

PSHE

Non Statutory

Relationships Ed

Health Ed

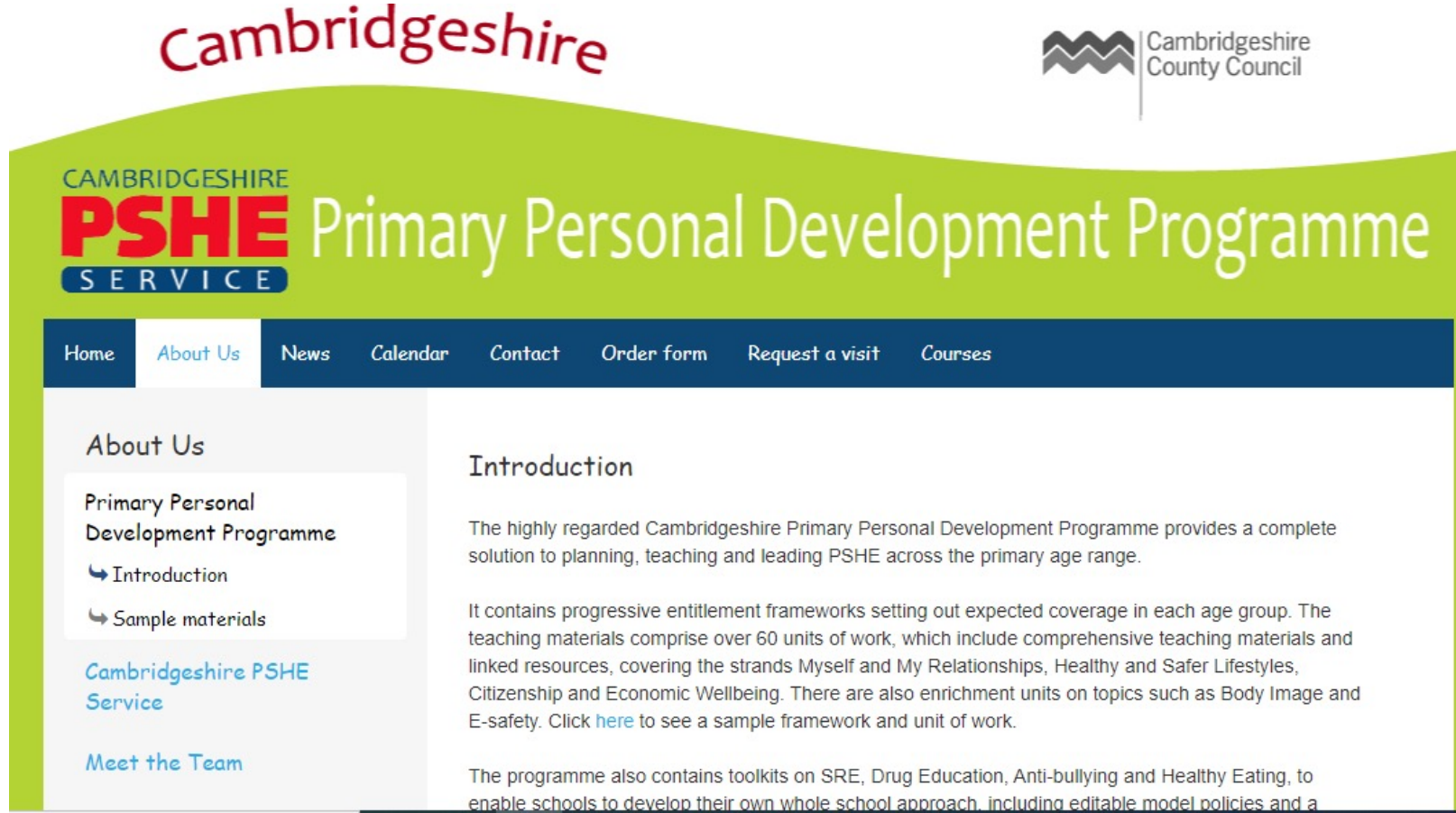


We will be consulting on:

- When and what to teach in Sex Education – the non-statutory element of RSE
- When the other elements of RSE should be taught
- How RSE will be taught
- Who will teach RSE
- How RSE will be monitored and evaluated.

How we will be teaching RSE

- The Cambridgeshire PSHE Service has thoroughly analysed the Government's statutory objectives and developed new Frameworks and lessons.
- The programme is in use in over 600 schools nationwide.
- We will be showing you some lessons and resources for your views.



Relationships Education includes Health Education

These are statutory

What is Relationships Education?

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

What is Health Education?

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body.

What is Sex Education?

How a (human) baby is conceived and born.

This is the only part that is non-statutory but the Government recommends that it should be taught.

This links to the statutory National Curriculum science objectives of:

- The human lifecycle
- Sexual reproduction in plants and animals.

*We are asking
for your views
on our
Relationships
Policy which
includes Sex
Education*



Our proposed curriculum plan – the timings are part of this consultation

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 6	Myself and My Relationships My Emotions	Myself and My Relationships Anti-Bullying Healthy and Safer Lifestyles Digital Lifestyles (in ICT)	Health and Safer Lifestyles Personal Safety		Health and safer Lifestyle Relationship and Sex Education	
Year 5	Healthy and Safer Lifestyles Relationships and Sex education	Myself and My Relationships Family and Friends Anti-Bullying	Healthy and Safer Lifestyles Managing safety and risk	Healthy and Safer Lifestyles Drug education	Healthy and Safer Lifestyle Healthy lifestyles	Citizenship Diversity and Community
Year 4	Myself and My Relationships Family and Friends	Myself and My Relationships Anti-Bullying	Citizenship Diversity and Communities	Healthy and Safer Lifestyles Drug Education	Health and Safer Lifestyles Personal Safety	Healthy and Safer Lifestyles Relationship and Sex Education
Year 3	Healthy & Safer Lifestyles: Digital Lifestyles (in ICT)	Myself and My Relationships Anti-Bullying	Healthy & Safer Lifestyles Healthy Lifestyles (Y4 teach teeth in science)	Healthy and Safer Lifestyles Managing Safety and Risk Myself and My Relationships My Emotions	Citizenship Rights, Rules and Responsibilities	Healthy and Safer Lifestyles Relationships and Sex Education
Year 2	Citizenship Rights, Rules and responsibilities	Myself and My Relationships Family and Friends Anti - Bullying	Healthy and Safer Lifestyles Digital Lifestyles	Healthy and safer lifestyles Relationships and Sex Education – links with science unit Animals including humans	Healthy and Safer Lifestyles Drug education – links with science unit Animals including humans	Myself and My Relationships Managing Change Healthy and Safer lifestyles Personal Safety
Year 1	Myself and My Relationships Beginning and Belonging	Citizenship Diversity and Communities	Healthy and Safer Lifestyles Managing Risk Digital Lifestyles	Healthy and Safer Lifestyles Relationships and sex education	Healthy and Safer Lifestyles Healthy Lifestyles	Myself and My Relationships My Emotions

