

Welcome



Relationship Education:

- The Relationships Education and Health Education (England) is **compulsory** for all pupils receiving primary education.
- The Department of Education recommends that all primary schools should have a relationships programme tailored to the age and the physical and emotional maturity of the pupils.
- Lessons will ensure that both boys and girls **are prepared for the changes that adolescence brings.**



Ground rules:

- Lessons will be taught in their usual classes with their class teacher.
- PSHE lessons are a safe place for children to ask questions without judgement.
- There will be question boxes for children to privately write questions / worries to their class teacher.
- Every class has a 'Class Charter' which sets the tone for expectations and behaviour inside and outside the classroom and we use this to help us come up with rules for PSHE lessons. Some of the things that come up in Y5 deal with issues that may be tricky, or sensitive or make some of us feel uncomfortable some of the time and that whilst it is OK to feel these feelings our ground rules can help us to feel as safe as possible.

Some examples might include:

- Listen to each other.
- Be respectful.
- Avoid personal questions.
- Use scientific language for personal and private parts of the body.
- Ask for help if anything makes you feel worried.
- Laugh with, not at.



Yasmine and Tom

Yasmine & Tom is a Family Planning Association (FPA) resource which has been quality assured by the PSHE association.

It explains concepts in a simple and clear manner and uses interactive diagrams to support understanding.



Year 5 objectives:

To know the physical and emotional changes during puberty (Yasmine and Tom Resource Module 3 9-11
Lesson 7, 8, 9

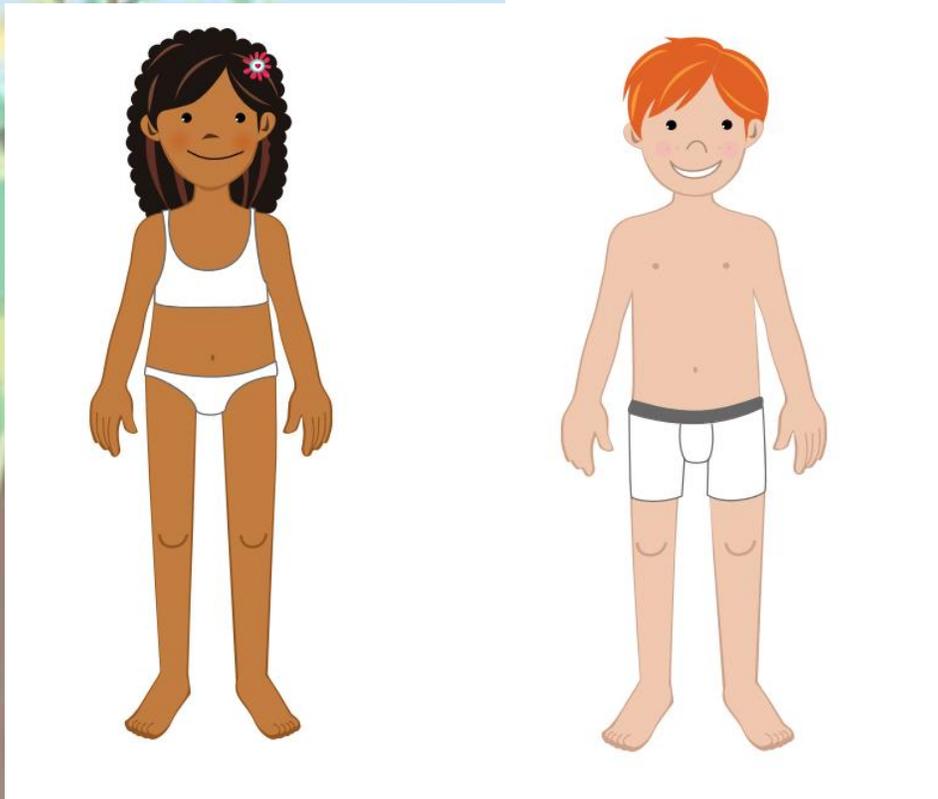
- Puberty
- Periods <https://www.fpa.org.uk/e-learning/my-body-periods/>
- Wet Dreams

To know some cultural practices are not allowed in the UK (FGM/forced marriage)

- We will cover this following the puberty objectives.



