

RSHE at Wreningham VC Primary School



Our aims of this presentation

We want to:

- Provide you with more details of the Relationship, Sex and Health Education (RSHE) curriculum.
- Give you the opportunity to understand the purpose and content of the RSHE curriculum.
- Inform you of what will be taught and when here at Wreningham.
- Show you examples of some of the resources we use in lessons.
- Through an online survey, give you a chance to ask questions and to have your views included when reviewing our policy and planning.
- Suggestions for what you can do to support your child's learning in RSHE and places you and/or your children can go if you have questions or concerns.

What is RSHE?



Relationships, Sex and Health Education (RSHE)

- This curriculum became statutory in 2020.
- Another way of thinking of this curriculum is ‘helping your child to stay safe and thrive in a modern world’.
- The rationale behind the curriculum:

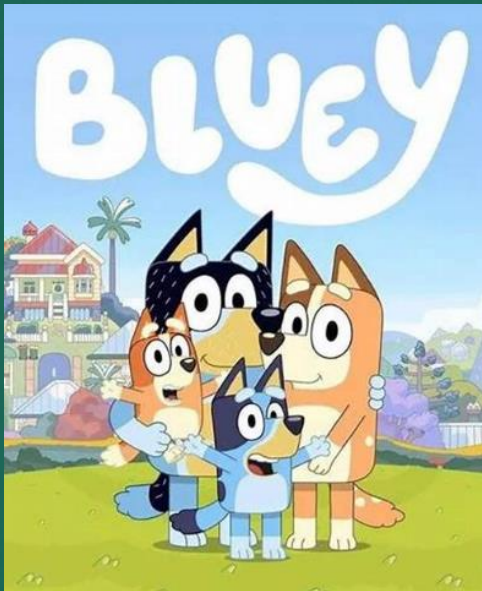
“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment children and young people need to know how to manage their academic, personal and social lives in a positive way”.

– Secretary of State Damian Hinds (2018-2019)

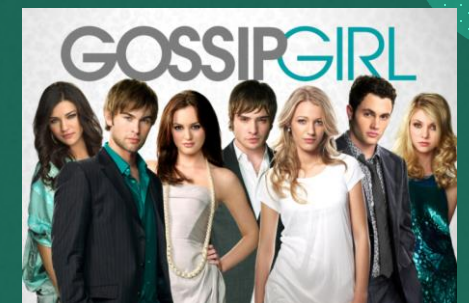
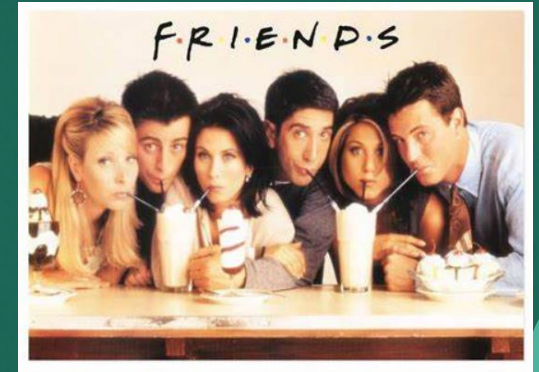


As children grow older, they will be exposed to different things...

- When they are younger...



- As they grow older...



As children grow older, they will be exposed to different things...

- When they are younger...



- As they grow older...



As children grow older, they will be exposed to different things...

- When they are younger...

Nursery Rhymes and Songs - A to Z

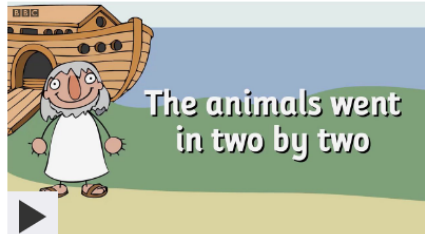
BBC Teach > School Radio > Reception / EYFS > Nursery Rhymes and Songs

100+ videos of traditional Nursery Rhymes with lyrics arranged alphabetically: The animal fair...to Humpty Dumpty...to Wind the bobbin up! All videos include the words on screen and a lyric sheet to print out.



The animal fair

Watch and sing along to the video



The animals went in two by two

Watch and sing along with the video.



Baa baa black sheep

Watch and sing along to the video.

