

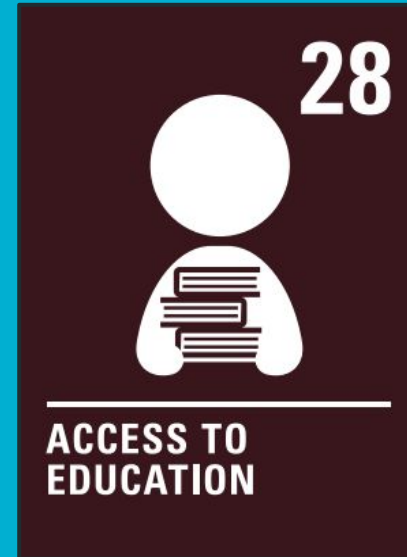
Sex and Relationships Education: Parents Meeting Tuesday 3rd October 2023



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:

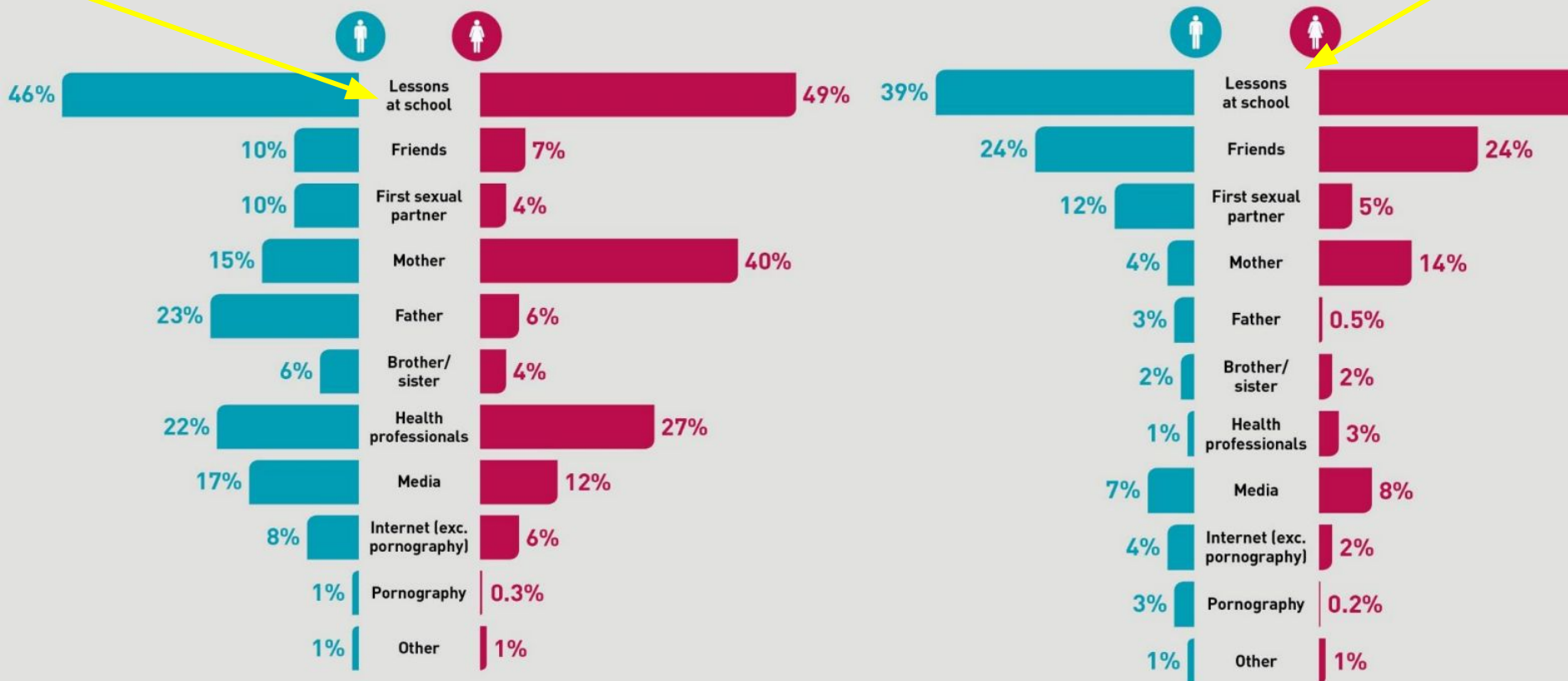
- Develop **positive attitudes and values and respect differences** in opinion (this is further developed through P4C)
- Help children to **develop feelings of self-respect, confidence, sympathy and empathy**
- Develop children's ability to use communication skills and to develop **assertiveness skills- 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)





Hillcross Primary School

Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the [Education Act 1996](#)
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At Hillcross Primary, we teach RSE as set out in this policy.

PSHE (which includes RSHE and SRE) is taught weekly through a planned programme of work that is based on the PSHE Association Programme of Study. It has been adapted to meet the needs of the children at Hillcross and brings consistency and progression to our children's learning in this vital curriculum area.

SRE specific lessons (generally 3 lessons per year group) are delivered through the use of the Christopher Winter Project (CWP) 'Confidence in Primary Schools' programme, and are interwoven within the school's PSHE curriculum and taught explicitly according to the PSHE Progression of Skills grid. Biological aspects of RSE are also taught within the science curriculum. Although the CWP project is what we specifically use to teach the Sex Education element of RSHE, these lessons are mostly Health Education based.

It is also supported by inviting experts into school to teach about Female Genital Mutilation (FGM) and about how to protect themselves against peer on peer abuse (in Year 6 children as part of preparation for the transition to secondary school).

We have developed the curriculum in consultation with parents, pupils, governors and staff, and take into account the age, developmental stage, needs and feelings of our pupils. However, if pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online or from alternative sources which are not safe or appropriate.

