

PARENT INFORMATION SESSION: PSHE, INCLUDING RSE



**What will my child be
taught?**



AIMS DURING THIS SESSION

We want to:

- Demonstrate how our curriculum meets the changes to legal requirements for RSE from September 2020

WHAT IS PSHE?



The diagram consists of four identical rectangular boxes arranged horizontally. Each box has a light blue background and a darker blue border. The text 'Personal', 'Social', 'Health', and 'Economic' is centered within each box in a bold, black, sans-serif font.

Personal

Social

Health

Economic

WHAT IS RSE?



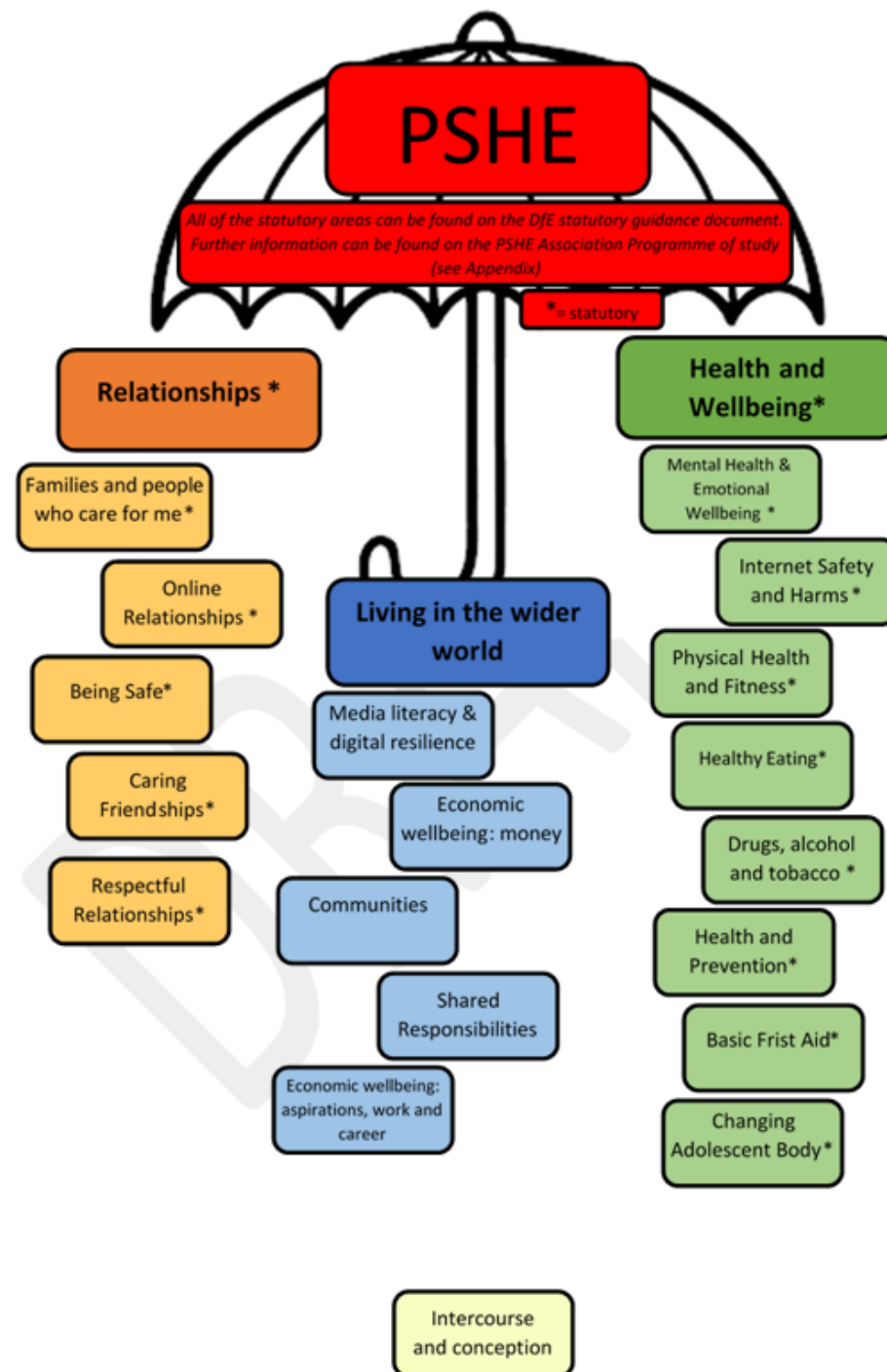
The diagram consists of three light blue rounded rectangular boxes with thin blue borders, arranged horizontally. Each box contains a label. The first box on the left is labeled 'Relationships', the middle box is labeled '&', and the third box on the right is labeled 'Education'. The boxes are slightly offset from each other, creating a layered effect.

