This is when vocabulary penis, vulva etc is used to distinguish between male and female body parts).

How do we keep ourselves safe?

- What different ways can you be touched? How do they feel? (e.g. hugs, tickling, kisses and punches)
- What could you do if being touched makes you feel uncomfortable or unsafe.
- What does it mean to keep something private? (Inc. body parts) Surprise vs secrets. When and why is it important to ask for permission to touch others?
- How do we ask for permission to touch others? (RE)

Example of how a lesson will be taught

1. Ground Rules

In a circle, remind the group of the ground rules from the previous lesson.

2. Pass the Talking Object

Pass the talking object around the circle saying: *Hello my name is ... and I'm a boy/girl.*

3. Feeling Faces

Ask the class to practice putting different feelings on their faces. Suggest happy, excited, calm.

4. Story Bag

Take the two [Pictures of newborn babies](#) out of the bag and explain that today's story is about the same child as last time. Tell a story about the child going to the health centre with their mother to have their baby sister weighed by the doctor. In the story X is very excited about going to the health centre and has to calm down so that they can weigh the baby. Ask the class why the doctor needs to weigh the baby and explain that it is in order to check that the baby is growing. Stop the story at the point when the baby is getting weighed and show the baby pictures. Ask the group to decide which baby they think is the sister. Accept all answers and ask how they knew which baby was the girl and which was the boy. Agree that they have different private parts and tell the class that the science words for these parts are penis and vagina. Acknowledge that the children may have their own words for these parts. Discuss any feelings of embarrassment and reinforce that it's important to know the names for these parts of the body.

5. Lifecycle Pictures

In small groups at tables, give each group a set of [Lifecycle picture cards](#) and [Lifecycle word cards](#). Ask the group to put the pictures in a line from youngest to oldest. If they are able to, they can then label the pictures. Display the [Lifecycle whiteboard summary](#) to clarify any misunderstandings.

6. Reflect and Review

Ask the children to think of something they can do now that they couldn't do when they were babies. Discuss a few examples. Do a final go-round with the talking object, asking them to complete the sentence: *One thing I can do now is...*

Example of resources and activities we use:



toy babies to
demonstrate the
differences



Year 2

How can a community include different people and get along?

How do our bodies change and grow?

→ Are all boys born to like blue and football and are all girls born to like pink and ballet? (**Compare similarities and differences at birth and that actually the only difference is external genitalia**)

→ **How do our bodies change and grow?** How do our bodies and behaviours change as we grow? (Human life cycle, how our needs and bodies change as we grow up.) The children need to know that new life needs a male and a female.

→ **How are girls and boys bodies different and How do we name these different parts?** (including external genitalia. E.g. vulva, penis, testicles) (SE)

Example of how a lesson will be taught

1. Ground Rules

In a circle, remind the class of the ground rules from the last lesson.

2. Simon Says

As a whole class use a 'Simon Says' format to review the learning about males and females; e.g. all the males put your hands on your head or all the females point at the ceiling. Catch the children out by giving a command without identifying the sex e.g. put your hand up.

3. Recap Lessons 1 and 2

Ask the class what they remember from the last two lessons. Prompt them using questions e.g. what are the differences between male and female animals? Who else does a female need to make a baby? How is a kitten born and fed? What do babies need when they are born? Remind the class that there are some important differences between male and female bodies and refer to the learning outcomes for this lesson.

4. Body Parts Activity

Create a Venn diagram on the floor using two PE hoops. Use the [Hoop labels](#) to designate one side of the Venn diagram 'male', one side 'female' and the centre 'both'. Give a [Body Parts picture card](#) to each pair of children and ask them to consider where it belongs in the Venn diagram. When they have all decided, ask the children to read out their card and place it in one of the spaces. Correct any misunderstandings. When the activity is complete ask the children what they notice and ensure they recognise that most body parts are the same for males and females, only the private parts are different. Use the [Female x-ray picture](#) at your discretion to explain that the vagina is inside the body.