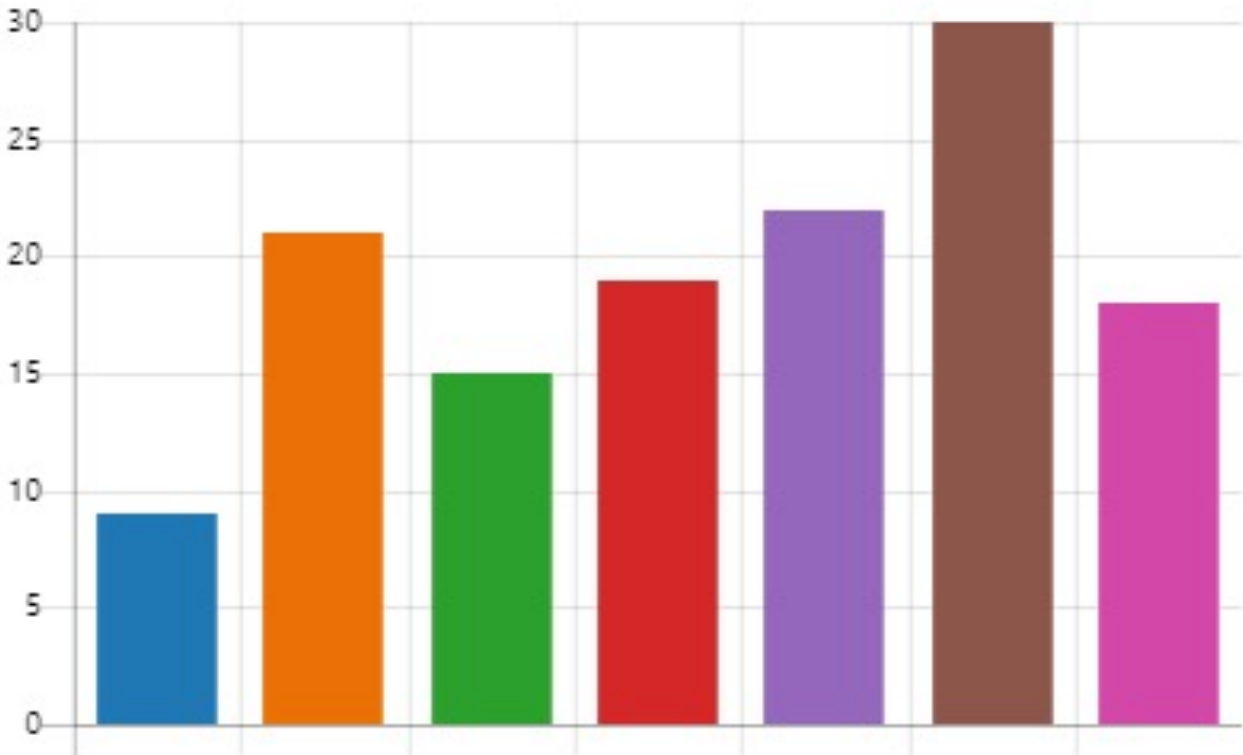
What did our survey show?

1. What year group/s are your children in?

[More Details](#)

- FS
- Y1
- Y2
- Y3
- Y4
- Y5
- Y6

9
21
15
19
22
30
18



2. Please rate the following statements by ticking in the appropriate box:

[More Details](#)

Strongly Agree Agree Neutral/Don't Know Disagree Strongly Disagree

I have received adequate information about the changes to Relationships Education, Health Education...



I support the School in their aims and objectives for RSE.



I would prefer to leave teaching about puberty and reproduction to the School.



I think my child would like to discuss puberty, staying safe, families and sexual reproduction with me.



I am comfortable talking to my child about puberty, staying safe, families and sexual reproduction.



I know who to go to in school if I have a question about Relationships Education, Health Education or...



3. In which year group do you think we should introduce these topics?

[More Details](#)