Relationships

&

Sex

Education



MISSION STATEMENT

Our mission is to deliver an exciting curriculum, tailored to the needs of every child in school which not only nurtures their interests but encourages them to take risks in a safe and supportive environment. We aim to provide opportunities and experiences that go beyond the constraints of the normal 'National Curriculum' in order to excite, engage and inspire. We have a commitment to ensure that there is a value on life-long learning instilled in all our pupils which in turn will instil a sense of happiness, security and belonging in all who come here.

Building on the school mission statement, PSHE helps to give pupils the knowledge and skills to make informed choices on healthy lifestyle, staying safe on and offline, their economic wellbeing and healthy relationships.

WHAT'S NEW?

We **must** provide the following to all pupils:

- Relationships education
- Health education

The DfE have made it clear that **schools should not** just 'teach to the **guidance**', but see it as the basic requirement which forms part of broader PSHE education.

The statutory guidance outlines what schools **must** cover – though not everything that schools **should** cover – in PSHE from 2020. The Department for Education (DfE) says: *'All elements of PSHE are important and the government continues to recommend PSHE be taught in schools'*.

Changes to PSHE AND RSE

What's new:

- From September 2020, relationships and health education has become a National Curriculum subject for all schools. It's often called PSHE (personal, social, health and economic education).
- Started developing a scheme based on our school values which builds children's understanding each year (This will come into use fully from next school year).

What hasn't changed:

- We always taught PSHE because this subject will support all young people to be happy, healthy and safe, equipping them for life as an adult in British society.
- We use the some of the same Jigsaw resources in the Summer Term, **supplemented with other sources** (RSE and Changing Me)
- Parents still have the right to withdraw their children from sex education in primary school (Year 6 - lessons on conception in the Summer Term), but not from anything else.

WHAT ABOUT SEX EDUCATION?

These new statutory requirements do not extend to **sex education** at KS1 and 2 (beyond the biological/reproductive aspects schools are already required to cover in science and have always taught.)

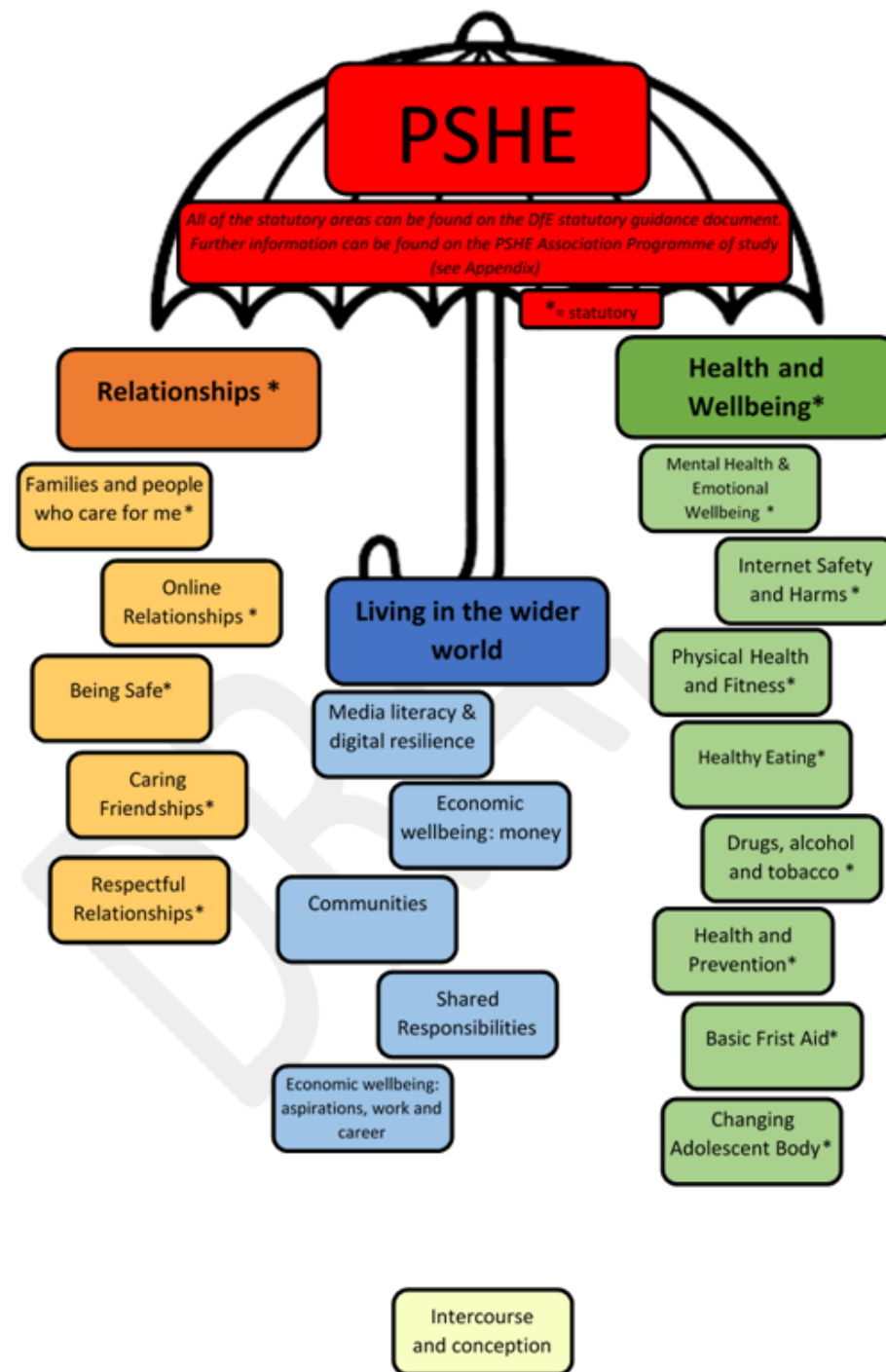
However, the Department for Education *‘continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils’*