Our RSHE curriculum is set out below, but we may need to adapt it as and when necessary. The overview of the programme can be seen on the school website. This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children

Primary sex education at Hillcross will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born
- Safeguarding our children against abuse and harm

Year 4

What changes occur to me physically and mentally as I go through puberty?

→ What are the **main stages of the human lifecycle**? How does my body change as I grow up? **Identify external genitalia and reproductive organs.**

→ What is **puberty** and **what changes does it bring about**? Discuss male and female body parts using agreed words. **Which changes happen to the body during puberty?** How is puberty linked to reproduction?

→ Why are **personal hygiene routines during puberty** so important? Include washing regularly and using deodorant.

→ **How and with whom should we discuss the challenges of puberty?** Address appropriate forums (not the playground) and trusted adults.

→ How and where can I get information, help and advice about puberty?

Example of how a lesson will be taught

1. Ground Rules and Re-cap

In a circle, remind the class of the ground rules for these lessons. Recap learning from the previous lesson and remind pupils that puberty can happen at anytime between the age of 8 and 16 and that it starts and ends at different times for everybody.

2. Introduction

Introduce the learning outcomes for this lesson, ensuring that pupils understand the words physical, emotional and reproduce. Explain that in this lesson the class will learn about two more important changes, which happen inside the body and enable humans to reproduce. The lesson will also explore how puberty affects our emotions and how we might feel as these changes happen.

3. Hair in Funny Places

Use a Story bag to introduce the topics covered in the story. Play some music and pass the bag round the circle until the music is stopped; ask the pupil holding the bag to take out an item and see if they can guess what the item is and what it represents. Repeat until all the items have been removed from the bag.

Read *Hair in Funny Places* by Babette Cole. As a whole class, list the physical changes that happened to the two parents caused by 'Mr and Mrs Hormone'. Ask the children to reflect on how the female character's feelings changed as her body changed and her concern that she was not developing at the same rate as her friends. Remind the class that boys could have similar feelings and concerns. Explain what hormones are and that they are activated at different times for different people. Explore how the two parents felt about each other and explain that puberty can include emotional changes such as being attracted to other people.

4. Explaining Reproduction

Explain that one of the most important differences to start inside the body during puberty is that males produce a seed, called sperm, and females produce a special kind of egg, called an ovum; a male and female need these to make a baby. Ask the class what particular thing happened to the girl and the boy in the story which meant that one day they could become a mum or a dad. Explain that the 'drop of blood' means the girl is able to produce eggs and the 'sticky stuff' means the boy is able to produce sperm. When they become adults and decide to have a baby together, as in the story, the egg and the sperm join together inside the woman's body to help make a baby. You do not need to explain at this age how the sperm gets from the man's body into the woman's body to join with the egg; if pupils are interested, you could tell them they will learn more about this in Year 6.

Example of how a lesson will be taught

5. Body Changes

In pairs at tables, give out the [Body Changes worksheet](#). Ask the pairs to tick the male, female or both columns for each of the body changes. Display the worksheet on the whiteboard and take feedback from the groups, correcting any misunderstandings where necessary.

6. Puberty Discussion

Discuss with the class why puberty can be an exciting time and that there is a lot to look forward to. On the whiteboard, make a list of positive and exciting aspects of entering puberty and growing up, e.g. being given more responsibility, staying out later, getting taller, wearing make-up.

7. Review learning

- When does puberty happen?
- Why do these changes happen?
- Can we choose whether these changes happen or not?

8. Go-round

Finish with a go-round: *One good thing about getting older is ...*

Additional Activities

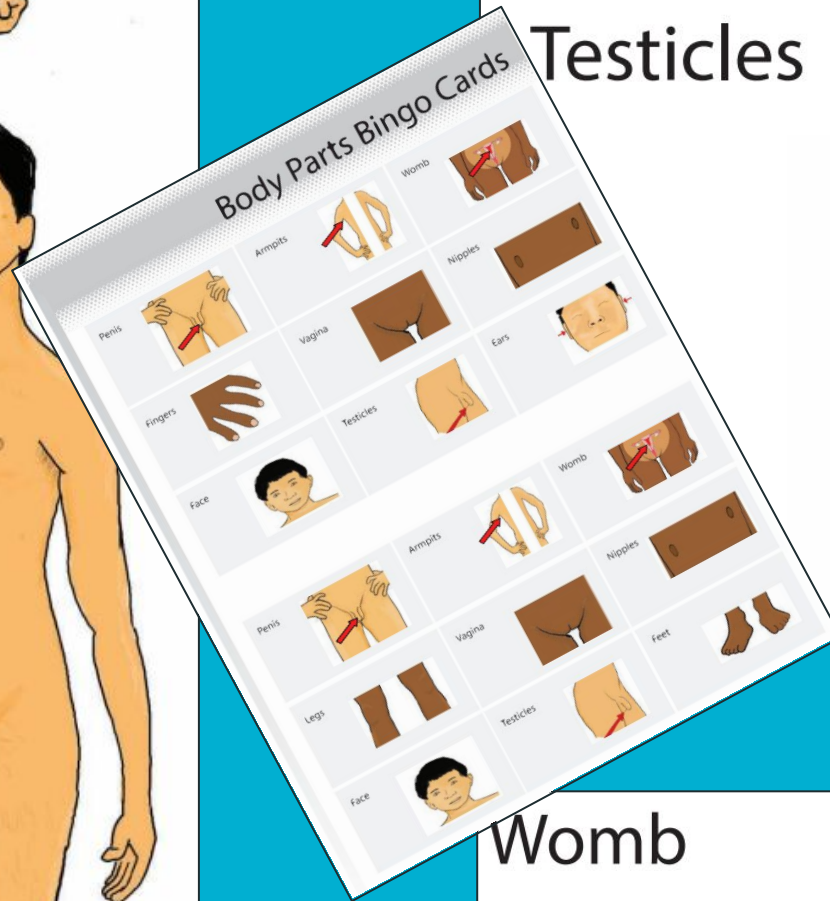
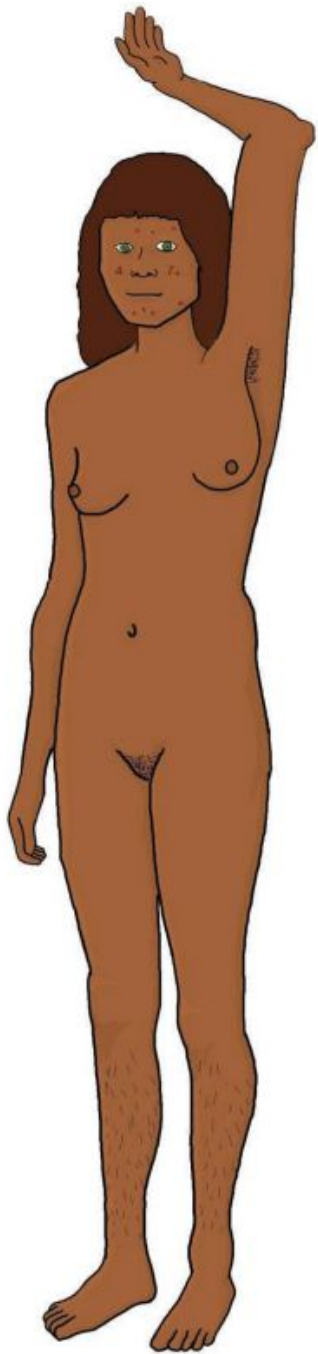
Suggested reading:

Where Willy Went, Nicholas Allan

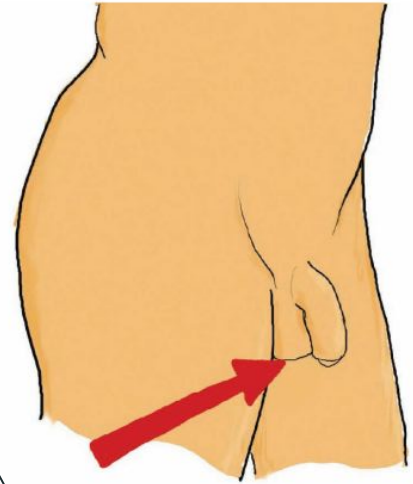
Amazing You! Gail Saltz

To explore changes in puberty use the interactive puberty bodies on:

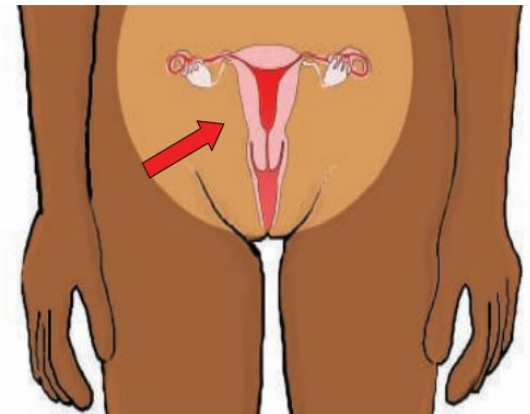
<http://www.bbc.co.uk/science/humanbody/body/interactives/lifecycle/teenagers/>



Testicles



Womb

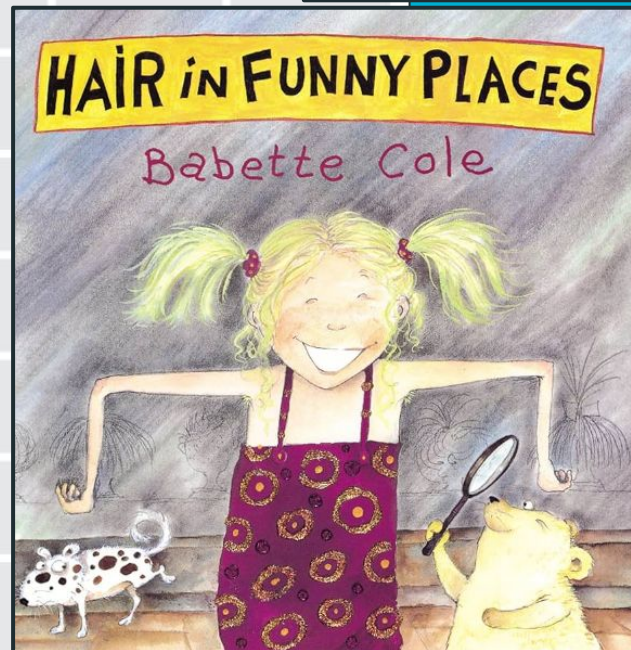


Body Changes

Changes that happen in puberty...	Male	Female	Both
Grows taller			
Has hair under the arms			
Develops pubic hair			
Grows hair on the face			
Private parts grow bigger			
Breasts grow			
Hair on legs			
Periods start			
Voice gets deeper			
Has mood swings			
Might think about having a boyfriend/girlfriend			

Lifecycle Quiz

True or False?



Year 5

Is physical contact always, sometimes or never acceptable?

→ What physical touch is acceptable, and unacceptable, wanted or unwanted in different situations? How does it feel in a person's mind and body when they are uncomfortable?

→ How can you tell someone if physical contact is wanted or unwanted? How can you respond to unwanted or unacceptable physical contact? (Ensure children understand that it is never someone's fault if they experience unacceptable contact.)