Y1 Y2 Y3 Y4 Y5 Y6 Not in Primary School

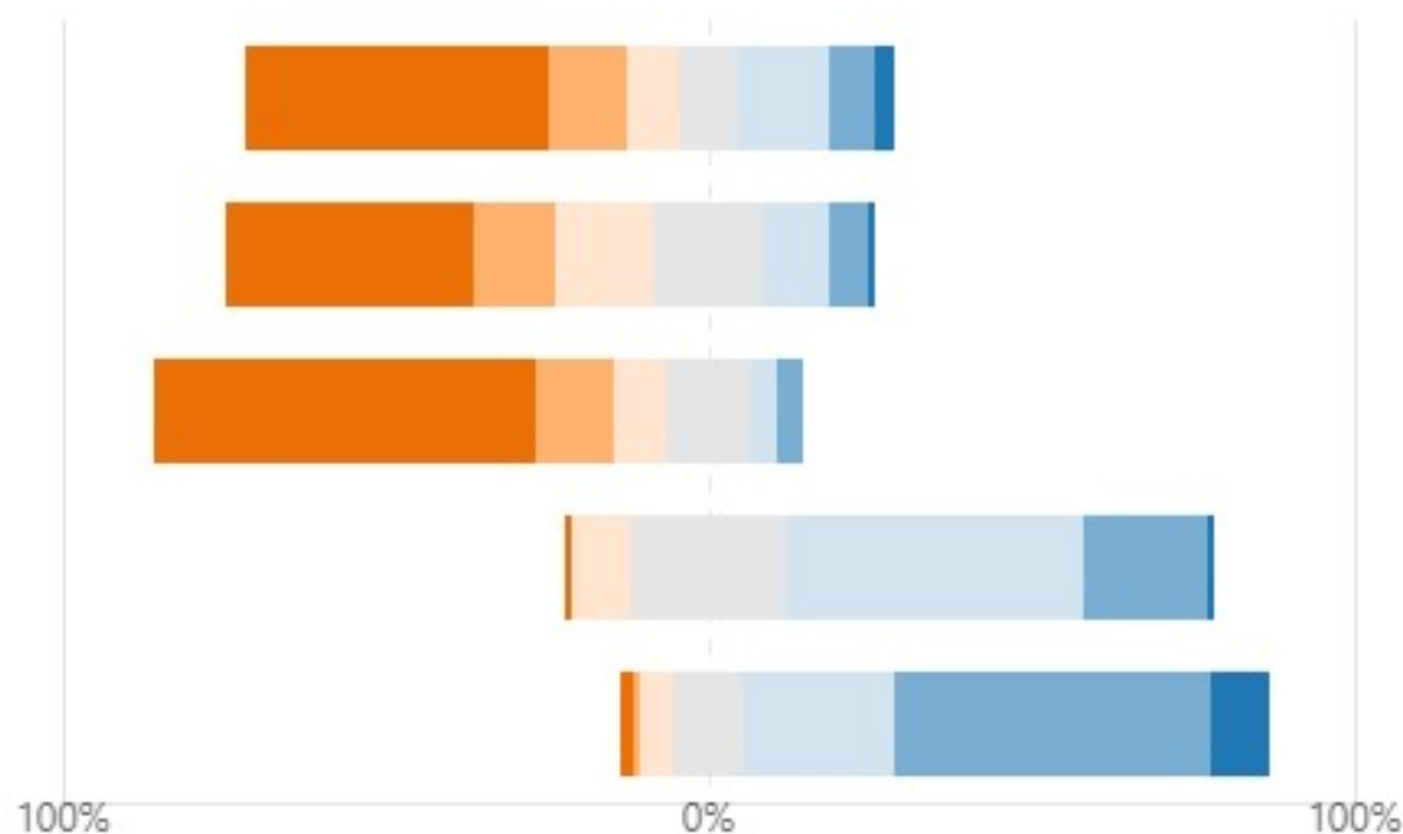
Understanding about families and their responsibilities for children

Naming parts of the body

Building confidence to keep safe and ask for help

Preparing for puberty

How a baby is made and develops



What are your views on Relationships and Sex Education?

We have pulled out the lessons that we think will be relevant for this discussion and given details of what year group that we are proposing to teach them in.

What are your views?

YEAR 1

To be able to:

- use names such as arm leg, elbow with confidence
- use scientific names such as penis, testicles and vagina /vulva
- use the words male and female
- give an example of how I can be in control of my body
- describe some things I would only do in private
- name the parts of my body which are private.

YEAR 2

- Explain adult animals and humans have babies who look like them
- show understanding that my parents were once children
- explain that a baby grows inside its mother
- describe some things I can do now that I couldn't do when I was a baby
- describe some ways my body will change as I get older
- explain how babies need care from adults to stay safe and healthy.

YEAR 3

- use body part names such as penis, vagina/ vulva, testicle and breast confidently
- give an example of one new thing they have learnt about the body
- identify a trusted adult I can talk to about my body
- recognise that each body is different
- understand that our bodies are special and unique.

YEAR 4

- State the main stages of the human life cycle
- say what stage a person is at in the human lifecycle
- explain that when animals reproduce they make copies of themselves
- understand that human babies are made when an egg and sperm join together
- explain why babies need special care from a parent/ carer
- state some things parents/carers need to do to look after babies.

YEAR 5

- Name confidently the sexual parts outside and inside male and female bodies
- understand which words for sexual parts are acceptable for use in the classroom
- understand that some words for sexual parts are rude
- describe some of the changes that will happen to male and females during puberty
- name some common misconceptions about puberty and correct them
- give a reason for starting puberty at different times
- explain worries that people might have about puberty
- explain some coping strategies for people who have worries about puberty.

YEAR 6

- name internal and external sexual parts for males and females, using scientific words
- describe the stages of fertilization
- ask a question about sexual intercourse
- show understanding that there are lots of different types of love
- describe examples of special ways that people who are 'in love' might behave
- describe ways that adults who are 'in love' might show their commitment to each other.

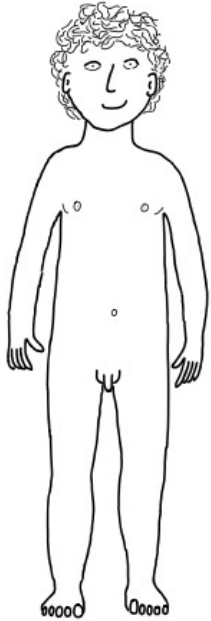
What are your views on Relationships and Sex Education?

We have chosen some resources for the lessons mentioned above to discuss .

What do you think?

YEAR 1

Resource 1 - KS1 External Male Body Outline



Resource 3 - Body Part Labels

penis	testes*	testicles*
knee	vagina*	vulva*
bottom	leg	anus
chest	eyebrow	arm
nipple	knuckles	shoulder
toe	foot	elbow
finger	fingernail	eyelash
wrist	lips	ear
nose	eye	mouth
hair	skin	shin
toenail	cheek	chin
palm	sole	ankle
back	calf	heel

YEAR 3

Resource 2 - KS2 Adult Male Body



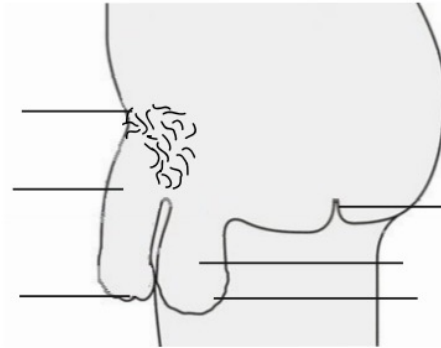
Resource 4 - Body Part Labels

penis	testes*	testicles*
thorax	vagina	vulva
bottom	leg	anus
chest	scrotum	arm
nipple	breast	shoulder
toe	foot	elbow
finger	eyebrow	eyelash
wrist	lips	ear
nose	eye	mouth
hair	skin	shin
toenail	cheek	chin
palm	sole	ankle
back	calf	heel

* Use whichever word you have agreed to use in your school.