- As they grow older...

This is what heartbreak feels like

Pretty little liar, whatchu gonna say?
Tell me that you love me, lyin' to my face
I know you double-crossed me
Girl, you're such a fake
What a shame, guess my lover was a snake



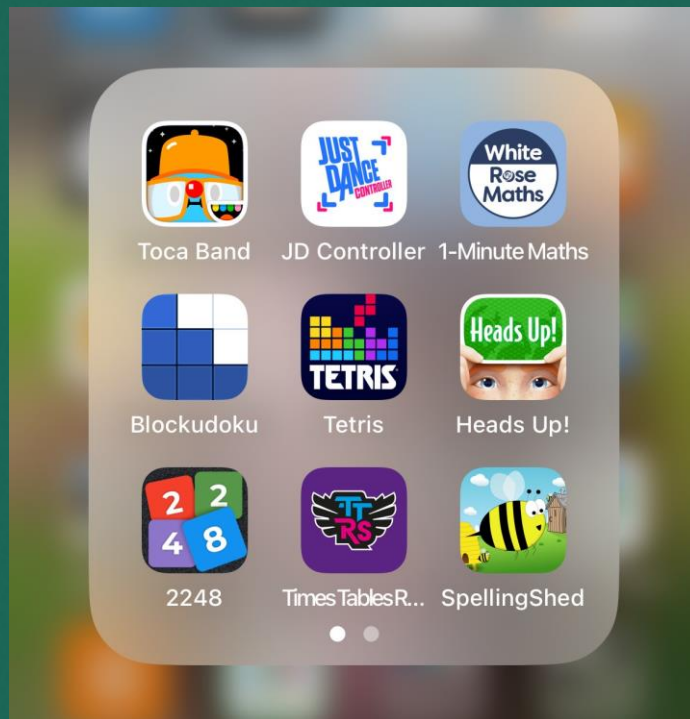
[Verse 1: Perrie]

This is a shout out to my ex
Heard he in love with some other chick
Yeah, yeah, that hurt me, I'll admit
Forget that boy, I'm over it
I hope she gettin' better sex (Ha)
Hope she ain't fakin' it like I did, babe
Took four long years to call it quits
Forget that boy, I'm over it



As children grow older, they will be exposed to different things...

- When they are younger... apps you have downloaded for your children.



- As they grow older... apps they might download themselves or their friends might have.



Ok... so, what?

- The RSHE curriculum has been developed in such a way to help children manage their academic, personal and social lives in a positive way.
- This curriculum aims to equip the children with knowledge to make informed decisions about their health, wellbeing and relationships.
- It also guides the children on where to get help if they are worried or unsure about things.

The Curriculum



Department
for Education

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies,
proprietors, head teachers, principals, senior
leadership teams, teachers

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/relationships-and-sex-education-rse-and-health-education)

Wreningham's RSHE Policy

Together Everyone Achieves More

Wreningham School is committed to Safeguarding
And Promoting the Welfare of children



Wreningham V.C. Primary School

**1 Corinthians 12:12, "There is one body but it has many parts.
But all its many parts make up one body."**

RELATIONSHIPS EDUCATION, SEX EDUCATION AND HEALTH EDUCATION (RSHE) POLICY

Headteacher: Mr RP Jones
Raising Standards Committee
Chair Full Governing Body: Mr. Steve Kittle

[school-policypage \(wreningham.norfolk.sch.uk\)](http://wreningham.norfolk.sch.uk/school-policypage)

Part 1: Relationships Education

1. Families and people who care for me
2. Caring friendships
3. Respectful relationships
4. Online relationships
5. Being safe

Part 2:

Physical health and mental wellbeing

1. Mental wellbeing
2. Internet safety and harms
3. Physical health and fitness
4. Healthy eating
5. Drugs, alcohol and tobacco
6. Health and prevention
7. Basic first aid
8. Changing adolescent body

Part 3: Sex education

(Year 6 children only)




Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs.