→ Who could you tell if you are worried about unwanted physical contact? (Ensure children understand that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about)

→ What are the **main stages of the human life cycle** and how do our bodies **change as we grow up**?

→ What are some of the **changes that happen to our bodies during puberty**? What are the male and female body parts and how do they differ?

→ How does puberty **affect the reproductive organs**?

Which physical and emotional changes occur during puberty? Which changes

happen to our bodies that allow us to reproduce?

→ Include **menstrual wellbeing, strategies to manage the changes during puberty including menstruation and hygiene**.

→ **Key facts to include**: the **menstrual cycle, erections and wet dreams**.

→ **What is your identity?** About personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes. Does our biological genitalia determine which gender we identify as?

→ How can we recognise, respect and express our individuality and personal qualities? Discuss ways to boost mood and improve emotional wellbeing. Discuss the link between participating in interests, hobbies and community groups and mental wellbeing.

Example of how a lesson will be taught

1. Recap/Introduction

In a circle, remind the class of the ground rules from the last lesson. Ask the class what they remember from last week. Refer to the learning outcomes on the whiteboard and discuss what they mean. Explain that in this session we are going to focus on how young people can take care of themselves during puberty.

2. Kim's Game

Tell the class that they are going to play a memory game and show them the bag of objects. Explain that all the objects inside the bag have something to do with puberty and growing up. Ensure that the objects relate to both physical and emotional changes.

1. Take the objects out of the bag one by one, asking the class if they know what each one is. Name the objects and place them in the centre of the circle;
2. Ask the class to briefly look at the objects and try to remember as many of them as possible;
3. Cover the objects with a cloth and remove one of them without the class seeing what it is;
4. Ask the children to identify which object is missing;
5. Repeat this several times.

3. Discussion

Once the children have identified a number of the objects, discuss what some of them have to do with puberty. Ask questions such as: *What is this for? Who uses it? Why might someone going through puberty use this?* Use the discussion to explore how people can look after their bodies and feelings during puberty. Ask the class which objects they think are really essential and which objects people might choose to use.

Reinforce that soap and sanitary wear are essential, whereas we can choose whether to use make up or hair products and also choose which types we use. Consider gender stereotypes and social pressures to look or be a certain way. Encourage the class to think about making informed, healthy choices. For help with this activity refer to the [Kim's Game Teacher Guide](#)

4. Puberty Problem Page

Display the [Puberty Problem Page](#) on the whiteboard and focus on one problem to read out. Ask the whole class what advice they would give to this person. In groups of four or five, give one problem from the [Year 5 Puberty Problem Page cut-outs](#) to each group and ask them to discuss what advice they would give.

5. Problem Page Feedback

Ask one person from each group to read out the problem to the whole class. Then ask the group to share the advice they would give. Use the advice to discuss with the class how to manage puberty and reinforce the fact that strong feelings and emotions are a normal part of growing up. Repeat for each group and use the discussion to generate ideas about who to go to for advice and support. For help with this activity read the [Problem Page Teacher Guide](#).

6. Anonymous Questions

Refer to the anonymous questions and explain which ones have been covered in this lesson. Address any outstanding issues and remaining questions.

7. Closing Round/Review

Use a go-round using the sentence stem: *One way to get help and support during puberty is ...*

Additional Activities

Anonymous Questions

Type each relevant question on to a card, distribute and ask pairs to discuss possible answers. Take whole class feedback and discuss.

Kim's Game Small Group Discussion

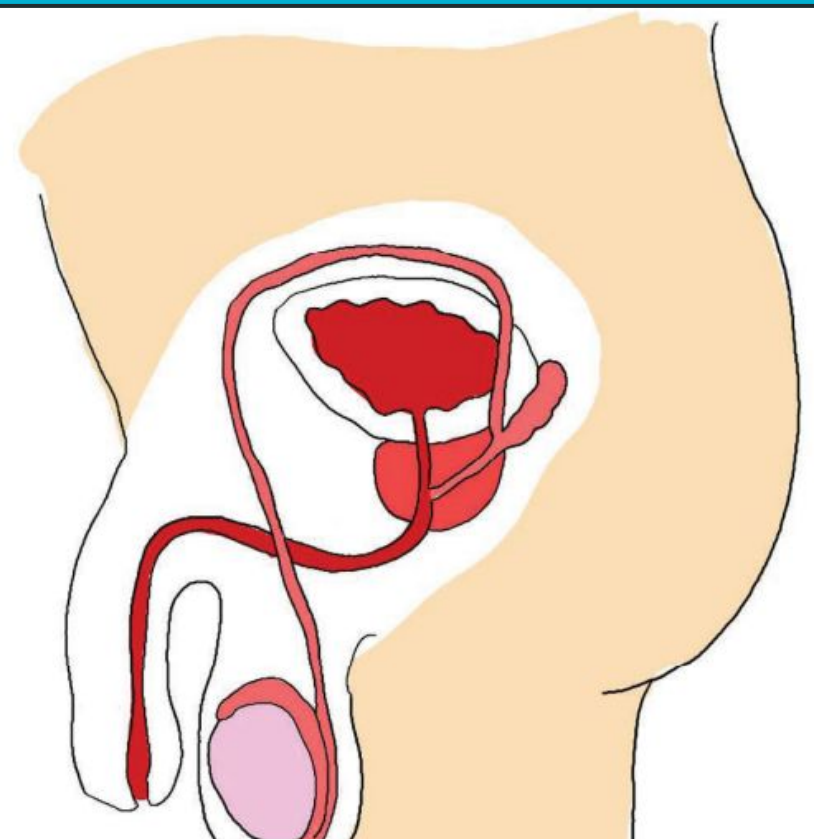
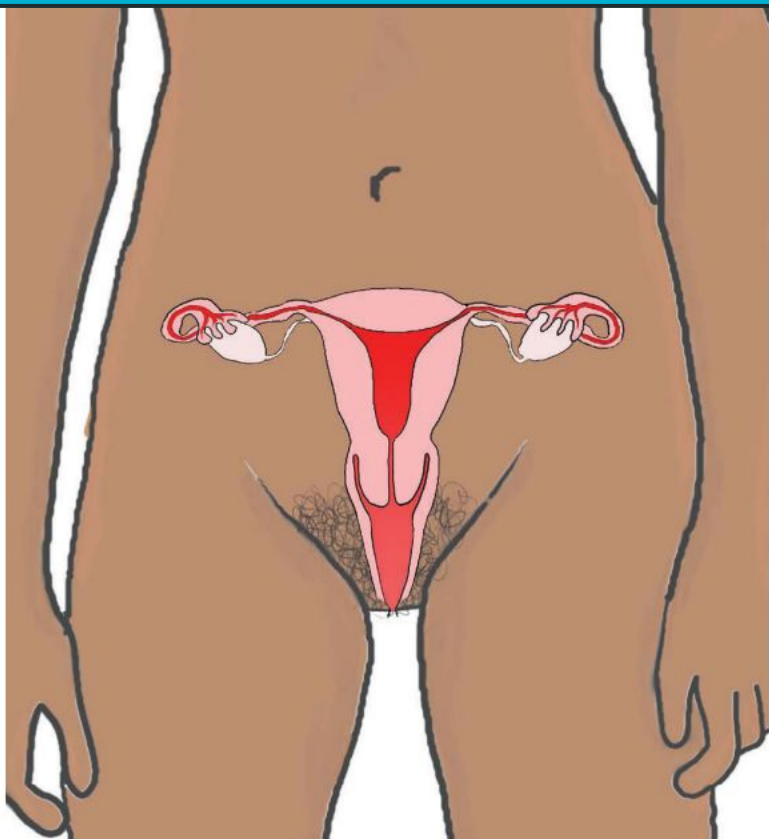
Give small groups one or two objects from Kim's Game. Ask groups to discuss and record: *What is the object(s)? What is it for? What advice would you give to someone about using it?* Ask each group to share their findings with the class.