YEAR 5

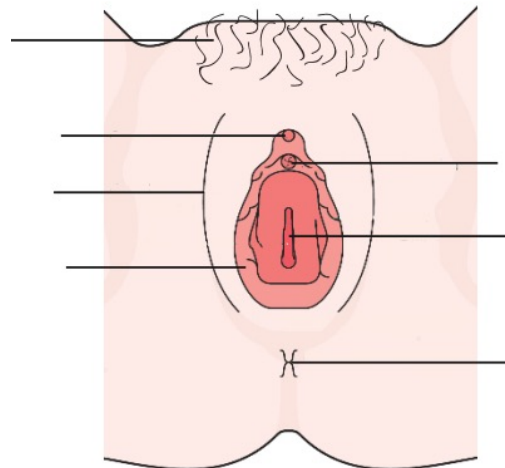
Resource 2 - Male External Parts



penis	anus
testicle	pubic hair
scrotum	opening to the urethra

Resource 3 - Female External Parts

The whole area is called the _____

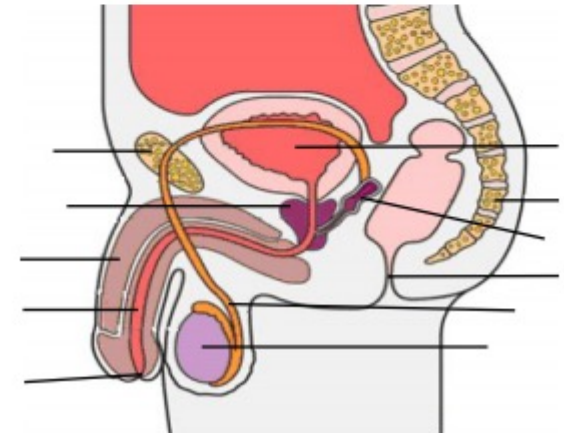
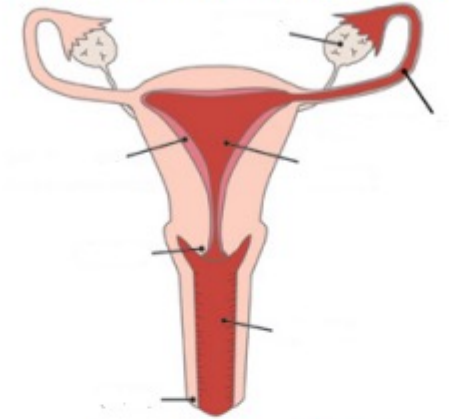


YEAR 6

Cambridgeshire Primary Personal Development Programme

Healthy and Safer Lifestyles • RS6 Relationships & Sex Education

Resource 1 - Male and Female Internal Organs



Our survey showed:

Areas parents wanted to be included:

- Internet safety
- LGBTQ+ and different families, identity and culture
- Relationships
- Choice, respect, consent, responsibility
- Body image
- Mental health
- Emotional resilience
- Contraception
- Substance abuse



Our survey showed:

Views and beliefs to be considered:

- Keep everything in and just let parents opt out
- Gender difference
- Teach the basics but no detail
- Teach open-mindedness
- Teach healthy relationships
- Tell parents in advance
- Take on Christian view
- Anxiety



How we will incorporate religious views and beliefs into the learning.



Diversity and Community

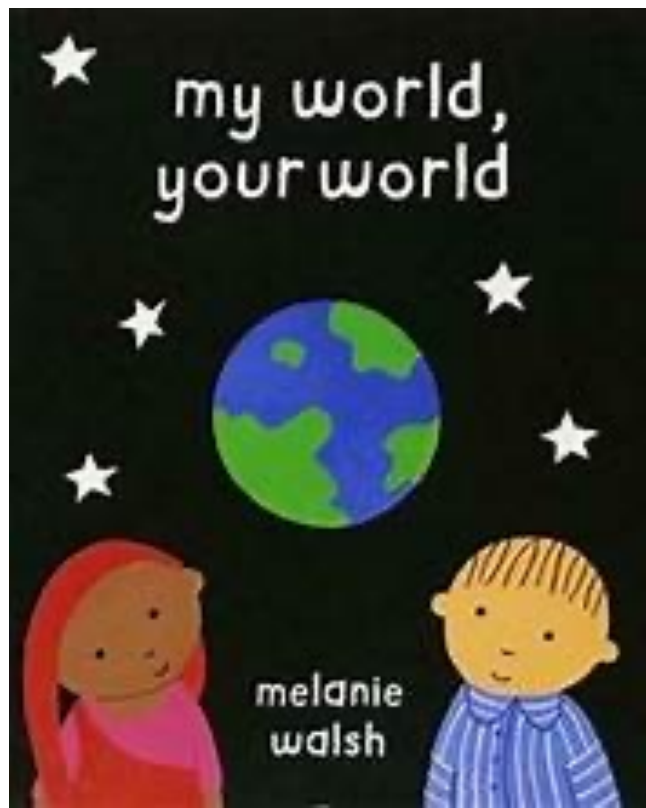
We have given the learning objectives and year groups for these units in Citizenship.

We have chosen some resources for the lessons mentioned above to discuss .

What do you think?