Detailed curriculum maps can be found on our school website

Home | Pupils | Parents | School | Governors and friends | School and Eco Councils | Contact


School Policies / Documents
OFSTED and Church Inspections
PE Provision / PE Premium
SATS Results & Performance
Curriculum - British Values
Meet the staff

Teaching/Planning Links


Wreningham VC Primary School
Ashwellthorpe Road,
Wreningham,
Norwich,
Norfolk NR16 1AW

**Wreningham Primary Curriculum**

School Curriculum and Teaching



On this page you will find information relating to our curriculum: our phonics teaching and scheme employed, our current long-term curriculum plan for each class and our online teaching provision and online-platform related information. Just click on the contents list to access the information you require.

Curriculum Contents:

1. [Reading and Phonics](#)
2. [Spellings](#)
3. [EYFS Statement](#)
4. [Long Term Plans](#)
5. [Maths MT Plans based on White Rose](#)
6. [Curriculum Maps](#)
7. [Remote Learning](#)
8. [The National Curriculum](#)

Latest News

EYFS Curriculum Statement:
[Early Years Foundation Stage](#)

Curriculum Subject Maps:
[Science](#)
[Physical Education](#)
[History](#)
[Design Technology](#)
[Art and Design](#)
[Music](#)
[Geography](#)
[French](#)
[Computing](#)
[RSHE-Cycle A](#)
[RSHE-Cycle B](#)
[Religious Education](#)

School > Curriculum and Teaching > RSHE Cycle A and RSHE Cycle B



Cycle A: 2023-24 and then every two years after this.

RSHE

WRENINGHAM VC PRIMARY - CURRICULUM KNOWLEDGE AND KEY SKILLS PROGRESSION



The curriculum maps for Cycle A and Cycle B are reviewed and updated to address the results from pupil voice activities, parent consultation and the needs of the children.

National Curriculum Purpose of Study: Relationships Education	
Topics	By the end of primary school:
1.Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
2.Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. that healthy friendships are positive and welcoming towards others, and do not make of that most friendships have ups and downs, and that these can often be worked through even strengthened, and that resorting to violence is never right. how to recognise who to trust and who not to trust, how to judge when a friendship is n uncomfortable, managing conflict, how to manage these situations and how to seek hel
3.Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for i personality or backgrounds), or make different choices or have different preferences or practical steps they can take in a range of different contexts to improve or support respi the conventions of courtesy and manners the importance of self-respect and how this links to their own happiness. that in school and in wider society they can expect to be treated with respect by others, due respect to others, including those in positions of authority. about different types of bullying (including cyberbullying), the impact of bullying, respor reporting bullying to an adult) and how to get help. what a stereotype is, and how stereotypes can be unfair, negative or destructive. the importance of permission-seeking and giving in relationships with friends, peers and

National Curriculum Purpose of Study: Physical health and mental wellbeing	
Topics	By the end of primary school:
6.Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
7.Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. why social media, some computer games and online gaming, for example, are age restricted. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. where and how to report concerns and get support with issues online.
8.Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

Key Knowledge and Skills- Autumn Term '1' (Cycle A)

Relationships education

Physical health and mental wellbeing

Sex education

Notes about this planning:

- All areas of the curriculum are taught in an age and stage appropriate manner; **parents** were reassured about this after the **parent consultation**.
- Clear links with the National Curriculum are made weekly; this was done to ensure curriculum coverage and to respond to **parents** asking for more detail on each of the different curriculum areas after the **parent consultation**.
- Pupil voice links are highlighted in **pink**.
- Safeguarding links are highlighted in **red**.
- A Safeguarding Education Advisor to speak to families and staff about Computing and online safety – **date TBC**. (**safeguarding**)