5. Naming Body Parts Worksheet

At tables, ask children to individually complete the [Body Parts worksheet](#) by matching the words for body parts to the drawing. If the children finish this activity ask them to label the parts male, female and both.

6. Song

Remind the class that most parts of our bodies are the same. Sing and perform the song Heads, Shoulders, Knees and Toes.

7. Reflect and Review

Ask the class to summarise what they have learnt.

Read a story such as one of the books listed below to reinforce the idea of positive body image:

Suggested Reading

Cinderella's Bum, Nicholas Allan.

Shapesville, Andy Mills

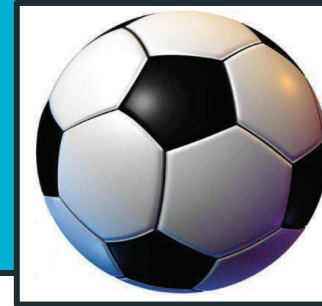
It's OK to be Different, Todd Parr

Labelling Body Parts

Use the words for body parts from the [Body Parts worksheet](#) to print and cut out two sets of labels, and print off the male and female pictures from the [Hoop Labels](#). Ask children to use the word cards to label the parts of the body on the two pictures. Extend the activity by asking the children to write some more labels of their own with the names of any other body parts they can think of and place them on the pictures.

Example of resources and activities we use:

Male, female or both?