Citizenship – Diversity and Community

Year	Learning Objectives
Year 1	<ul style="list-style-type: none">• What makes me 'me' and you 'you'?• Do all boys and girls like the same thing?• What is my family like and how are other families different?• What different groups do we belong to?• What is a stereotype and can I give some examples?• What does 'my community' mean and how does it feel to be part of it?
Year 4	<ul style="list-style-type: none">• What have we got in common and how are we different?• How might others' expectations of girls and boys affect people's feelings and choices?• How are our families the same and how are they different?• Do people who live in my locality have different traditions, cultures and beliefs?• How does valuing diversity benefit everyone?• Why are stereotypes unfair and how can I challenge them?
Year 5	<ul style="list-style-type: none">• How do other people's perceptions, views and stereotypes influence my sense of identity?• How do views of gender affect my identity, friendships, behaviour and choices?• What are people's different identities, locally and in the UK?• How can I show respect to those with different lifestyles, beliefs and traditions?• What are the negative effects of stereotyping?• Which wider communities and groups am I part of and how does this benefit me?• What are voluntary organisations and how do they make a difference?



ADELE (Afro-Caribbean Girl)

Hello to all my new friends! Today I'm wearing my favourite BLUE top, I think blue is the most beautiful colour in the world.

My favourite football team is Chelsea and I'm the only one in my family who supports them, so my brothers like to tease me about it, but I don't mind too much because I tease them, as well.

I describe myself as Black British. My grandparents came from the Caribbean in the 1950's and my parents were born here, and so was I.

When I get home from school my Dad gets me my favourite food, cheese on toast, to have as a snack until dinner is ready. I love going to school every day and I like English best because I love to read and write and make up stories. When I grow up I want to be a famous writer and I hope you all enjoy reading my exciting books.

Every day I walk to school with my Dad, my two older brothers and my baby brother who goes to the Nursery school, sometimes we walk with our friends who live in the house next door to ours. On Sundays we all walk to church together and I see lots of my friends there too.

My favourite animals are horses and I really want to learn how to ride. My Dad promised me that for my next birthday he would let me have a riding lesson. I think that when I do learn to ride a horse it might be my favourite hobby, but until then I like reading best. I usually read instead of watching TV, but I like watching book reviews on YouTube.



MELISSA (Chinese British Girl)

I love all my friends and making new ones, too. As you can see from the self-portraits of me and my friends, I like art lessons best at school. My favourite colour is purple and I always put purple in all my paintings, even if it's just a little bit. I love to watch programmes about Art and making things on TV and I always try out all the different ideas.

My dad is White British. He was born and grew up in Scotland, so he talks with a Scottish accent. My Mum is Chinese, but she was born in England. My grandmother came from China when she was a little girl. I love hearing her stories about the place she grew up and one day I'd love to visit China. I describe myself as Chinese British, because my family come from both places

I don't really like football, but my cousin and his friends all support Cambridge United. When they go to watch football on Saturday afternoons my Mum takes me to my dance class where I get to wear my new purple leggings. Dancing is my favourite hobby and sometimes my Dad tells me to stand still as it makes him feel dizzy just watching me. My family are Buddhists and my dad says I've got a lot to learn about being still.



Resource 2 - The British by Benjamin Zephaniah

Serves 60 million

Take some Picts, Celts and Silures
And let them settle
Then overrun them with Roman conquerors.

Remove the Romans after approximately 400 years
Add lots of Norman French to some
Angles, Saxons, Jutes and Vikings, then stir vigorously.

Mix some hot Chileans, cool Jamaicans, Dominicans,
Trinidadians and Bajans with some Ethiopians, Chinese,
Vietnamese and Sudanese.

Then take a blend of Somalians, Sri Lankans, Nigerians
And Pakistanis,
Combine with some Guyanese
And turn up the heat.

Sprinkle some fresh Indians, Malaysians, Bosnians,
Iraqis and Bangladeshis together with some
Afghans, Spanish, Turkish, Kurdish, Japanese
And Palestinians
Then add to the melting pot.

Leave the ingredients to simmer.

As they mix and blend allow their languages to flourish
Binding them together with English.

Allow time to be cool.

Add some unity, understanding, and respect for the future,
Serve with justice
And enjoy.

Note: All the ingredients are equally important. Treating one ingredient better than another will give the dish a bitter unpleasant taste.

Warning: An unequal spread of justice will damage the people and cause pain.

Give justice and equality to all.



Our survey showed:

Areas not mentioned already to be included:

- Please let us know what's going to be taught in a weekly email
- Teaching this subject is parents' responsibility in conjunction with the school
- IVF should be taught
- What are the main changes in the curriculum
- Consideration should be given to how to teach to children with SEN.



6. We'd like to know more about how you would like to be given information about these topics and ways to support your child at home?

[More Details](#)