Parents will continue to have the right to withdraw their child from sex education but **not** from statutory Relationships Education or Health Education.

Parents have always been able to withdraw their children from any non-statutory content taught at school. Some of this content is now statutory, so parents cannot withdraw their child from that lesson/s

‘Living in the Wider World’ is still non-statutory and is taught to meet the needs of the children in our school.

‘Intercourse and Conception’ is also non-statutory and some parents may choose to withdraw their child from this lesson.



Right of withdrawal

Old Guidelines

- Under the old SRE guidance, until September 2020, parents could choose to withdraw their child (up to the age of 18) from any or all aspects of Sex and Relationships Education that are not included within the statutory National Curriculum.
- This means that parents were not permitted to withdraw their child from elements of sex education (for example reproductive and biological aspects) that are within the science curriculum.
- Schools had to make alternative arrangements for pupils whose parents choose to withdraw them from SRE lessons

From September 2020

- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents will be able to withdraw their child (following discussion with the school) from **any or all aspects of Sex Education**, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'
- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

For more information:



Promotional material

**Relationships, sex and health
education: guides for parents**

***Search 'RSE FAQ' on
GOV.UK***

***Search 'RSE Parent Guide' on
GOV.UK***

WHAT IS RSE?

Relationships

Sex

Ways to help build and maintain caring friendships

Anti-bullying

Families and people who care for me

Showing respect

E-safety

Being safe, like the difference between appropriate and inappropriate touch

Conception (Year 6 only)

CHANGES FOLLOWING CONSULTATION WITH STAFF, GOVERNORS AND PARENTS

Previously-

‘We will teach Relationships and Changing Me units from the Jigsaw scheme of work’

Following consultation-

Jigsaw units-

Moved / changed year group/ eliminated

Some other sources used which we feel are more suited to our pupils and school community.

SCIENCE AND SEX EDUCATION AT KS1

Science Key Stage 1

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

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

MIXED-AGED CLASSES

“My child is in a mixed-aged class. Will they be taught lessons for older children?”

MIXED-AGED CLASSES

Eg Growing and changing

Year 2 – growing older; naming body parts; moving class or year

When Year 2 pupils are taught the scientific names for different parts of their body, Year 1 pupils will revisit their learning on privacy and staying safe (Au- Safe relationships) and do more work on recognising what makes them unique and special; feeling; managing when things go wrong (Su-Growing and changing)

HOW WE TEACH THIS IN YEAR 2

Taught from Jigsaw (previously a Year 1 lesson)

Puzzle 6: Changing Me - Ages 5-6 - Piece 4

Discuss: How do we know when animals are male or female?