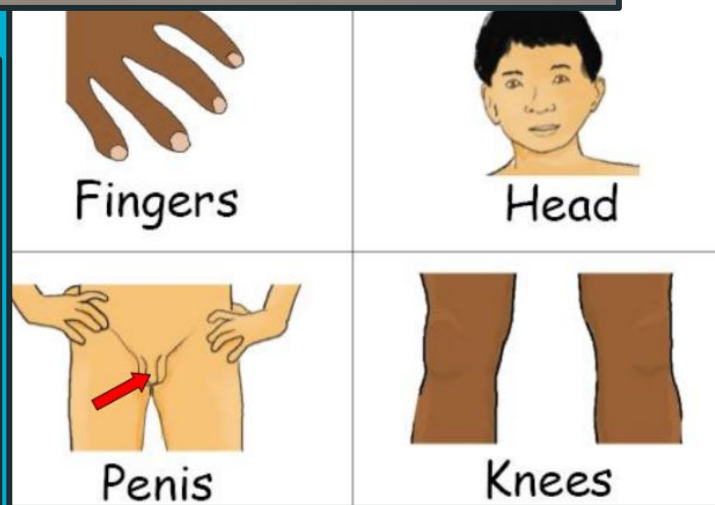
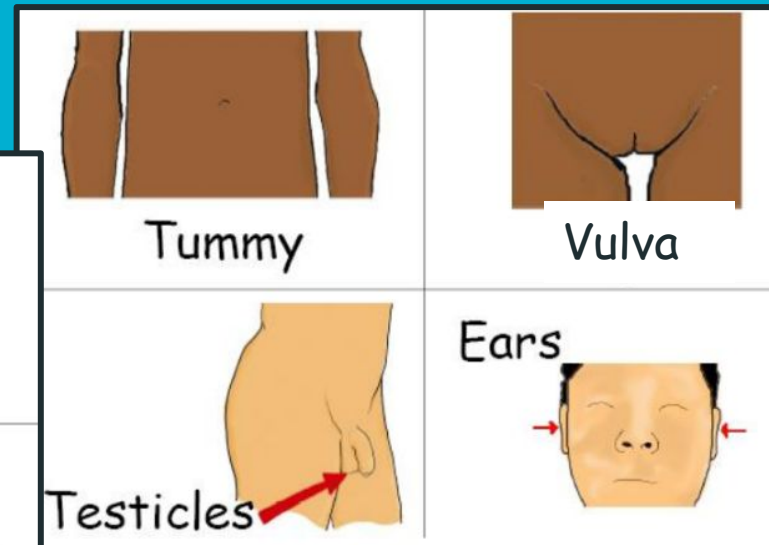
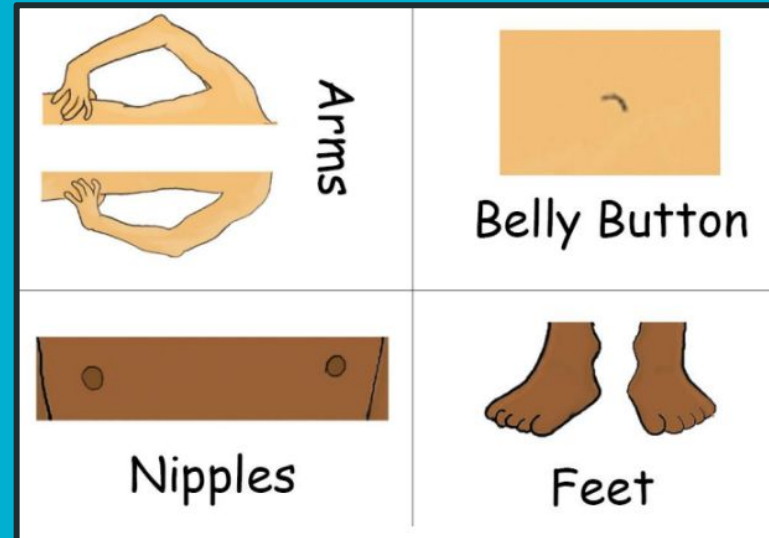
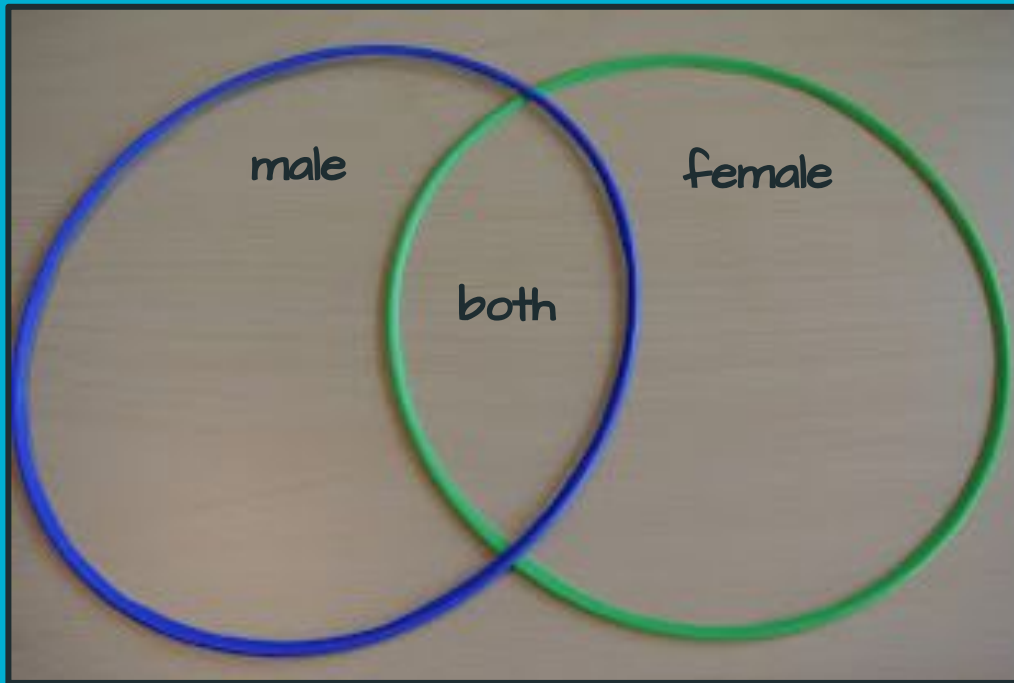


**Male and
female
pictures**

Cats and Kittens

Can you draw a picture of Mogsy the cat feeding her kittens?
Label your picture using the words 'females', 'kittens' and 'teats'.

Who else did Mogsy need so she could have her kittens?