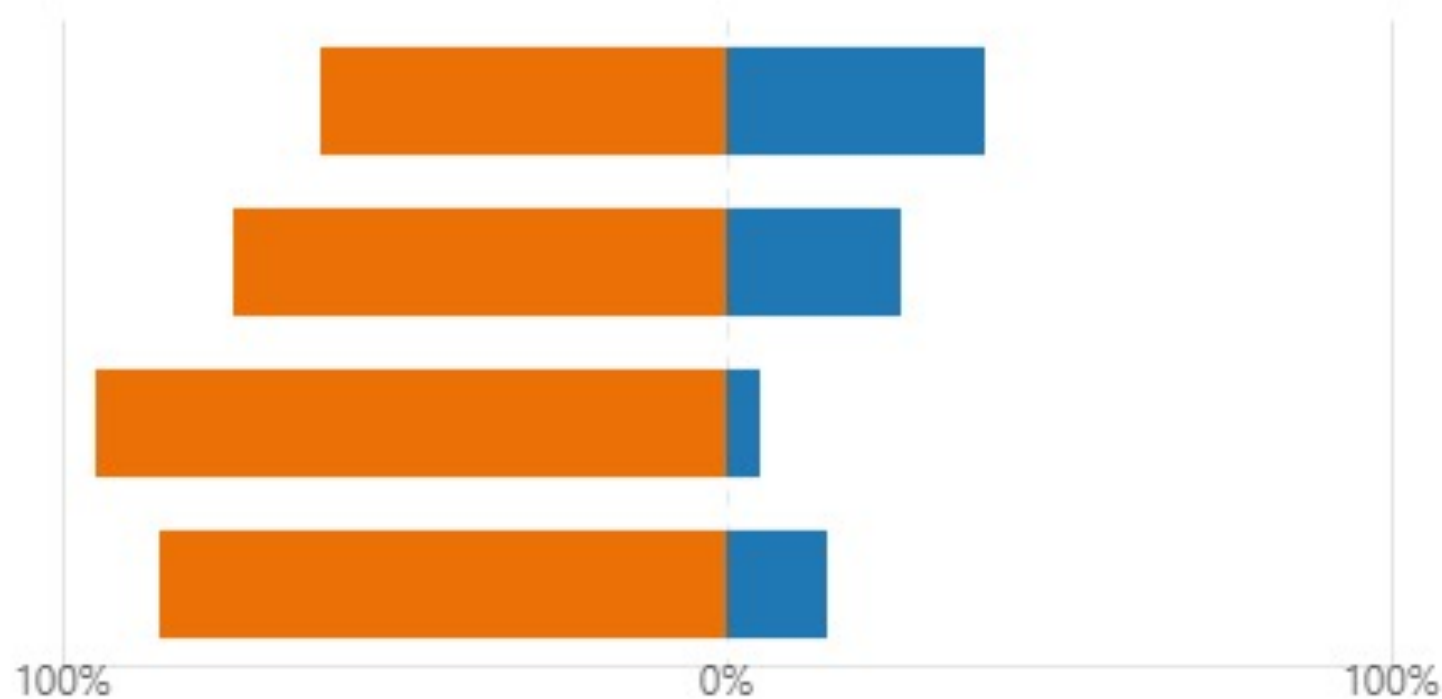
Yes No

A virtual information meeting about PSHE

Opportunities to see teaching plans and resources

Information about coverage through termly topic summaries on our website

A list of recommended web resources



Our next steps...

Date	Action
February 19 th	Draft RSE Policy completed – using outcomes from the parent meeting and survey
February 22 nd	We will ask our focus group to respond to key questions about the RSE Policy
February 24 th 6pm	The parent/Governors focus group will meet to discuss the RSE policy
March 4 th	The children's focus group will meet to discuss the RSE policy
March 10 th	The board of governors will be consulted about the RSE policy
March 18 th	The policy will be published
Summer Term 2021	Teachers and HLTAs will begin teaching the new curriculum.

A light purple brushstroke background with a soft, painterly texture, centered on a white background. The brushstroke is horizontal and slightly irregular, with some darker purple lines visible within the main color.

Do you have any
questions?

PSHE at Meadowdale – Current Provision

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 6	Citizenship Working Together	Economic Wellbeing Financial Capability	Health and Safer Lifestyles Personal Safety	Health and safer Lifestyle Relationship and Sex Education	Myself and My relationships Beginning and Belonging	
Year 5	Healthy and Safer Lifestyles Managing safety and risk	Myself and My Relationships Family and Friends Anti-Bullying: NSPCC Workshop	Healthy and Safer Lifestyles Drug Education	Healthy and Safer Lifestyles Healthy Lifestyles	Citizenship Rights, Rules and Responsibilities Diversity and Communities	Healthy and Safer Lifestyles Safety Contexts Myself and My Relationships Managing Change
Year 4	Myself and My Relationships Family and Friends	Myself and My Relationships Anti-Bullying	Citizenship Diversity and Communities	Heathy and Safer Lifestyles Drug Education	Health and Safer Lifestyles Personal Safety	Healthy and Safer Lifestyles Relationship and Sex Education
Year 3	Healthy & Safer Lifestyles: Digital Lifestyles (in ICT)	Myself and My Relationships Anti-Bullying and My Emotions	Healthy & Safer Lifestyles Healthy Lifestyles (in science)	Healthy and Safer Lifestyles Managing Safety and Risk	Economic Wellbeing Financial Capability	Healthy & Safer Lifestyles Relationships and Sex Education
Year 2	Citizenship Rights, Rules and responsibilities	Myself and My Relationships My Emotions Family and Friends Anti - Bullying	Healthy and Safer lifestyles Personal Safety	Healthy and safer lifestyles Relationships and Sex Education	Healthy and Safer Lifestyles Drug education	Myself and My Relationships Managing Change
Year 1	Myself and My Relationships Beginning and Belonging	Citizenship Working Together	Healthy and Safer Lifestyles Managing Risk	Healthy and Safer Lifestyles Sex and Relationships Education	Healthy and Safer Lifestyles Safety contexts	Citizenship Diversity and Communities
EYFS	Myself and My Relationships Beginning and Belonging My Family and Friends Citizenship Me and My World	Myself and My Relationships My Emotions	Healthy and Safer Lifestyles Healthy Lifestyles	Healthy and Safer Lifestyles Keeping Safe	Healthy and Safer Lifestyles My Body and Growing Up	Citizenship Identities and Diversity

Why teach Relationships and Sex Education?

Research has shown that RSE has the effect of:

- Raising the age of first sexual activity
- Making it more likely that abuse will be reported
- Making it less likely that young people describe their first sex as unwanted
- Reducing the likelihood that young people will contract a sexually transmitted infection
- Making it less likely that young people will have an unwanted pregnancy.

The Government wants improvements to PSHE because:

- Children are increasingly living their lives online
- This is full of opportunities but also challenges and risks – they need skills to deal with these.
- Children need to the skills to make well-informed decisions about how to live their lives and the ability to ask for help.
- Good teaching can prepare pupils for the opportunities, responsibilities and experiences of adult life.

What does **Healthy & Safer Lifestyles: Relationships and Sex Education** look like in Year 1?

Unit Description

In this unit children will develop familiarity with the names of the main external parts of the body and become more confident in describing them. They will consider the amazing nature of their bodies, with a view to developing respect for their bodies and develop an understanding of how important it is to look after their body. Children will also consider simple hygiene practices and their levels of responsibility for these. The main themes of this unit are 'body knowledge', 'body functions', 'body awareness/image', 'personal hygiene' and 'prevention of illness and disease'.