Week	National Curriculum (NC)	EYFS	Y1/Y2	Y3/Y4	Y5/Y6
		At the start of every lesson, remind pupils of the working agreement. Take photos, notes, etc, and stick this evidence in the class's RSHE book.			
1	Respectful relationships (throughout the year) Pupils should know <ul style="list-style-type: none"> • that in school... they can expect to be treated with respect by others, and that in turn they should show due to respect to others, including those in position of authority. 	Settling into the new school year <ul style="list-style-type: none"> • 7 Bees of Behaviour • Classroom routines and expectations in terms of behaviour and learning • School wide routines • Playtime and lunchtime rules and expectations • 'Getting to know you' games and activities • Etc. 			
2	Caring friendships (throughout the year) Pupils should know <ul style="list-style-type: none"> • that most friendships have ups and down, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 	<u>My Relationships</u> Pupils understand that there are similarities and differences between everyone and can celebrate this. <i>Resource: Educator Solutions KS1 RSE Solution book</i> <i>Link: SharePoint > Documents > RSHE</i>	<u>Review 'My Relationships (Y2)'</u> <u>My Relationships (Y1)</u> Pupils understand the importance of listening to other people, to play and work cooperatively, including strategies to resolve simple arguments through negotiation. <i>Resource: Year 1, Educator Solutions KS1 RSE Solution book</i> <i>Link: SharePoint > Documents > RSHE</i>	<u>Review 'My Relationships (Y4)'</u> <u>My Relationships (Y3)</u> Recognise a wide range of relationships including the attributes of positive healthy relationships. (NC: Include how important friendships are in making us feel happy and secure, and how people choose to make friends.) <i>Resource: Year 3, Educator Solutions KS2 RSE Solution book</i>	<u>Review 'My Relationships (Y6)'</u> <u>My Relationships (Y5)</u> Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships. <i>Resource: Year 5, Educator Solutions KS2 RSE Solution book</i> <i>Link: SharePoint > Documents > RSHE</i>







How do we teach RSHE?

- Timetabled weekly.
- Each class creates a working agreement to help pupils feel comfortable.
- All teachers will use correct scientific language when talking about parts of the body.
- No pupil will be forced to join in an activity or answer a question.
- All genders taught together.
- Teachers and teaching assistants have been trained to teach these lessons.
- Teachers are unlikely to, and pupils are not be asked to share personal experiences.
- All causes for concern raised as a result of the lessons will be dealt with according to the school safeguarding policy.







How do we teach RSHE?

- It is a spiral curriculum – topics are revisited throughout primary school.
- All topics are taught in an age and stage appropriate way.
- Teaching can be adapted depending on the needs and experiences of the children in each class.







Y_R Year group R

 My feelings	 My body	 My relationships	 My beliefs	 My rights and responsibilities	 Asking for help
Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.	Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.	Pupils understand that there are similarities and differences between everyone and can celebrate this.	Pupils can recognise what they like, dislike and feel empowered to make real, informed choices.	Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.	Pupils can identify the special people in their lives, what makes them special and how special people care for one another.

Y₁ Year group one

 My feelings	 My body	 My relationships	 My beliefs	 My rights and responsibilities	 Asking for help
Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.	Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.	Pupils understand the importance of listening to other people, to play and work cooperatively including strategies to	Pupils can identify and respect the differences and similarities between people.	Pupils understand how some diseases are spread, including the right to be protected from diseases and the	Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.

Y₄ Year group four

 My feelings	 My body	 My relationships	 My beliefs	 My rights and responsibilities	 Asking for help
Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.	Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.	Pupils recognise differences and similarities between people arise from a number of factors Inc. family and personal identity.	Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.	Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.

Statutory requirements



Schools have to teach biological aspects of human growth and reproduction within National Curriculum Science.



From September 2020, all schools will have to teach Relationships Education, Relationships and Sex Education and Health Education.



Equalities Act, 2010



Safeguarding



British Values



Spiritual, Moral, Social and Cultural

Teaching about LGBT



The needs of all pupils must be appropriately met, and that all pupils understand the importance of equality and respect.




LGBT content is fully integrated into the curriculum



All pupils to have been taught LGBT content at a timely point as part of this area of the curriculum



Build a culture through positive action, where homophobia and gender stereotypes are not tolerated.

The background is a dark teal color. On the right side, there are several abstract shapes: a large teal shape with a fine dot pattern, a solid teal shape below it, and a small red circle in the top right corner. The text is white and positioned on the left side of the slide.

Examples of some
of the resources we
use to teach RSHE

Families and people who care for me



Videos



Showing respect

7-year-old Eden and her younger sister Ava show the importance of understanding boundaries and having respect for other members of the family.



When families change and grow

8-year-old Alexa and younger brother Archie's family changed when their mum died. But things changed again and now they have a step-mum and a half-sister.



Supporting and helping one another

8-year-old Josh, twin brother Zac and older brother Nathan show us how they support and care for each other and where they seek help when they need it.



