

Effective Delivery of Healthy Relationships and Sex Education in Primary School

January 2019

- What is your first memory of HRSE?

*This could either be delivering or receiving
(you will not need to feed this back)*

Aims of the workshop

- To share the new scheme of work we have in place to teach 'Healthy Relationships and Sex Education'
- To share the resources we will use with your children in school
- To explain why we have changed to a new scheme of work

Class Rules

Class Rules

- Respect
- Openness
- Confidentiality
- Kindness
- Right to pass
- Right to speak
- Right to express views
- Responsibility to listen
- Participate when you feel comfortable

What is SRE?

“Sex and relationships education (SRE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.”

Sex Education Forum (www.sexeducationforum.org.uk)

Legislation and Guidance

- All schools must provide a curriculum which ‘promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.’ (***Education Act 2002 and Academies Act 2010***)
- Under the ***Children’s Act 2004*** maintained schools also have a statutory duty to promote children and young people’s well-being - SRE can contribute to this duty
- Under the ***Equality Act 2010*** schools are expected to fulfil the general duties of this act, which are to:
 - eliminate unlawful discrimination, harassment and victimisation
 - advance equality of opportunity
 - foster good relations
- Schools are expected to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

SRE Specific Legislation and Guidance

- There is further legislation under the ***Education Act 1996*** and the ***Learning & Skills Act 2000***, which details specific requirements for the teaching of SRE, which includes:
- The sex education elements of the National Curriculum Science Order are mandatory for all pupils of primary and secondary school age
- All maintained schools must have an SRE policy approved by governors
- ***DfEE SRE Guidance 2000*** remains current government guidance
- Parents have a right to withdraw their child from any school SRE taught outside the statutory Science curriculum

‘Inspecting safeguarding in early years, education and skills settings from September 2015’. Safeguarding action may be needed to protect children from:

- Neglect; physical abuse; sexual abuse; emotional abuse
- Bullying, including online bullying and prejudice-based bullying
- Racist, disability and homophobic or transphobic abuse
- Gender-based violence/violence against women and girls
- Radicalisation and/or extremist behaviour
- Child sexual exploitation and trafficking
- The impact of new technologies on sexual behaviour, for example sexting
- Teenage relationship abuse
- Substance misuse
- Issues that may be specific to a local area or population, for example gang activity and youth violence
- Domestic violence
- Female genital mutilation
- Forced marriage
- Fabricated or induced illness
- Poor parenting, particularly in relation to babies and young children
- Other issues not listed here but that pose a risk to children, young people and vulnerable adults.

Key Stage 1 (age 5-7 years)

Year 1 pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years)

Year 5 pupils should be taught to:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Terminology Activity

SRE Policy

We have written a new policy which is being ratified by the Governors. When it has been approved, it will go on to the website.

What should be delivered when?

Can you sort through the topics and match them to the year group you think this should be taught in.

Exploring resources to use in the curriculum

Scheme of Work

Word Box: Dress, undress, clean, smelly, flannel, sponge, towel, hands, toothpaste, toothbrush, hairbrush, comb, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad.

Early Learning Goals Prime Areas

Physical Development
Health and self-care

Learning Intentions and Learning Outcomes

Learning Intention
To consider the routines and patterns of a typical day

Learning Outcomes
Understand some areas in which the children can look after themselves e.g. dressing and undressing

Title

Lesson 1
[Our Day](#)

Resources

Glove puppet
[Our Day pictures](#)

Physical Development
Health and self-care

Learning Intention
To understand why hygiene is important

Learning Outcomes
Explain why it is important to keep clean
Understand some basic hygiene routines

Lesson 2
[Keeping Ourselves Clean](#)

Glove puppet
Items related to hygiene, e.g. flannel, sponge, towel, toothbrush, toothpaste, shampoo, soap, comb, brush
[Keeping Clean pictures](#)
The Smelly Book, Babette Cole

Additional Activities
Anatomically correct dolls
Suggested reading:
The Boy Who Hated Toothbrushes, Zehra Hicks

Personal, Social and
Emotional Development
Making Relationships

Learning Intention
To recognise that all families are different

Learning Outcomes
Identify different members of the family
Understand how members of a family can help each other

Lesson 3
[Families](#)

The Family Book, Todd Parr
[Families pictures](#)
Paper for drawing pictures

Additional Activities
Suggested reading:
All Kinds of Families! Mary Ann Hoberman
I'll take you to Mrs Cole, Nigel Gray