RSE lesson in Year 1

Section A: Body Knowledge

Framework question/s	What are the names of the main parts of the body? (BS)
Learning Objective	1. To recognise the main external parts of the bodies of humans, including names for sexual parts. (BS)
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • use names such as arm leg, elbow with confidence • use scientific names such as penis, testicles and vagina/vulva • use the words male and female.
Teaching Activities	Points to Note
<p>1.1 Show the children a large outline shape of a boy and a girl of their own age. You might choose to draw around people in the class. As a class, ask the children to talk in pairs about the bodies and make a list together of all the body parts they can think of that can be seen from the outside. Tell the children that family names for sexual parts <i>e.g. willie and twinkle</i> are acceptable to use in class, but ensure that children are introduced to the scientific terms <i>e.g. penis, testicle, vagina/vulva</i>. Explain this to the children by saying that these are the words a doctor might use if they were describing different body parts. You might call them the 'doctor' words. Show the children sets of cards with named external body parts, including the 'doctor' names for sexual parts, and compare these to the lists they have made, noting any body parts/names they may have missed out. If necessary add further cards to the sets to ensure that the children's suggestions are included. Mix the cards up and ask children to place them on the body outlines in the appropriate place. Acknowledge the children who can say the scientific words aloud in order to encourage others to say the 'doctor' words.</p>	<ul style="list-style-type: none"> • It is highly desirable to encourage children to use the scientific words for sexual body parts for reasons of safeguarding. Ensure that you have agreed which terms are to be used with your teaching colleagues and that this is consistent with your school Relationships Education Policy. Young children need one word for the external female parts. You should decide as a staff whether to use the term vulva or vagina. ('Vulva' is the scientifically correct term for the external female sexual parts. 'Vagina' is an internal part.) See 6D Use of Vocabulary in Primary RSE to assist in your decision making. • It is suggested that you focus on the bodies of children of this age group in this exercise. A development in later units will be to look at adult bodies. • You may choose to share the book <i>Who Has What?</i> Be aware that it introduces simple names for internal organs, which goes slightly beyond the scope of this unit. • You may refer to NSPCC Pants Rule teaching materials to focus on personal safety issues closely linked to this activity. www.nspcc.org.uk/preventingabuse/keeping-children-safe/underwear-rule/

What does **Healthy & Safer Lifestyles: Relationships and Sex Education** look like in Year 3?

Unit Description

In this unit children will develop familiarity with the names of the main external parts of the body and become more confident in describing them. They will consider the amazing nature of their bodies, with a view to developing respect for their bodies and themselves. Children will also consider simple hygiene practices and their levels of responsibility for carrying these out. The main themes of this unit are 'body knowledge', 'body functions', 'body awareness/image', 'personal hygiene' and 'prevention of illness and disease'. A positive partnership between the school and parents/carers over children's RSE is central to delivering this unit, and is supportive when sensitive issues arise. See Notes for Staff above, and the RSE toolkit for guidance on communicating with and consulting parents/carers. Of particular interest will be **8A Leaflet for Primary School Families**.

RSE lesson in Year 3


Section A - Body Knowledge	
Framework question/s	How are male and female bodies different and what are the different parts called? (BS)
Learning Objective	1.To know scientific names for male and female sexual parts and use them confidently. (BS)
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> • use body part names such as penis, vagina/vulva, testicle and breast confidently • give an example of one new thing they have learnt about the body.
Teaching Activities	Points to Note
1.1 Carry out the Draw and Write Exercise Draw the Difference . Use this as a baseline assessment of children's awareness of body parts and scientific names and choose subsequent activities on the basis of your findings. A	<ul style="list-style-type: none"> • See Resource 1 Draw the Difference. • Information about using Draw and Write activities can be found in the TG Classroom Strategies.
1.2 Having completed the Draw and Write (1.1) activity ask the children to share with you any doctor/scientific names for body parts they have written down. As a class, collect a written list of external body part names – including sexual parts. Accept (inoffensive) colloquial names for body parts, but place them alongside scientific names. Ask pairs of children to pick one body part from the list and discuss where this body part is located and its function. Ensure that the children are aware of the scientific names for parts of the body including names for sexual parts where this is appropriate <i>e.g. penis, testicles, breast, vagina/vulva</i> . Challenge the children by asking if any of them know the doctor words for any other parts of the body <i>e.g. thorax, intestine, humerus</i> . Explain that some body parts are found in males and females and some are found in just males or females. Using different coloured markers underline the body parts found in just males in one colour and just females in another colour.	<ul style="list-style-type: none"> • At this age some children may still be unfamiliar with the scientific terminology for male and female sexual parts and it is necessary therefore to allow them to use their own language <i>e.g. 'willie', 'noo-noo'</i> when referring to them, but encourage them to use the scientific terminology. Refer to 6D Use of Vocabulary in Primary RSE for further guidance. • You may refer to NSPCC Pants Rule teaching materials to focus on personal safety issues closely linked to this activity. http://www.nspcc.org.uk/preventingabuse/keeping-children-safe/underwear-rule/ • Try to choose 'unstereotypical' colours for males and females if your stationery supply allows.
1.3 In pairs, using Resources 2, 3 and 4, give the children drawings of adult male and female bodies. The children then mark on their outlines the names of parts of the body in the appropriate place. Visit each pair and ensure that the children have marked on the outline of the body the parts that make males and females different. You may use the IWB to place the names on a picture of an adult male and female body. Discuss the physical differences between males and females and ensure that the children are aware of the appropriate scientific language. A	<ul style="list-style-type: none"> • In RS 1 the children will have looked at a child's body. Here the focus is on adult bodies, so a little new terminology is needed <i>e.g. breast, pubic hair</i>. • Use Resource 2 KS2 Adult Male Body, Resource 3 KS2 Adult Female Body and Resource 4 Body Part Labels. • The focus of this activity is external parts of the body. Ensure that you correct sensitively any misinformation that the children may have.

What does **Healthy & Safer Lifestyles: Relationships and Sex Education** look like in Year 5?