Caring family networks

When 7-year-old Ivy's parents broke up her Dad moved out and she remained with her mum and brother. Ivy says that now she has two families.



Helping out

5-year-old Buster and brother Dexter show us how they help out around the busy family farm and how their responsibilities will change as they get older.



Two mums

5-year-old Henry introduces us to his home life with his Mama, Mummy and little sister Sophie. He shows us his family's loving and caring dynamic.

Families and people who care for me



KS2

Families

Lesson Plans & Resources

Lesson Plans

- Lesson 1: Family relationships..... Page 2
- Lesson 2: Diverse families..... Page 7
- Lesson 3: Family changes..... Page 12



Learning objectives:

To learn about family relationships

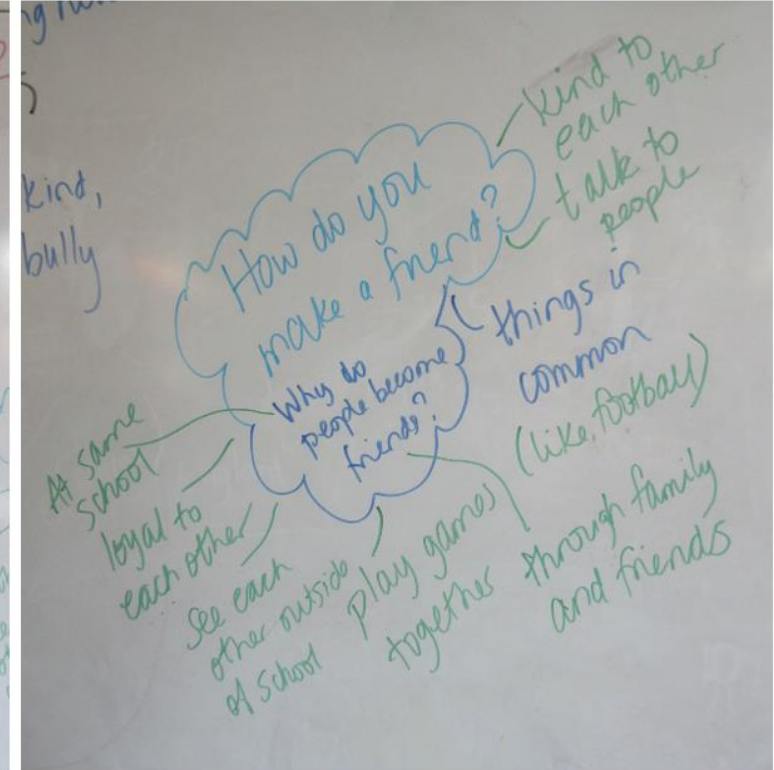
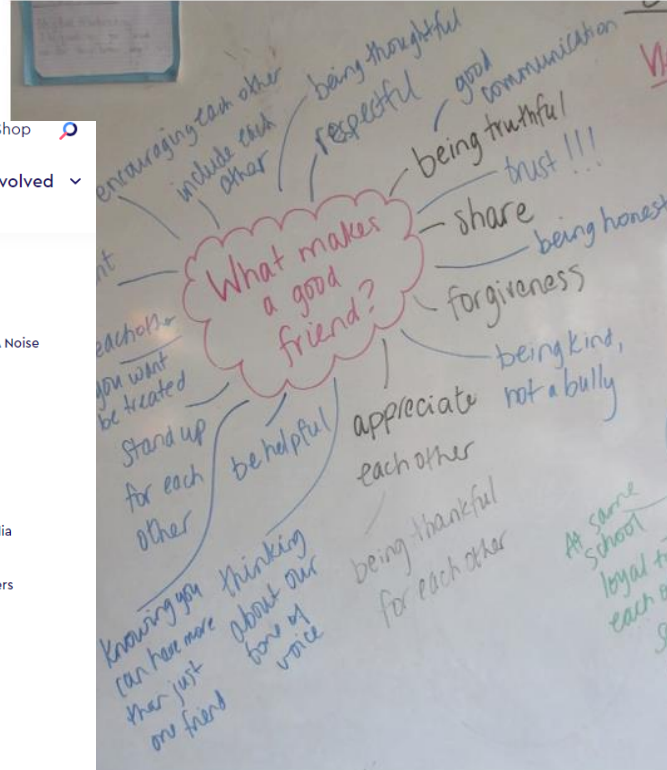
We will be able to:

- recognise the features of family life
- identify the qualities of different family relationships
- explain how families can support and care for each other
- describe positive aspects of belonging to a family

Caring Friendships

3.10.22 RSHE: Caring Friendships

As a class, we talked about what makes a good friend and how do we make friends. This was a helpful conversation today as some of the children had been having some 'up and down' moments with their friends, particularly around how they were speaking to each other and the tone of voice they were using.