Growing & Caring For Ourselves

Key Stage 1

Scheme of Work

Word Box: Clean, similar, different, family, boy, girl, male, female, private parts, penis, vagina

PSHE Programme of Study Core Theme 1: Health and Wellbeing

- the importance of and how to maintain personal hygiene
- about the process of growing from young to old and how people's needs change
- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
- about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them

Learning Intentions and Learning Outcomes

Learning Intention
To understand some basic hygiene principles
Learning Outcomes
Know how to keep clean and look after oneself

Learning Intention
To introduce the concept of growing and changing
Learning Outcomes
Understand that babies become children and then adults
Know the differences between boy and girl babies

Learning Intention
To explore different types of families and who to ask for help
Learning Outcomes
Know there are different types of families
Know which people we can ask for help

Lesson Title

Lesson 1
[Keeping Clean](#)

Lesson 2
[Growing and Changing](#)

Lesson 3
[Families and Care](#)

Resources

Talking object
Story bag containing sponge, toothbrush and soap (and a school jumper or shirt if available)
[Keeping Clean pictures](#)

Talking object
Story bag containing [Pictures of newborn babies](#)
[Lifecycle picture cards](#)
[Lifecycle word cards](#)
[Lifecycle whiteboard summary](#)

Talking object
Story bag - containing plaster and skipping rope
[Families pictures](#)
The Family Book, Todd Parr
Additional Activities
Suggested reading:
Happy Families, Allan Ahlberg
Who's in a Family? Robert Skutch



Year 2

Differences

Key Stage 1

Scheme of Work

Word Box: Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vagina

PSHE Programme of Study Core Theme 1: Health and Wellbeing

- about the process of growing from young to old and how people's needs change
- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls

Science Attainment Targets

- notice that animals, including humans, have offspring which grow into adults

Learning Intentions and Learning Outcomes

Learning Intention

To introduce the concept of male and female and gender stereotypes

To identify differences between males and females

Learning Outcomes

Understand that some people have fixed ideas about what boys and girls can do

Describe the difference between male and female babies

Lesson Title

Lesson 1

Differences:
Boys & Girls

Resources

2 large PE hoops

[Boy/Girl/Both labels](#)

Bag of objects and clothing to explore male and female

or [Pictures of objects and clothing](#)

[Clothed Babies picture cards](#)

[Clothed Babies whiteboard summary](#)

[Pictures of newborn babies](#)

Additional Activities

Recommended reading:

Happy Families, Allan Ahlberg,

Princess Smartypants, Babette Cole

William's Doll, Charlotte Zolotow

Amazing Grace, Mary Hoffman and Caroline Binch

Learning Intention

To explore some of the differences between males and females and to understand how this is part of the lifecycle

Learning Outcomes

Describe some differences between male and female animals

Understand that making a new life needs a male and a female

Lesson 2

Differences:
Male and
Female

Talking object

[Pictures of male and female animals](#)

[Cats and Kittens worksheet](#)

Anatomically correct toy farm animals

www.toysnfun.co.uk

Learning Intention

To focus on sexual difference and name body parts

Learning Outcomes

Describe the physical differences between males and females

Name the male and female body parts

Lesson 3

Naming the
Body Parts

2 large PE Hoops

[Hoop labels](#)

[Body Parts picture cards](#)

[Female x-ray picture](#)

[Body Parts worksheet](#)

Additional Activities

Recommended reading:

Cinderella's Bum, Nicholas Allan

Shapesville, Andy Mills

It's OK to be Different, Todd Parr

Scheme of Work

Valuing Difference and Keeping Safe Key Stage 2

Word Box: Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, worms, family, fostering, adoption, relationship

PSHE

Programme of Study

Core Theme 1:

Health and Wellbeing

- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls

- to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong

Core Theme 2:

Relationships

- to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage
- to judge what kind of physical contact is acceptable or unacceptable and how to respond

Learning Intentions and Learning Outcomes

Learning Intention

To explore the differences between males and females and to name the body parts

Learning Outcomes

Know some differences and similarities between males and females
Name male and female body parts using agreed words

Learning Intention

To consider touch and to know that a person has the right to say what they like and dislike

Learning Outcomes

Identify different types of touch that people like and do not like
Understand personal space
Talk about ways of dealing with unwanted touch