Ask the children to work in pairs and briefly discuss a way that boys and girls look different. Pass Jigsaw Jack around the circle for each pair to give their answer; conclude that one way we can tell the difference between boys and girls is by their private body parts.

Say to the children that you are so pleased with how sensible they can be, and that you know they will all really try to be sensible in this next part of the lesson.

Show the PowerPoint slides of the male and female bodies. Ask children names of parts e.g. arm, head etc.

Supply the words Penis, Testicles, Vagina. If there are giggles, ask the children, 'Why do we giggle?' Explain that these are the parts we keep private - and we don't usually show them or talk about them, so we might feel a bit embarrassed or shy.

HOW WE TEACH THIS IN YEAR 2

(CONT.)

Invite the children, if they wish, to share the family names they use at home for these parts. Emphasise that 'family names' for these parts are OK to use sometimes, but it is also important that everyone knows the proper names as well and at school we will use the proper names.

Reinforce that our private parts are those parts that our swimsuits or underwear cover. Ensure 'private' is taken to mean special and important, not 'guilty', 'dirty' or 'not very nice', and that children understand their private parts belong to them and no-one has the right to touch them without their permission.

Emphasise that our private parts are special and nobody should do anything to them which hurts or makes us feel scared. Ask the children what they should do if they feel hurt or scared. Ensure they know who to tell or go to for help.

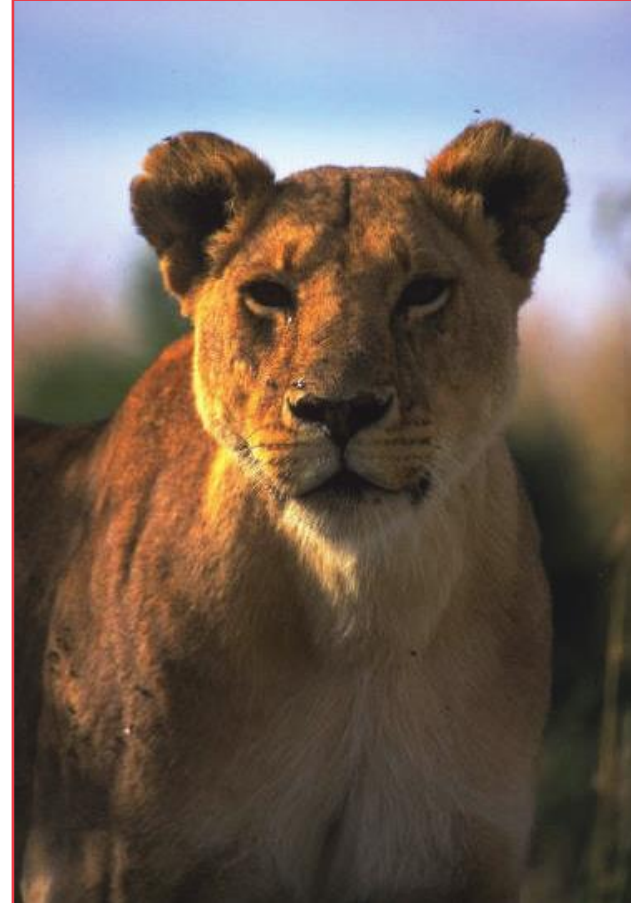
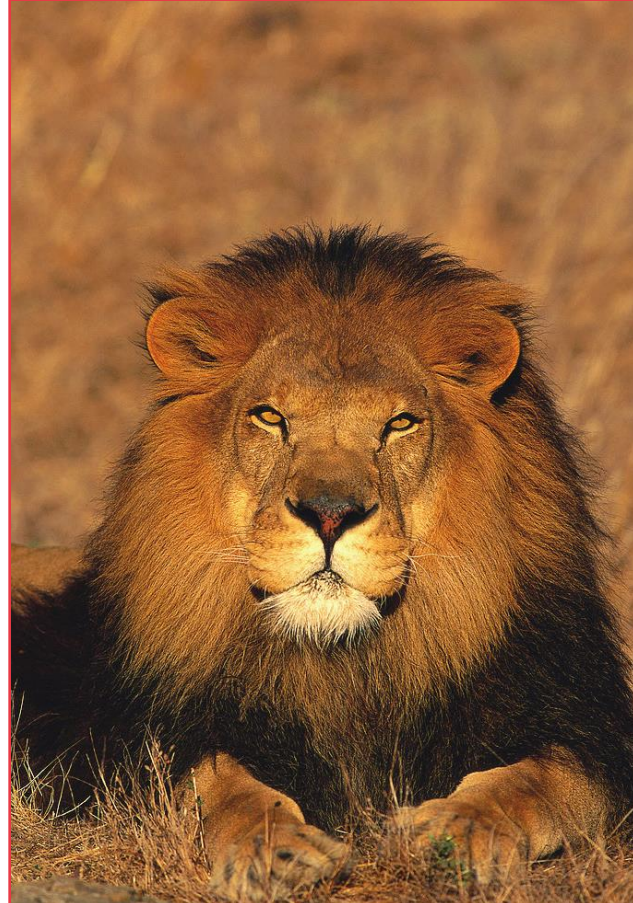
Note: Caucasian skin tone has been used on most of the diagrams. This is for clarity of image. However, teachers should also reinforce that different skin tones exist, and that private parts will also reflect these skin tones. e.g. if we have dark skin then our private parts will also be dark.