Body Parts sheet



- Arms
- Feet
- Vagina
- Nipples
- Penis
- Testicles
- Hand
- Eyes
- Ear
- Knees
- Nose

Year 3

How are families important?

What can I do to manage setbacks?

→ What **different types of families** can there be? (single parents, same-sex parents, step-parents, blended families, foster and adoptive parents).

→ What might make someone in your family upset? Who would you tell if family relationships are making you feel **unsafe**?

→ What are the **differences between girls and boys**? (Name body parts)

→ What **types of touch** do people enjoy and what do they dislike?

1. Ground Rules

In a circle, talk with the children about the ground rules for these sessions, ensure they include the following: treat each other with respect; no put downs; no personal comments or questions.

2. Introduction

Refer to the learning outcomes for this lesson. Explain that in this lesson they are going to learn about some of the physical differences between male and female humans. Reinforce that a girl/woman is female and a boy/man is male. Ask for a quick thumbs up if you are a male, thumbs up if you are a female.

3. Male and female babies

In groups, give each group one of the [Clothed Babies picture cards](#). Ask them to discuss whether they can tell from looking at this picture whether the baby is male or female? Can they explain how they know this? Display the baby pictures on the whiteboard and ask pairs to feedback their responses. Prompt them by asking how a midwife or doctor might tell the sex of a baby when it is first born. If appropriate, remind them of any work they may have done in Year 2 about differences and body parts. Establish that you cannot always tell the sex of a baby by looking at it with its clothes on. Ensure the class understands that it is the private parts of a baby which confirm whether it is male or female. Explain the meaning of the word private. Accept any words the children use for the private parts and ask if they know the science words. Explain that you will be using agreed science words in these lessons.

4. Male and Female Body Parts

Explain to the class that they are now going to see some pictures of babies and drawings of children without their clothes on. Ask why they think it will be easier to tell if they are female or male. Discuss how the children can manage their feelings while looking at the pictures; explore the reasons why some children might feel embarrassed or uncomfortable. Assure the children that our bodies do amazing things and they are something we can be proud of.

Using the [Pictures of male and female bodies](#) show the two pictures of newborn babies and ask the children to tell you which one is the male and which one is the female. Next show the drawing of male and female children and ask the class to name all the body parts they can see; which body parts are the same for males and females? Remind them that the difference is the private parts. Use the final picture to clarify that the vagina is inside the body and leads up to the womb, which is the part of the body where a baby can grow. Ensure the pupils understand the words penis, testicles, vagina and womb.

Addressing why and if they feel embarrassed

Progression- vagina is inside the body and leads up to the womb (which is where the baby grows).

Ask the children to consider why males and females have different private parts. Remind the class of the learning from Year 2 that a male and a female are needed in order to make a new life. Explain that males and females need their different private parts so that when they become adults they will be able to make a baby if they want to.

5. Male and Female Matching Card Game

In small, single sex groups, give each group a set of [Male and female matching cards](#). Explain that the cards illustrate some of the differences and similarities between females and males. Ask the groups to sequence the numbered sentence cards in the correct order and then match them to the correct picture. As a whole group discuss and sequence the pictures using the Male and female matching cards on the whiteboard; correct any misunderstandings.

6. Keeping Safe

In a circle, ask the class why they think that the male and female body parts are sometimes called private parts. Include the following questions: what does the word private mean? Should other children ask to see or touch a person's private parts? Should an adult ask to see or touch a child's private parts? Are there other body parts that might be considered private or that other people should not touch? Explain that we will be looking at touches we like and dislike in the next lesson.

7. Review Learning

Refer back to the learning outcomes and assess learning using a quick thumbs up exercise asking whether certain body parts are male or female.

Additional Activities

Story about Body Image

Read one of the following stories to reinforce the idea of positive body image:

Cinderella's Bum, Nicholas Allan

Shapesville, Andy Mills

Body Parts Venn Diagram

Use the Body Parts Activity in [Year 2 Lesson 3](#) to create a Venn diagram for sorting male and female body parts.