Learning Intention

To explore different types of families and who to go to for help and support

Learning Outcomes

Understand that all families are different and have different family members
Identify who to go to for help and support

Lesson Title

Lesson 1

[Differences: Male and Female](#)

Lesson 2

[Personal Space](#)

Lesson 3

[Family Differences](#)

Resources

[Clothed Babies picture cards](#)
[Pictures of male and female bodies](#)
[Male and female matching cards](#)

Additional Activities

Cinderella's Bum, Nicholas Allan
Shapesville, Andy Mills
Let's Grow with Nisha and Joe, fpa
www.fpa.org.uk/Shop

A bag of textured objects to touch, for example sandpaper, cotton wool, play dough, silky material, a pebble etc.
[Year 3 Problem Pages](#)

[Families pictures](#)
[Who can I talk to? worksheet](#)
The Family Book, Todd Parr

Additional Activities

Tell Me Again About The Night I Was Born, Jamie Lee Curtis
Who's in a Family? Robert Skutch
Happy Families, Allan Ahlberg
Spark Learns to Fly, Judith Foxon
Stranger Danger, Anne Fine

Scheme of Work

Word Box: Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings

PSHE Programme of Study Core Theme 1: Health and Wellbeing

- how their body will, and emotions may, change as they approach and move through puberty
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- about human reproduction

Science Attainment Targets

- describe the changes as humans develop to old age

Learning Intentions and Learning Outcomes

Learning Intention
To explore the human lifecycle
Learning Outcomes
Describe the main stages of the human lifecycle
Describe the body changes that happen when a child grows up

Lesson Title

Lesson 1
[Growing and Changing](#)

Resources

[Lifecycle pictures](#)
[Lifecycle word cards](#)
[What has changed? worksheet](#)
[Lifecycle Quiz slides](#)
[Lifecycle Quiz answers](#)
Additional Activities
[Babies and Children worksheet](#)

Learning Intention
To identify some basic facts about puberty
Learning Outcomes
Discuss male and female body parts using agreed words
Know some of the changes which happen to the body during puberty

Lesson 2
[What is Puberty?](#)

[Body Part Bingo cards](#)
[Bingo Flash cards](#)
[Body Changes pictures](#)
[Our Bodies worksheet](#)

Learning Intention
To explore how puberty is linked to reproduction
Learning Outcomes
Know about the physical and emotional changes that happen in puberty
Understand that children change into adults so that they are able to reproduce

Lesson 3
[Puberty Changes and Reproduction](#)

Story bag items (see lesson plan)
Book: *Hair in Funny Places*, Babette Cole
[Body Changes worksheet](#)
Additional Activities
Suggested reading:
Where Willy Went, Nicholas Allan
Amazing You! Gail Saltz
http://www.bbc.co.uk/science/humanbody/body_interactives/lifecycle/teenagers/



Year 5

Puberty

Key Stage 2

Scheme of Work

Word Box: Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings

PSHE Programme of Study Core Theme 1: Health and Wellbeing

- how their body will, and emotions may, change as they approach and move through puberty
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them

Core Theme 2: Relationships

- to feel confident to raise their own concerns, to recognise and care about other people's feelings

Science Attainment Targets

- describe the changes as humans develop to old age

Learning Intentions and Learning Outcomes

Learning Intention

To explore the emotional and physical changes occurring in puberty

Learning Outcomes

Explain the main physical and emotional changes that happen during puberty
Ask questions about puberty with confidence

Lesson Title

Lesson 1

Talking About
Puberty

Resources

[Puberty Changes Teacher Guide](#)

[Pictures of male and female reproductive organs](#)

[Anonymous questions template](#)

Additional Activities

Changes DVD: All About Us: Living and Growing, Alternative, Unit 2,

Programme 4, <http://www.channel4learning.com/>

Sheets of flipchart paper for body outlines

Learning Intention

To understand male and female puberty changes in more detail

Learning Outcomes

Understand how puberty affects the reproductive organs
Describe how to manage physical and emotional changes

Lesson 2

Male and Female
Changes

[Pictures of male and female reproductive organs](#)

[Puberty Changes Teacher Guide](#)

Menstrual cycle animation

[Male pictures](#)

[Puberty Card Game](#)

[Puberty Card Game answer sheet](#)

[Puberty Card Game whiteboard summary](#)