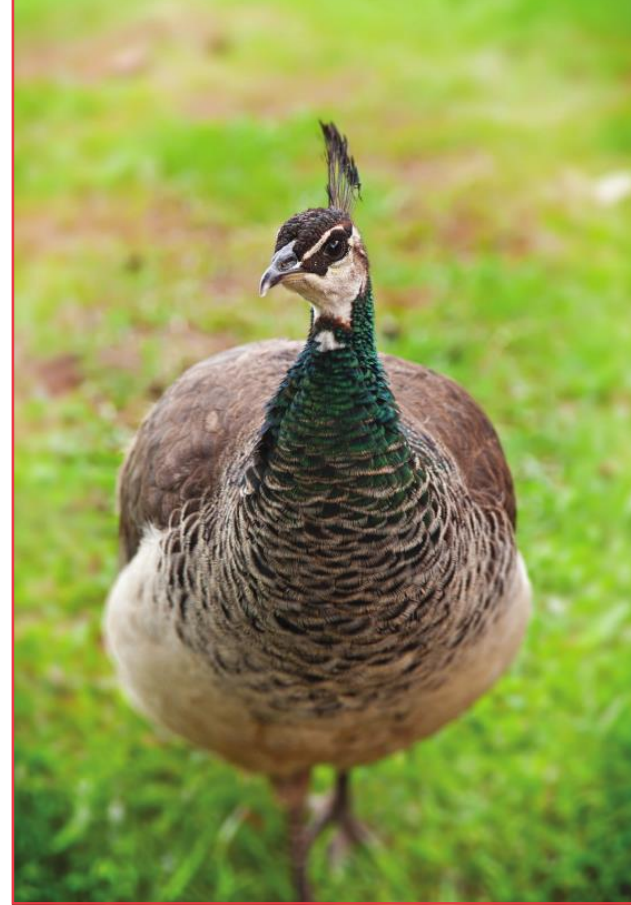
Discuss when it is and isn't OK to talk about these private body parts:

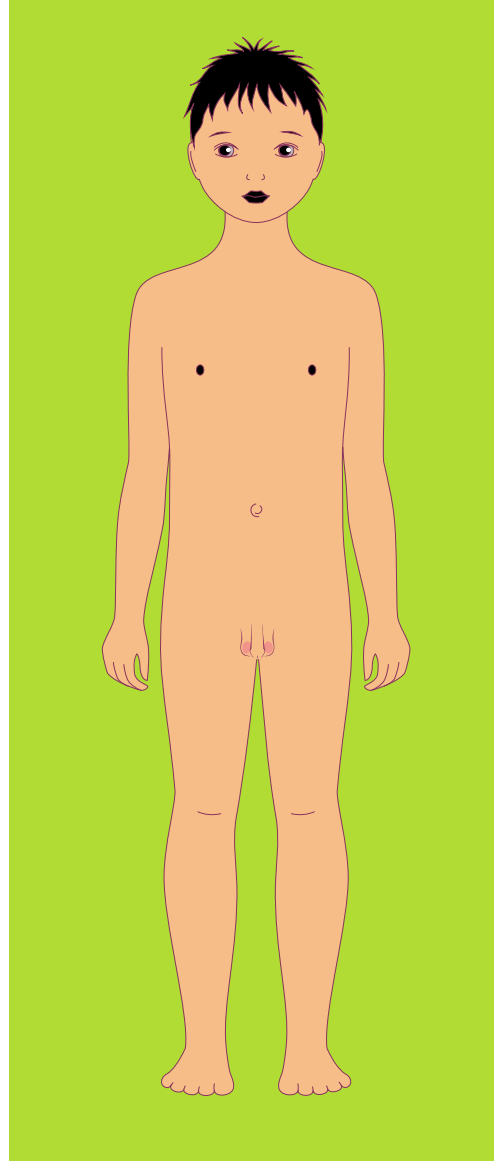
With Mum and Dad? With friends, brothers, sisters? On the playground? With older relatives? With visitors at home? At the doctors?