Let's Grow with Nisha and Joe, fpa

This comic explores growing up and has activities for the children to complete. It is designed for children to read with their parents/carers and can also be used in school. www.fpa.org.uk/Shop

Progression-
moving on
from
knowing (y2)
that we
need male
and female
to make new
life- males
and females
need
different
body parts
to be able to
make a baby
if they want
to.

Example of resources and activities we use:

Who can I talk to?

If I had a problem I could talk to these people:

Someone in my family
or others who look after me

Someone at school

Someone I don't know
but I feel it is ok to talk to



Problem 2

Dear Problem Page,

My 15 year old cousin babysat for me and my sister the other day. He is really nice and he let us watch what we wanted on TV. When we were watching the telly he kept stroking my hair and I really didn't like it, it didn't feel right. I didn't know what to do and I don't want him to babysit again. What should I do?

M aged 9

Problem 3

Dear Problem Page,

My mum's friend Jane always grabs me and tickles me and kisses me all over as if I was still a baby. I find it really embarrassing and wish that she would stop. I think that my mum might be annoyed if I said something because Jane is her friend. What should I do?

R aged 8



Male and female matching cards

4.

The vagina is inside the body and leads to the womb



5.

Only males have a penis and two testicles



6.

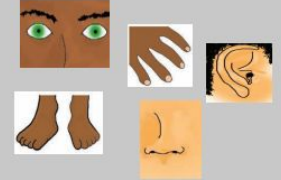
Males and females need their different private parts if they choose to have a baby when they grow up



Male and female matching cards

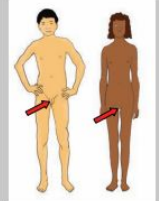
1.

Males and females have lots of body parts that are the same



2.

One difference between male and female bodies is their private parts



3.

Only females have a vuvla



—
An example
of an email
you will
receive if
children are
being taught
SRE.

Year 5: Relationship, Sex and Health Education Curriculum

Dear Families,

After half-term, Year 5 will be participating in lessons on puberty as part of the school's Science and Personal, Social and Health Education (PSHE) programme. This will be completed through three RSHE lessons as part of the school's Science Curriculum and Relationships, Sex and Health Education (RSHE) Curriculum.

RSHE is taught throughout primary school so that children learn about their bodies, can recognise if other people make them feel uncomfortable or unsafe and can report abuse and get help. Many children start puberty before they leave primary school and so it is important that all pupils know what to expect before it happens in order to minimise potential anxiety and upset. We encourage parents to read our RSHE policy which can be found on the school website: [Hillcross Primary School RSHE Policy](#)

The Year 5 lessons will include statutory aspects of relationships and health education and aspects of sex education (SRE) recommended by the National Curriculum and the Local Authority. They are carefully designed to be appropriate for each age group and to address the needs of all children in the class. The areas covered are:

Lesson 1- Emotional and Physical change during Puberty

During this lesson we will be exploring that puberty occurs sometime between the ages of 8 and 16 and that at this time, male and female hormones become very active and are responsible for growth and development. We will teach that puberty changes are a normal part of growing up and that each person will start puberty at a slightly different time developing in their own way; as we do through all lessons at Hillcross, there will be an emphasis on respecting these differences. It is important that we teach the children that some changes happen only to males, some only to females; some happen to both, and additionally, that the whole process of change can take a few years. To support us in this learning we will label key parts of male and female anatomy (womb/uterus, ovaries, vagina and penis, testicles, scrotum) explaining what happens to them in puberty (i.e. that the female starts to produce eggs in the ovaries and the male starts to produce sperm in the testicles).

Lesson 2- Male and Female Changes

As part of this lesson, the children will be taught to understand how puberty affects the reproductive organs and we will explore how to manage these physical and emotional changes. This will include how the menstrual cycle impacts on a woman's feelings and explain that just before, and during a period, women can feel physical pain and discomfort and can also feel tense or moody. This will be followed by discussing some of the key changes that happen to boys during puberty, such as sperm production, testicles 'dropping', erections and wet dreams. This is all done in an age appropriate manner; we are always very impressed with how maturely children partake in these sessions. They cope well with the new learning and ask very sensible and interesting questions. It also builds respect for the opposite gender, as the children then appreciate the challenges and changes they all encounter.