Model materials: spaghetti (fallopian tubes) and poppy seeds (eggs)

Selection of sanitary wear (tampons, sanitary towels, panty liners)

Anonymous questions from Lesson 1

Additional Activities

www.bbc.co.uk/science/humanbody

[What is the Menstrual Cycle? cards](#)

[What is the Menstrual Cycle? whiteboard summary](#)

[The Menstruation Card Game for Girls and Answers](#)

[Menstruation Card Game whiteboard summary](#)

Learning Intention

To explore the impact of puberty on the body & the importance of hygiene

To explore ways to get support during puberty

Learning Outcomes

Explain how to keep clean during puberty

Explain how emotions change during puberty

Know how to get support and help during puberty

Lesson 3

Puberty and
Hygiene

Kim's Game items and a cloth to cover them (see lesson plan)

[Kim's Game Teacher Guide](#)

[Year 5 Puberty Problem Page](#)

[Year 5 Puberty Problem Page cut-outs](#)

[Problem Page Teacher Guide](#)

Anonymous questions from Lesson 1

Additional Activities

[Puberty Bingo](#)

Puberty, Relationships and Reproduction Key Stage 2

Scheme of Work

Word Box: Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety.

PSHE Programme of Study Core Theme 1: Health and Wellbeing

- how their body will, and emotions may, change as they approach and move through puberty
- about human reproduction
- the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

Core theme 2: Relationships

- to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage
- to recognise what constitutes positive healthy relationships and develop the skills to form them

Learning Intentions and Learning Outcomes

Learning Intention

To consider puberty and reproduction

Learning Outcomes

Describe how and why the body changes during puberty in preparation for reproduction
Talk about puberty and reproduction with confidence

Lesson Title

Lesson 1

[Puberty and Reproduction](#)

Resources

[Puberty Changes Teacher Guide](#)

[Puberty Body Part cards](#)

[Reproduction question sheet](#)

[Reproduction answer cards](#)

[Reproduction whiteboard summary](#)

Additional Activities

[Year 6 Puberty Problem Page](#)

[Year 6 Puberty Problem Page Cut-outs](#)

[Year 6 Puberty Problem Page Teacher Guide](#)

Learning Intention

Consider physical & emotional behaviour in relationships

Learning Outcomes

Discuss different types of adult relationships with confidence
Know what form of touching is appropriate

Lesson 2

[Understanding Relationships](#)

[Relationship pictures](#)

Squares of paper/sticky notes

[Anonymous Questions template](#)

Additional Activities

How Babies are Made DVD programme: All About Us: Living and Growing Alternative, Unit 3 Programme 7. <http://www.channel4learning.com/>

Learning Intention

To explore the process of conception and pregnancy

Learning Outcomes

Describe the decisions that have to be made before having a baby
Know some basic facts about pregnancy and conception

Lesson 3

[Conception and Pregnancy](#)

[How Does A Baby Start? cards](#)

[How Does A Baby Start? whiteboard summary](#)

Anonymous Questions from previous lesson

Additional Activities

[Conception and Pregnancy statements](#)

[Conception and Pregnancy Quiz](#)

[Conception and Pregnancy Quiz Answers](#)

[Pictures of male and female reproductive organs](#)

Model materials: dried spaghetti (fallopian tubes) and poppy seeds (eggs)

Learning Intention

To explore positive and negative ways of communicating in a relationship

Learning Outcomes

To have considered when it is appropriate to share personal/private information in a relationship
To know how and where to get support if an online relationship goes wrong

Lesson 4

[Communicating in Relationships](#)

[Relationship Question cards](#)

[Communication Scenario Cards](#)

[Communication Scenarios answers](#)

[Communication Scenarios whiteboard summary](#)

Additional Activities

Film clip from www.thinkuknow.co.uk



Creating a safe and positive learning environment

- Establishing effective ground rules.
- Child protection and confidentiality.
- Determining learning needs.
- Dealing with spontaneous issues.
- Managing sensitive and controversial issues.
- Being impartial in the provision of information, advice and guidance.

Questions Activity

What does puberty feel like?

What is sperm?

Why do people make weird noises during sexual intercourse?

Why do we have to go through puberty?

Does a penis and a vagina get bigger?

Does a period always start irregular and become regular?

How do you make a baby?

Does a girl have to have big boobs to wear a bra?

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