- Donate
- News
- Shop
- About ABA
- Tools & information
- Anti-Bullying Week
- Get Involved

Anti-Bullying Week 2023: Make A Noise About Bullying

ABA are official organisers of Anti-Bullying Week and Odd Socks Day in England, Wales and Northern Ireland. Anti-Bullying Week 2023 took place from Monday 13th – Friday 17th November. The theme was Make A Noise About Bullying. The week kicked off with Odd Socks Day on Monday 13th November, where adults and children wore odd socks to celebrate what makes us all unique.

Anti-Bullying Week

- Anti-Bullying Week: Make A Noise
- Odd Socks Day
- School Resources
- Parents and Carers
- Pledge your support
- Contact your MP
- Merchandise
- Get involved on social media
- Official Partners
- Resources from our Members
- Previous years

[Read our report about the impact and reach of Anti-Bullying Week](#)

Anti-Bullying Week 2023: Make A Noise About Bullying

Anti-Bullying Week 2023 took place from Monday 13th to Friday 17th November starting with Odd Socks Day on the Monday.

Odd Socks Day

All you need to do is wear odd socks! It's a great way to celebrate what makes us all unique in Anti-Bullying Week!

Online relationships

RESOURCE FOR 4-7 YEAR OLDS

Jessie & Friends: online safety education for 4-7s

Give your 4-7 year olds the knowledge, skills and confidence to stay safe online with Jessie & Friends, a three-episode animated series and resource pack. You'll find lesson plans, storybooks and activities designed to be used across a range of settings. Jessie and Friends has been awarded the PSHE Association Quality Mark.



[VIEW RESOURCE](#)

[4-7s | CEOP Education \(thinkuknow.co.uk\)](http://thinkuknow.co.uk)

RESOURCE FOR 8-10 YEAR OLDS

Band Runner game and website

Support 8-10 year olds to understand how to stay safe from risks they might encounter online with Band Runner, our fun interactive game that puts children's knowledge about staying safe online to the test. Band Runner is hosted on our Thinkuknow website for 8-10 year olds.

[VIEW RESOURCE](#)



[8-10s | CEOP Education \(thinkuknow.co.uk\)](http://thinkuknow.co.uk)

Mental wellbeing



YR



My feelings

Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.

Y1



My feelings

Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.

Y2



My feelings

Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.

Y3



My feelings

Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.

Y4



My feelings

Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.

Y5



My feelings

Pupils can anticipate how their emotions may change as they approach and move through puberty.

Y6

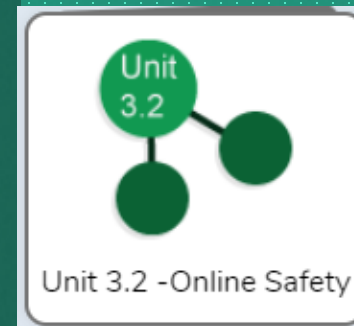
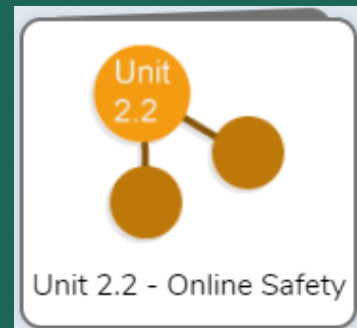
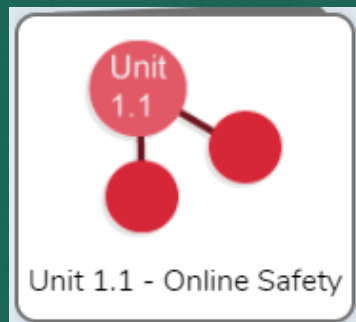


My feelings

Pupils can recognise how images in the media, including online do not always reflect reality, and can affect how people feel about themselves.