Problem Page Letters

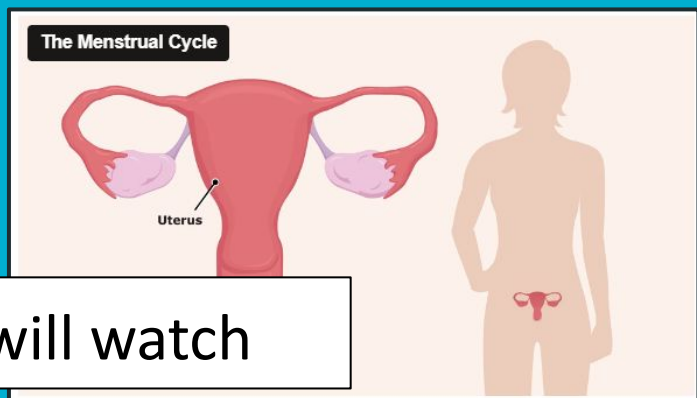
Give each person a puberty problem and ask them to make a list of three things they would like to say to the person. Individually write a reply to the person.

Puberty Bingo

Give each child a [Puberty Bingo card](#). There are four different cards, so they can have a different one from the person sitting next to them. Make up a Kim's Game kit bag ensuring the items match those on the cards. Take the items out of the bag one at a time, naming and discussing each one. As the children identify that the item is on their bingo card they can tick it off. Leave taking the deodorant out until last, as this is the one object on all the cards. The children will then all shout *Bingo* at the same time.



Pictures of male and female reproductive organs



The type of **video clip** the children will watch

Puberty Card Game

1. A girl gets her first period when she starts secondary school

2. A period normally lasts 2-7 days

3. All boys have wet dreams

4. Girls can go swimming when they have their periods

5. Most boys' voices break during puberty

6. The blood from a period and the semen from a wet dream are dirty

7. A boy starts to produce sperm at age 12

8. Girls who start their periods unexpectedly should go home from school immediately

Your Questions



After the lesson I wanted to know...

Your Questions



After the lesson I wanted to know...

YEAR 5 Puberty Problem Page

A problem shared...

Hold The Phone

Dear Problem Page,

All of my friends have a mobile phone and I don't. They all text each other and I feel really left out. My mum says I can't have one because they are expensive and dangerous. I don't understand what she means. Why is she being like this? How can I make her change her mind?

R, age 11

A spot of bother

Dear Problem Page,

I used to think I was nice looking, but now I have huge spots everywhere. They are on my face and on my shoulders and I hate them. I don't like going to school anymore because I feel so ugly. Why is this happening to me and what can I do about it?

P, age 13

Bed Bug

Dear Problem Page,

Sometimes when I wake up in the morning there is a wet patch in my bed, but it isn't wee. It makes a stain so I've tried washing the sheets in the sink but there is nowhere to dry them without my dad seeing. Why is this happening and what should I do?

S, age 14

Sleepover Stress

Dear Problem Page,

I started my periods last summer. I told my carer and she helped me to deal with it and it was ok. Now I've been invited to a sleep-over. I really want to go but I'm worried I'll have my period when I'm there. I don't know if my friends have started yet and I'm too embarrassed to talk to them about it. What can I do?

P, age 11

Dear Problem Page,

I learnt about puberty in primary school but now I'm 12 and I feel really confused about things and have lots of questions. I haven't got my period but I get this white stuff in my knickers. I don't wear a bra but my nipples hurt. I don't know if these things are normal. I'm really worried. What should I do?