L.O: To know the physical and emotional changes during puberty



Changes in Girls

Your ovaries start releasing eggs.

Your periods start.

Your breasts start to grow.

Your hips start to get wider.

Changes in Boys

Your testicles grow larger and fuller.

Your voice becomes deeper.

Hair starts to grow on your face.

Growing up with
Yasmine and Tom

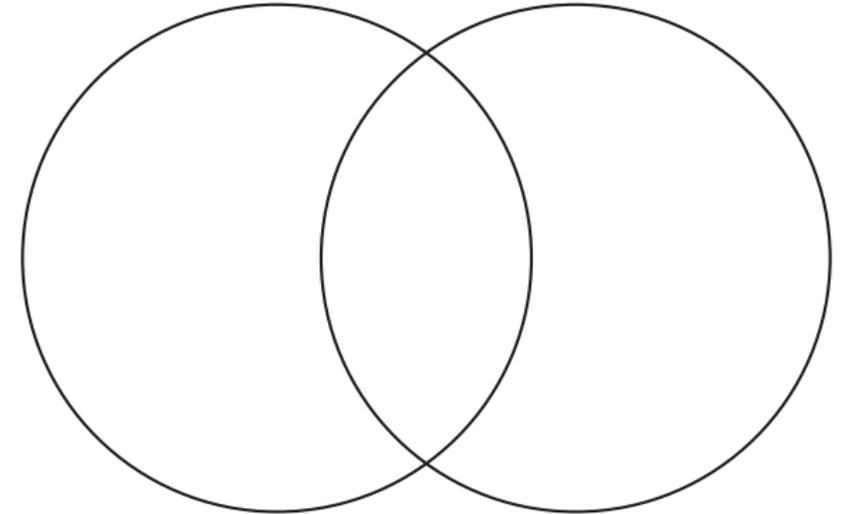


Changes at puberty

Ask pupils to complete in the venn diagram individually, showing their understanding of changes at puberty. Then ask them to write at least one question into the question box provided and discuss with the class all the questions.

Most Girls

Most Boys



Both

Question Box



Year 6

Relationships and Sex Education (*this is the non-statutory part of the curriculum*)

- To know how a baby is conceived and develops
- To explain what happens when a baby is born (*Yasmine & Tom Module 3 9-11 Lesson 10,11,12*)



To know some cultural practices are not allowed in the UK (FGM/forced marriage)

In order to understand how to approach teaching about this, *Tender* came in and ran a workshop a few years ago, and we mirror this as much as possible when teaching about FGM.



A charity who work with young people to prevent abuse and sexual violence by promoting healthy relationships.

*"Today my mum told me that we're going back to our home country for the **whole of the summer holidays** and I'm going to miss the end of term. She told me that I'm going to experience things from my culture and tradition. I'm really excited but I'm also a little bit nervous as it sounds like it's going to be quite different from how I normally spend my summer holidays. She said that I was going to become a woman and that it is part of my **coming of age**. She said that it was really **special to our family**, so we must keep it a **secret**."*



To know some cultural practices are not allowed in the UK (FGM/forced marriage)

Often the children make links to forced marriage and we say that this could be happening to her as there are similarities and it's good to have awareness of these issues, however we then explain that this might be a case of **Female Genital Mutilation**.

In our explanation of FGM, we remind children of the underwear rule and remind them that their private parts are private for a reason, and no one should interfere with them.

We then tell the children what the term FGM stands for and explain that it's not always called that - people may refer to it as cutting or circumcision. (We do not need to describe different types or the health risks.)

The definition of FGM is:

When someone makes a girl have a painful operation on her private parts that she doesn't need because she is not unwell. The word mutilation is a word used to describe the different ways a girl's private parts are damaged or changed. This operation is against the law in this country and it is child abuse.

The definition is important for both for ensuring participants have a safe, solid understanding of the issues.

To know some cultural practices are not allowed in the UK (FGM/forced marriage)

The main learning point we want to get across to the children is that if they are worried that this may be happening to them or someone they know, then they should speak to someone outside of that community or family like a teacher, and that they will be doing the right thing if they do that.

We talk to the children about the importance of needing to tell someone if they are feeling unsafe or uncomfortable and ensure they know when it is appropriate to tell secrets and who they can talk to.

It could happen here!



Any
Questions?