Internet safety and harms

Online safety units for each year group



Quizzes for some year groups



Basic First Aid

The topics are adapted appropriately for Reception, Year 1 and Year 2.

KS2 Statutory and Recommended First Aid Pathway

The **Dept for Education** recommends that pupils at KS2 should know:

- How to make a clear and efficient call to emergency services
- Concepts of basic first-aid e.g. dealing with common injuries, including head injuries.

Follow the map of health agenda recommendations on giving your pupils a sound knowledge of first aid.

Recommended for every KS2 pupil
Calling for help and head injuries



KS2 – Year 3
Bites and stings

"Children and young people are growing up in an increasingly complex world....they need to know how to be safe and healthy."

(Statutory guidance, Relationships Education, Relationships and sex education (RSE) Secretary of State, July 2020)



KS2 – Year 5
Bleeding

KS2 – Year 4
Asthma

KS2 – Year 6
Choking



Bonus Topic
Basic Life Support



Well done...
if you have completed all modules you are a KS2 first aider



"Pupils can support their own and others' health and wellbeing, including basic first aid."

(Dept for Education, Physical health and wellbeing, July 2020)

Changing adolescent body



<p>Changing adolescent body (safeguarding) (Spring term)</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> Key facts about puberty and the changing adolescent body, particularly 	<p>My Body</p> <p>Know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.</p>	<p>My Body (Y1 and Y2)</p> <p>Correctly name the main parts of the body, including external genitalia using scientific terms.</p>	<p>My Body (Y3 and Y4)</p> <p>Teach each year group separately.</p> <p>Y3: Pupils know how their body may change as they</p>	<p>My Body (Y5)</p> <p>Pupils can anticipate how their body may change as they approach and move through puberty.</p>
<p>from age 9 through to age 11, including physical and emotional changes.</p> <ul style="list-style-type: none"> About menstrual wellbeing including the key facts about the menstrual cycle. 	<ul style="list-style-type: none"> Importance of hand washing <p>Resource: Educator Solutions 'RSE Solution' KS1 book (on SharePoint)</p>	<p>Pupil recognise how they grow and will change as they become older.</p> <p>Resource: Y1 and Y2, Educator Solutions 'RSE Solution KS1 book (on SharePoint).</p>	<p>grow and develop, how to care for their body and celebrate their uniqueness.</p> <p>Y4: Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.</p> <p>Resource: Educator Solutions 'RSE Solution' KS2 book (on SharePoint).</p>	<p>Resource: Educator Solutions 'RSE Solution' KS2 book (on SharePoint).</p>

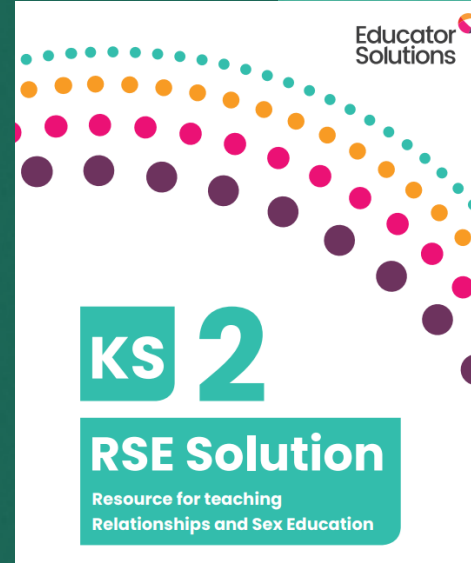
Wreningham's RSHE Policy

Sex Education

Wreningham VC Primary School feels it is important to effectively support pupils' ongoing emotional and physical development, especially when making the transition from primary to secondary school. As in line with the statutory guidance from the Department of Education (DfE), our school has a sex education programme appropriate to the age and the physical and emotional maturity of the pupils. When sex education is taught in year 6, we will teach the children to know and understand what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs.

*Please note this is the only part of the RSHE curriculum in which a parent can request their child be excused from all or part of the lesson. Please see our school RSHE policy for more information: [school-policy page \(wreningham.norfolk.sch.uk\)](https://www.wreningham.norfolk.sch.uk/school-policy)

Year 6 children will learn:



Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs.