C, age 12

Mood Swings

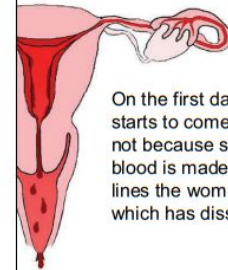
Dear Problem Page,

I used to be a really happy person. Now I'm 13 and I sometimes feel really miserable. I go up and down and people are beginning to notice. At home they keep calling me moody and tell me to snap out of it. Is this normal and how can I stop this happening?

L, age 13



The menstrual cycle starts on the first day of a girl's period.

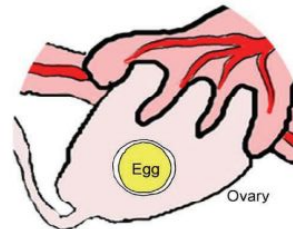


On the first day of a girl's period blood starts to come out of her vagina. This is not because she has been hurt. The blood is made up of special tissue that lines the womb and a tiny egg, which has dissolved.

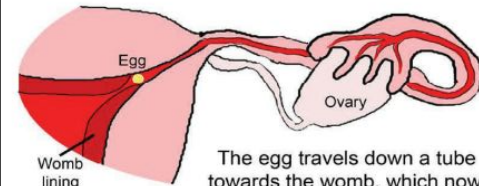


The bleeding can last from 2 to 7 days. Sometimes the blood comes out a bit at a time and sometimes there is quite a lot. Girls use sanitary protection to soak up the blood during their period.

When the bleeding stops the period is over. Now the girl's body starts getting ready for a new egg. The womb makes a new lining and another egg develops in the ovary.



When the new egg is fully grown, it is released from the ovary.



The egg travels down a tube towards the womb, which now has a new lining. If the egg is not fertilized by a sperm the girl will have another period. This means that blood will come out of her vagina again.



The menstrual cycle is now back at the beginning and everything is repeated. It usually takes about 28 days.

"Are my bodily changes normal?"

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Year 6

What changes to occur to our bodies to prepare us for reproduction? How do I keep my identity safe on and off-line?

→ How and why do our bodies change during puberty and prepare for reproduction?

→ What emotional and physical behaviours occur to our relationships?

→ Discuss different types of adult relationships and what forms of touching is appropriate in relationships?

→ What does it mean to be attracted to someone? Understand that people who love each other can be of any gender, ethnicity or faith.

→ What are the qualities of a healthy relationship? Discuss everyone's right to be loved, the difference between gender identity and sexual orientation.

→ How do couples show their love and commitment to one another? Address marriages are a formal and legal commitment of 2 people, forced marriages and how to get help.

→ What does it mean to have an intimate relationship between consenting adults? How does pregnancy occur?

→How can we prevent pregnancy?

→What are **positive and negative ways of communicating in a relationship?**

→ Why are there **age restrictions for social media, T.V, films, games and online gaming** important? Discuss the different age restrictions and how they can make safe decisions about what to watch, use or play.

→When should we share **personal or private information in a relationship?**

→How and where we will go to get help if an online relationship goes wrong?

Reproduction Questions Sheet

1. Why do our bodies change during puberty?

2. What is an egg?

3. What is menstruation?

4. What happens during a girl's monthly period?

5. What is sperm?

6. Where are sperm made?

7. How are babies made?

8. How does sperm get out of a man's body?

9. What is a wet dream?

10. How many sperm does it take to make a baby?

Reproduction Answer Cards

Our bodies change during puberty so that when we become adults we are able to make babies.

An egg comes from the woman; it is needed to make a baby.

Menstruation is the word for a girl's monthly period.

A small amount of bleeding occurs as the egg and the lining of the womb pass out through the vagina.

Sperm comes from the male; it is needed to make a baby. Each sperm is so tiny you would need a microscope to see that they are shaped like tadpoles.

Sperm are made in the testicles.

Babies are made when one sperm joins with one egg in the woman's body.

Sperm leaves the man's body through his penis.

This is when sperm leaves the boy's penis while he is asleep.

It only takes one sperm to make a baby, although an ejaculation produces about one teaspoonful of semen containing around 300 million sperm.

Year 6 Puberty Problem Page cut-out

"HE'S ASKED ME OUT AND I DON'T KNOW WHAT TO DO"

Dear Problem Page,

My family doesn't talk about things like sex and going out with people. I've got an older sister but she is married and doesn't live with us anymore. I know about some stuff but now this boy has asked me out and I don't know what to do. What does going out really mean and how do you do it? T, age 12

"They all laughed at me"

Dear Problem Page,

Boys in my class sometimes talk about wet dreams. When I asked what they are they all laughed at me and now they keep going on about it. How will I know when I have a wet dream and how can I stop them making fun of me? P, age 12

Growing Pains

Dear Problem Page,

I am starting puberty and I have lots of questions about growing up. I don't live with my family so I can't ask them about it and I feel embarrassed about asking my carer. Who should I speak to and what should I say? A, age 11

Too Close to Home

Dear Problem Page,

I can't talk to anyone in my family about personal things because they get too embarrassed. I had my first period last week but I didn't tell anyone. I don't know what to do when I have it again. How can I get sanitary protection and what do I do if I have to go swimming? Please help. R, age 12.

GAY PRIDE

Dear Problem Page,

People in my class often say stuff is gay when mean that it is rubbish. It really upsets me because my aunts are gay. I can't tell anybody in my class because they might start saying things about me. Why do people say things like that and how can I make them stop? A, age 13

Ballet Blues

Dear Problem Page,

I've been doing ballet since I was seven and I really enjoy it and have been in two shows. Before nobody said anything about it, but since I've been at my new secondary school people in my class sometimes laugh at me and make jokes about it. Why do people think boys shouldn't dance and what can I do to stop them making fun of me? W, age 13

Relationship Question Cards

What do we mean when we say someone is *'going out'* with someone else?