Lesson 3-Puberty and Hygiene including menstruation and wet dreams

Finally, we will explore the impact of puberty on the body and the importance of physical hygiene. This will include providing children with information on where to get support during puberty. Lastly, we will share common dilemmas and anxieties through a 'problem page' activity where children are provided with the opportunity to give advice to others.

Whilst we appreciate some parents prefer to use other names such as 'willy' or 'fairy' to name the penis and vagina, we strongly advise against this. It not only causes confusion amongst the children (as they won't know what someone is talking about if the name they use is different), implies these body parts are inappropriate or shouldn't be spoken about, but can also potentially result in a safeguarding disclosure being missed. If a child said my aunty or Danny keeps touching my 'cookie'- we could think that this person was touching the child's biscuit, but actually the term 'cookie' is what the family use to label the vagina, so this could result in abuse continuing instead of being stopped immediately.

The terms vagina and penis should be no different to elbow, leg or tongue as they are merely names for body parts. Children across the school now use these terms correctly and without embarrassment (most of the time), as they are part of their vocabulary and have been used for many years. Please remember to have the open-minded approach of 'it could happen' as this will ensure that we are able to safeguard our children most effectively.

We cannot over emphasise the importance of such RSHE lessons, as they focus heavily on safeguarding children from potential harm and also prepare them for the changes that they will experience, both physically and emotionally in years to come. This learning relates directly to The United Nations Convention on the Rights of the Child, particularly Articles 19 (Protection from Violence) and Article 38 (Protection from Sexual Abuse). These lessons, and their rights, are taught in an age-appropriate manner and with the children at the centre of all learning.

If you have any queries you would like to discuss with the class teacher, please email info@hillcross.merton.sch.uk with any questions you may have.

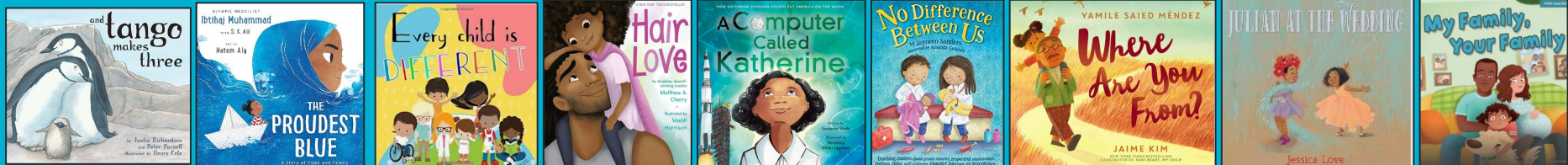
Right to Withdraw...

There is a difference between sex education and relationships education, the most significant one being that parents have the right to withdraw their primary aged child from sex education lessons **but not from relationships education**.

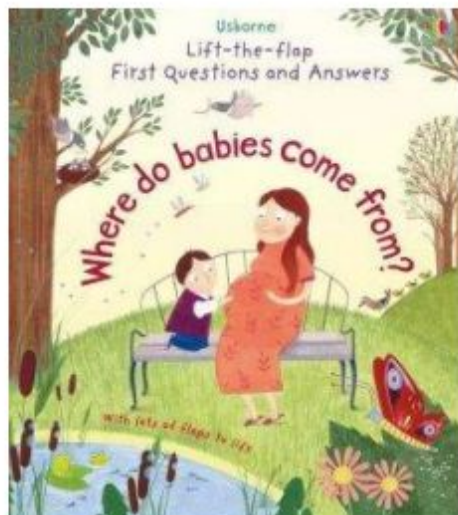
Some parents think they can withdraw their children from hearing about people from the LGBT+ community. This is not the case. LGBT and gender identity are part of the mandatory relationships education and are covered by Equality law.