Lesson aim:

Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs.



Learning outcomes:

- I can name the sexual organs of a man and a woman
- I know how a man and a woman have sexual intercourse
- I understand how sexual intercourse can lead to reproduction

What else do we do in school?



Each class has a worry monster.



Encourage the children to speak to a trusted adult.



Make links with other areas of the National Curriculum.

What can I do to support my child's learning?

Top tips for talking to your child...

Talking to your child about their feelings, relationships and changing body is important. Building good channels of communication throughout childhood can help your child to communicate with you as future issues of increasing seriousness arise.

Your child needs to know that it's OK to talk, and that you're happy to talk. They will learn this through your body language, tone and manner when you talk so try to behave as you would in any other topic of conversation.

What can I do to support my child's learning?

Below are simple strategies to make talking about feelings, relationships and the body more comfortable:

- ✓ Start by talking about something that you both find comfortable, such as feelings and emotions.
- ✓ Ask your child what they think their friends know/think about the topic, as this provides a way to talk about your child's views indirectly.
- ✓ Avoid 'The Chat'. Talk about these topics little and often over everyday events like playing, drawing, whilst driving in the car or watching TV. This can help to normalise the conversation, easing uncomfortable feelings.
- ✓ Reading a story book containing relevant content is a helpful way to stimulate discussion with your child.

What can I do to support my child's learning?

- ✓ Don't leave it too late. Start talking about relevant topics before you feel your child is approaching a level of curiosity about it, so you establish strong channels of communication in readiness.
- ✓ Be prepared to listen. Your child will want to have their voice heard without feeling judged. Feeling listened to will encourage your child to talk about issues in the future.
- ✓ If your child asks you a question you are not sure how to answer, don't panic! Let them know that you will answer it at another time, making sure you remember to. Sometimes a simple answer can provide a sufficient response.
- ✓ Try to listen calmly, even if what they say surprises or concerns you. Remember that it is good that they are comfortable to discuss issues with you. They need to trust that you will not respond negatively.

Make sure your child knows they can always talk to you anytime, about anything.

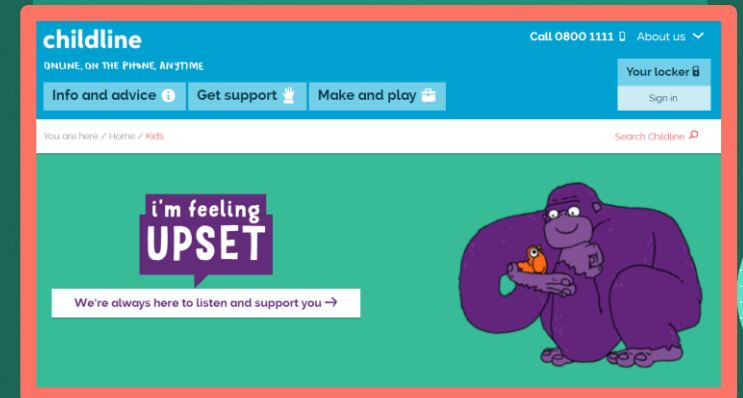
What can I do if me or my child has questions?

- Speak to your child's classroom teacher.
- Childline – they have a website specifically for children under 12

[Childline | Childline](#)

- Just One Norfolk

[Health Advice & Support for Children & Families \(justonenorfolk.nhs.uk\)](http://justonenorfolk.nhs.uk)



Book suggestions

- Books for Topics

[Best children's books - PSHE & Emotional Literacy Topic Booklists \(booksfortopics.com\)](http://booksfortopics.com)



- Visit your local library

- Visit Bookbugs and Dragon Tales

[Bookbugs and Dragon Tales – 41-43 Timberhill, Norwich, NR1 3LA – 01603 964022](http://www.bookbugsanddragontales.co.uk)



- Visit Norfolk Children's Book Centre

[Home | Norfolk Children's Book Centre \(nbc.co.uk\)](http://nbc.co.uk)



Thank you!

Please complete this online survey:

<https://forms.office.com/e/pTGcbZAefJ>

Results will be anonymised and then shared with you in due course.