Unit Description

This unit of work is intended for use with children in Year 5. It focuses on basic anatomy, reinforcing the physical differences between female and male bodies and introduces names and functions of internal organs, building on the work carried out in Unit RS3. It examines the changes that happen to people's bodies at various stages in their lives, especially at puberty. It includes learning about menstrual wellbeing. The children will learn about the benefits of carrying out regular hygiene routines, including how good hygiene is important for preventing the spread of viruses and bacteria. They will examine their own personal hygiene practices and consider new personal hygiene routines relevant to puberty. They will examine the ways in which they will have new responsibilities for their personal hygiene in the future. The main themes of this unit are 'body knowledge', 'body functions', 'body awareness/image', 'personal hygiene' and 'prevention of illness and disease'.

RSE lesson in Year 5

Section A - Body Knowledge	
Framework question/s	What are male and female sexual parts called and what are their functions? (BS)
Learning Objective	1. To identify male and female sexual parts confidently and describe their functions (BS)
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> name confidently the sexual parts outside male and female bodies name confidently the sexual parts inside male and female bodies.
Teaching Activities	Points to Note
<p>1.1 Carry out the Draw and Write Exercise using Resource 1. Use this as a baseline assessment of children's awareness of body parts and select and fine-tune subsequent activities based on your findings. A</p>	<ul style="list-style-type: none"> Use Resource 1 Draw the Difference and refer to Draw and Write in the TG Classroom Strategies. All children need to be able to name the body parts of both males and females confidently. Ideally, this activity will take place in a mixed group. Refer to your Relationships Education policy for further guidance. Ensure that you are aware of children who, for religious or cultural reasons, might find discussion of bodies in mixed company uncomfortable. Refer to 8L Leading Discussions in RSE for further guidance. If you feel the children in your class lack confidence in using scientific words to describe sexual parts, you should consider doing Activity 2.1 at this point. If the children are confident in naming the external parts of the body using scientific words, consider moving straight to activity 1.3.
<p>1.2 Explain to the children that you are going to discuss the sexual organs of males and females that are outside the body. In groups, provide the children with diagrams of male and female external sexual organs (Resource 2 Male External Parts, Resource 3 Female External Parts) and ask them to label the diagrams using words provided e.g. foreskin, testicles, vulva, vagina (You might use vocabulary given by the children in 1.1 alongside the scientific words to build their confidence.). As a class, discuss each of the organs and its functions. Begin a class dictionary or poster of body parts. Allocate each group a different body part and ask them to decide on a short definition for that part. Collect these together for future reference, perhaps using your IWB.</p>	<ul style="list-style-type: none"> You might consider doing activity 2.1 before this one. Encourage the children to use these words confidently and without embarrassment. Acknowledge the other names they use, but emphasise the scientific ones. Refer to 6D Use of Vocabulary in Primary RSE for further guidance and information. Use Resource 2 Male External Parts and Resource 3 Female External Parts. You may refer to NSPCC Pants Rule teaching materials to focus on personal safety issues closely linked to this activity. www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/  All staff have a responsibility to be aware of the warning signs and symptoms that a child may be at risk of female genital mutilation (FGM) and must report a concern. Learning scientific names for body parts and building confidence in talking about them is a widely recognised protective factor. Visit www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/ for more information.

What is the non-statutory element of **Sex Education** in Year 6?



Unit Description

The unit is intended for use with children in Years 5 and 6. It begins with a focus on sexual intercourse and the human lifecycle. The children will examine how puberty brings about changing feelings and relationships with friends and family and consider ways to manage emotions so that they are able to express their feelings and concerns positively.

They will explore the meaning of love and consider their responsibilities to care for themselves and others. They will consider the need for trust and love relationships. In this context, there is the opportunity to discuss responsible parenting choices and the use of contraception. The themes covered in this unit are 'the human lifecycle', growing up', personal responsibilities' and 'parents, carers and families'.

An example of a Sex Education lesson in Year 6

Children can be withdrawn from these lessons

Section A: The Human Life Cycle	
Framework question/s	What are different ways babies are conceived and born? (Sex Education)
Learning Objective	1. To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse. (Sex Education)
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> name internal and external sexual parts for males and females, using scientific words describe the stages of fertilisation ask a question about sexual intercourse.
Teaching Activities	Points to Note
<p>1.1 Individually, ask the children to make two lists of words. The first list should include any words at all they know for female internal or external sexual parts. The second list should give any words they know for male internal or external sexual parts. Emphasise that the words can be any words they know, whether they use the words themselves or not. Reassure them that you are not worried about spelling. Once they have made their lists, ask the children to put a tick by any words they think a doctor might use (or scientific words). Ask them to put a line under words they think would be okay to use at school. Ask them to put a cross by any words they think are not appropriate to be used in school. Once they have annotated their lists ask the children for any words which a doctor might use to describe male and female bodies and collect these together in a list, consolidating children's understanding of the functions of each named part. Explain that these are the words that you will be using in your topic. Keep the list to hand as a poster or electronically. Dispose carefully of any lists recorded on paper.</p>	<ul style="list-style-type: none"> This activity might address any 'giggleness' the children might feel. Some children will include words you consider inappropriate or even rude. Emphasise the purpose of the activity which is to establish an acceptable list of words which everyone understands. Allow children some 'giggle' time.  Be aware that some children might already have accessed or viewed explicit and possibly pornographic images online. Be prepared to speak to individuals or groups about such images, and follow your Safeguarding Policy. Refer to 6B Answering Children's Questions Relating to RSE. See www.nspcc.org.uk for more guidance on talking to children about explicit images. Also see 6J Consent, Pornography, Sexting for the primary school contexts.  Causing or allowing a child to view pornographic material may constitute child abuse. Discuss concerns about children who have viewed inappropriate material with your DSL.
<p>1.2 Show the children an unlabelled diagram of male and female internal sexual parts. Use Resource 1 Male and Female Internal Organs and ask them to use the diagram to jog their memories about the parts they can name and identify. A</p>	<ul style="list-style-type: none"> Use Resource 1 Male and Female Internal Organs. This resource was previously used in unit RS5. You might need to review the learning in more detail. If so, go back to RS5 and review learning ideas there.