What is the difference between having a *'boyfriend'* and a *'friend who is a boy'*?

What do we mean when we say someone has a partner?

What do we mean when we say someone has an online relationship with someone else?

What do we mean when we say someone is in a long term relationship with someone else?

What is the difference between having a *'girlfriend'* and a *'friend who is a girl'*?

Conception and Pregnancy Quiz

	True	False	Unsure
1. A woman has to have sexual intercourse with a man in order to have a baby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. When a woman is pregnant her periods stop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identical twins occur when one egg is fertilised by two sperm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Most babies are born after being inside their mothers for nine months	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The umbilical cord provides the foetus with oxygen and nutrition in the mother's womb	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. A girl can become pregnant just before she has her first period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. A woman can become pregnant the first time she has sexual intercourse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. A woman can buy a pregnancy testing kit from the chemists to find out if she is pregnant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Pregnancy begins when a woman's egg meets a man's sperm in the woman's vagina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. All pregnant women feel sick in the morning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Communication Scenario Cards

1. On Sam's twelfth birthday his mum texts him a happy birthday message with a picture of Sam in the bath aged two. His mum shouldn't have done this because he isn't wearing any clothes in the photo and now everyone will be able to see it.

2. Sophie has an online friend who lives in Germany and has sent her some pictures of her house and her pets; she asks Sophie to send her some photos of what her house looks like. It is OK for Sophie to do this because her online friend lives in a different country.

3. Maria fell out with her best friend a few weeks ago. Recently she's started getting horrible texts from an unknown number. She knows that the best thing to do is send a reply telling them to leave her alone and then block the number and tell her parents.

4. Ayman's friend has told him that this girl at school really fancies him. Ayman is too shy to speak to her. His friend says it would be safe for Ayman to send her his mobile number in a private message on Facebook.

5. Leroy's older brother lets him use his games console when he's out. He said it is safe for Leroy to use it on his own because all his 16-rated games are password protected.

6. While Jade is away on summer holiday her boyfriend asks her to send him a picture of her on the beach. She is uncomfortable with doing this because once you send a picture from your phone, there is no way of getting it back or deleting it.

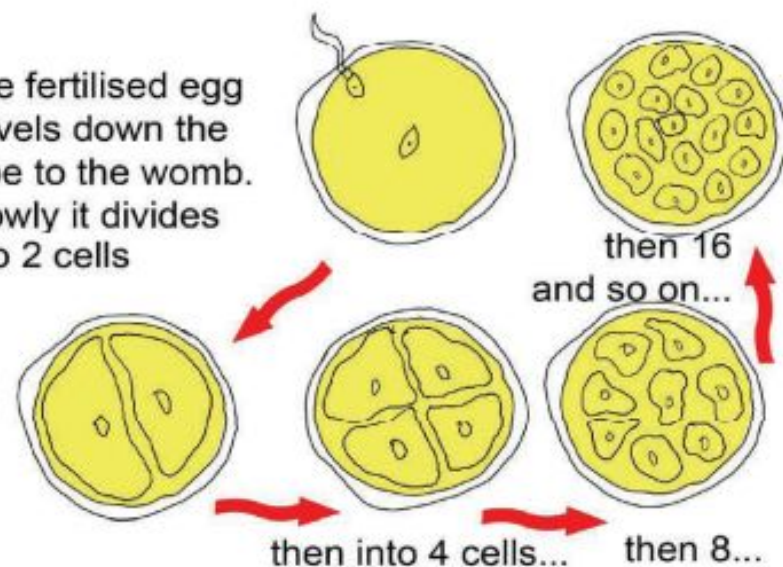
7. Amy has sent her best friend Denise a really funny picture of a boy at school, which he sent her as a private message. Denise tells Amy she shouldn't have shared it with her because it's wrong to share private messages or pictures, even with your best friend.

8. One of Ali's Instant Messenger buddies has asked him to meet up with him in the local park. Ali replies to say he can't go without an adult's permission. Ali should give his mum's phone number so the buddy can call her and check it's OK.



When an adult couple are in a relationship they may make love. This is when they take pleasure in touching each other in sexual ways.

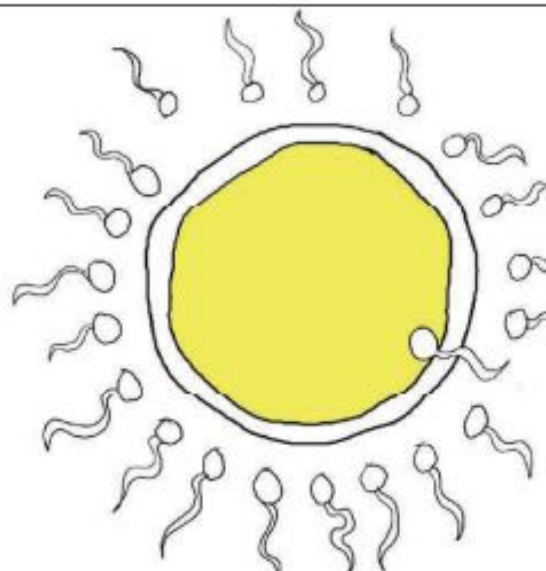
The fertilised egg travels down the tube to the womb. Slowly it divides into 2 cells



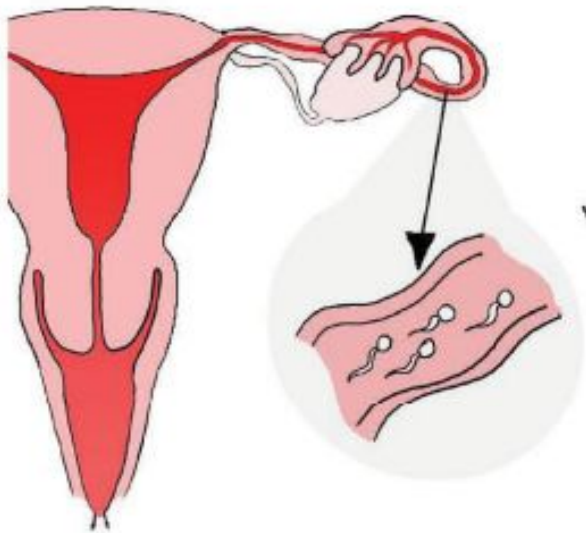
When the cells reach the womb they must attach themselves to the side so that they can continue to grow.