At Hillcross there are no **specific lessons** taught about gender identity or LGBT and we follow the guidance around how and when this should be addressed within the compulsory relationships education curriculum. In line with this, any content linked to gender identity and the LGBT community is fully integrated within the curriculum and not delivered as a standalone lesson, therefore it is not possible to remove children from these. For example, when exploring the idea of a family, children will understand that families can be made up in different ways including those where there are two mums or two dads.

This also promotes diversity and cohesion. The lived experiences of all groups within society are interwoven throughout our whole school curriculum taking account of all protected groups including age, disability, race, religion or belief, gender and sexual orientation. People from these groups may be represented through the characters in books or are represented through being a characteristic of a scientist or artist whose work we explore.



Resources to support parents to provide RSE



Book lists – [e.g from Literacy Trust](#)

NSPCC

Search sex and relationships

BBC Teach – [The Big Talk](#)



[#EducatingEve](#) – from The Eve Appeal

KEY QUESTIONS & INFORMATION AT DIFFERENT STAGES


10-TEENS


WHAT'S HPV?


HPV (HUMAN PAPILLOMA VIRUS) IS THE NAME GIVEN TO A COMMON GROUP OF VIRUSES THAT MOST PEOPLE WILL GET AT SOME POINT IN THEIR LIVES. HPV IS PASSED ON THROUGH SKIN TO SKIN SEXUAL CONTACT (NOT JUST PENETRATIVE SEX) BUT OUR IMMUNE SYSTEMS ARE NORMALLY ABLE TO GET RID OF IT. SOMETIMES, CERTAIN 'HIGHER RISK' STRAINS OF HPV CAUSE THINGS LIKE GENITAL WARTS AND DISEASES SUCH AS CERVICAL CANCER. THE HPV VACCINE CURRENTLY PROTECTS AGAINST FOUR DIFFERENT TYPES OF HPV AND IS OFFERED TO BOYS AND GIRLS AGE 12-13.

HOW DOES CERVICAL SCREENING WORK?

CERVICAL SCREENING LOOKS AT THE HEALTH OF YOUR CERVIX (THE CERVIX IS BETWEEN YOUR Vagina AND VAGINA), AND TESTS FOR ANY ABNORMAL CELLS THAT COULD POTENTIALLY TURN INTO CANCER IF LEFT UNTREATED AND HIGH RISK HPV, THAT COULD LEAD TO THESE CELL CHANGES.


 CERVIX

 HEALTHY CERVIX

 ABNORMAL CELLS ON CERVIX

WHAT ARE THE MAIN GYNAECOLOGICAL CANCER SYMPTOMS TO LOOK OUT FOR?

THERE ARE 5 DIFFERENT GYNAC CANCERS AND EACH HAVE THEIR OWN SET OF SYMPTOMS, BUT THERE ARE A FEW KEY SIGNS TO LOOK OUT FOR IN TERMS OF GYNAC HEALTH, ABNORMAL VAGINAL BLEEDING (BLEEDING IN BETWEEN PERIODS, AFTER SEX OR AFTER MENOPAUSE), BLOODY OR SMELLY DISCHARGE, PELVIC/ABDOMINAL PAIN, A CHANGE IN TOILET HABITS, DIFFICULTY EATING OR FEELING FULL QUICKLY.



THE EVE APPEAL

See also [Outspoken Sex Ed](#)

Any questions?

Where does SRE fit into the National Curriculum?

- ◎ Pupils should be taught to:
 - > describe the differences in the life cycles of a mammal.
 - > describe the life process of reproduction in animals.
 - > describe the changes as humans develop to old age. They should learn about the changes experienced in puberty.
 - > recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Where does SRE fit into the National Curriculum?

- ◎ Schools should have clear parameters on what children will be taught in the transition year before moving to secondary school.
 - > This should include:
 - > changes in the body related to puberty, such as periods and voice breaking;
 - > when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these;
 - > how a baby is conceived and born; and
 - > Relationships.