It usually takes nine months for these cells to become a fully grown baby that is ready to be born.

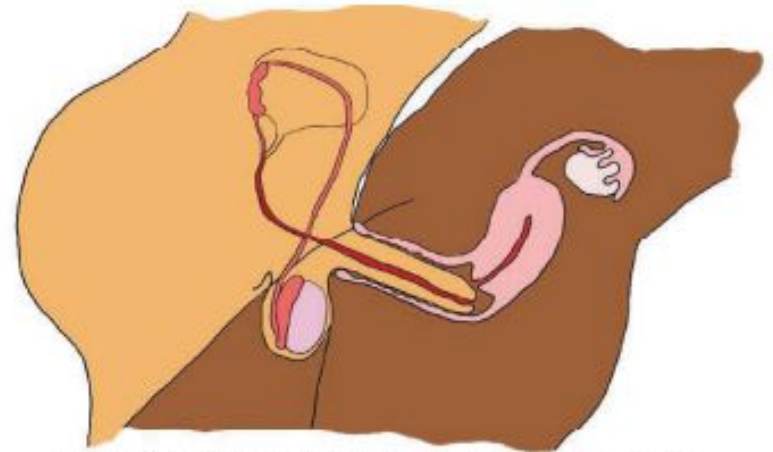
This is called pregnancy.



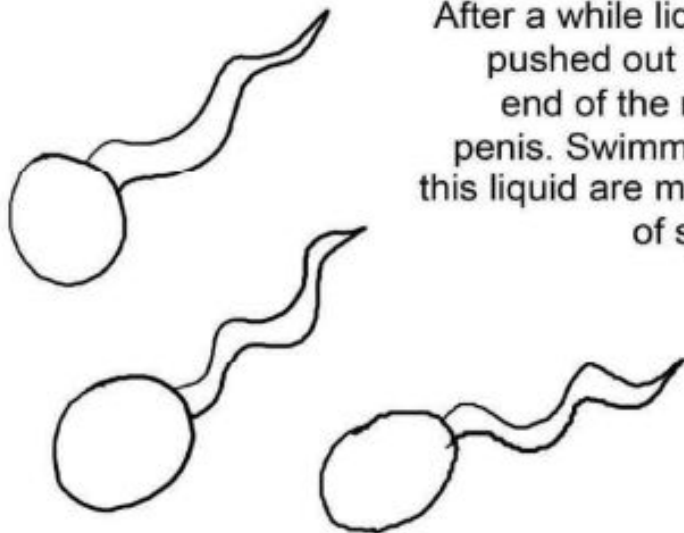
If there is an egg in one of the tubes it may join up with one of the sperm. The egg is now fertilised.



The sperm swim into the woman's womb and then into the fallopian tubes.



Now the woman's vagina can take the man's penis inside it. This is called sexual intercourse. It should feel nice.



After a while liquid is pushed out of the end of the man's penis. Swimming in this liquid are millions of sperm



Sometimes when a man and a woman are making love the man's penis gets stiff and the woman's vagina gets slippery.

—
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.

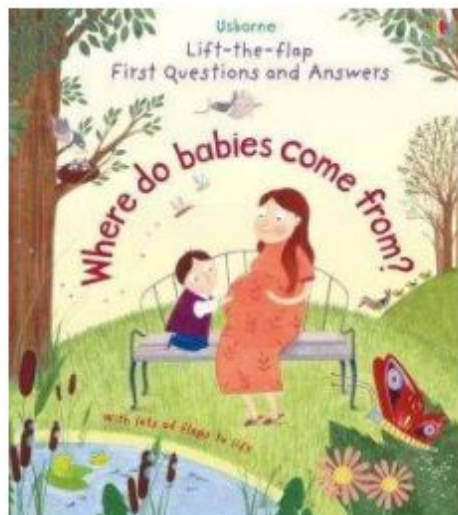
Whilst we appreciate some parents prefer to use other names such as 'willy' or 'fairy' to name the penis and vagina, we strongly advise against this. It not only causes confusion amongst the children (as they won't know what someone is talking about if the name they use is different), implies these body 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.

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](#)

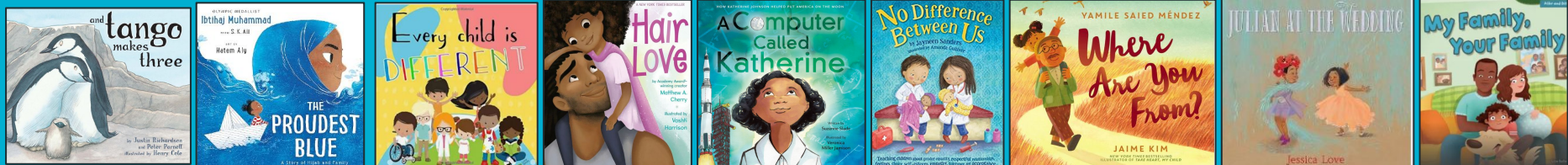
Right to Withdraw...

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.



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.