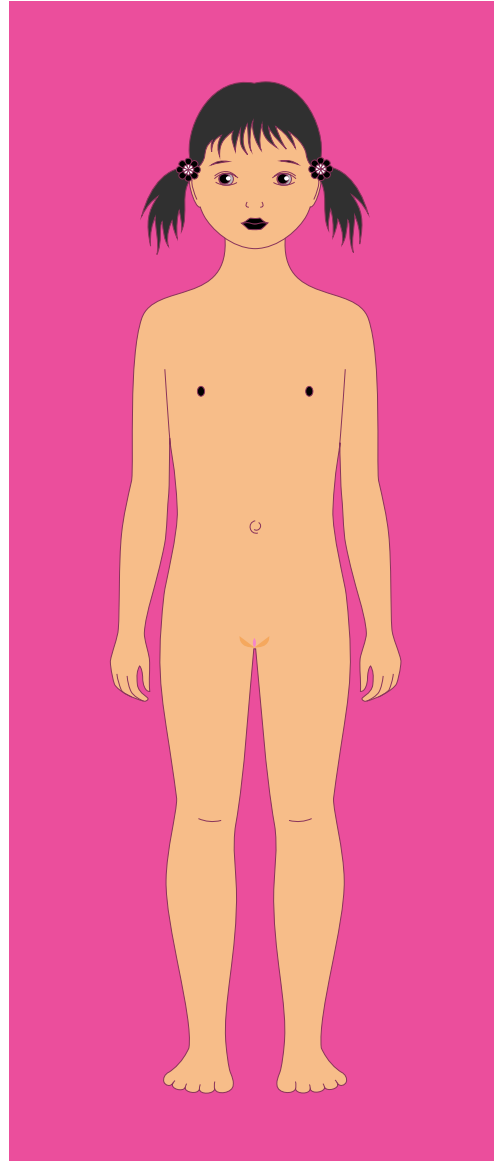












SCIENCE AND SEX EDUCATION AT KS2

Science Key Stage 2

describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

describe the life process of reproduction in some plants and animals

describe the changes as humans develop to old age

learn about the changes experienced in puberty

YEAR 3

No content that may have previously been regarded as 'sex education'.

YEAR 4

Eg Growing and Changing

Physical and Emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.

YEAR 4

Taught from Jigsaw (previously a Year 3 lesson)

Puzzle 6: Changing me – Ages 7-8- Piece 3

Open my mind

Using the different responses that the children gave in Connect us, explain that sometimes changes feel exciting and good, sometimes difficult, and often a bit of both. One thing we can be sure of: there will always be changes in our lives, because living things are always changing.

Explain that everyone is going to learn about an important change which happens gradually to everybody - for the children it will start sometime in the next few years and carry on into their teens.

Introduce the term **puberty**. Ask whether anybody has heard the word and/or knows what it means. Explain that it refers to the collection of changes that will gradually change their bodies from a child's body into an adult's body. Say that the lesson today will only look at changes on the outside of the body, and next time they will learn about the changes on the inside.

Emphasise that puberty is a natural part of growing up for everyone.

YEAR 4

Tell me or show me

Slides 1-2: Say to the children that you are really looking forward to them showing you how mature and grown up they can be in this next part of the lesson.

Lay a large outline figure of a body on the floor in the centre of the group.

One by one, read out the Body Change Cards. Ask the children to think if each change applies to a girl. Ask the children to place the cards that apply on the figure.

Remove all the cards and then repeat the activity, but this time focussing on changes for boys.

Enjoy any humour this process generates! If some of the children do giggle, acknowledge this and ask why people giggle when we talk about some body parts. Explain this is because these body parts are private and we don't normally talk about them. This can make some people feel embarrassed which is why they giggle. Re-emphasise the importance of learning about how their body will change, so that they will not be worried when it happens to them.

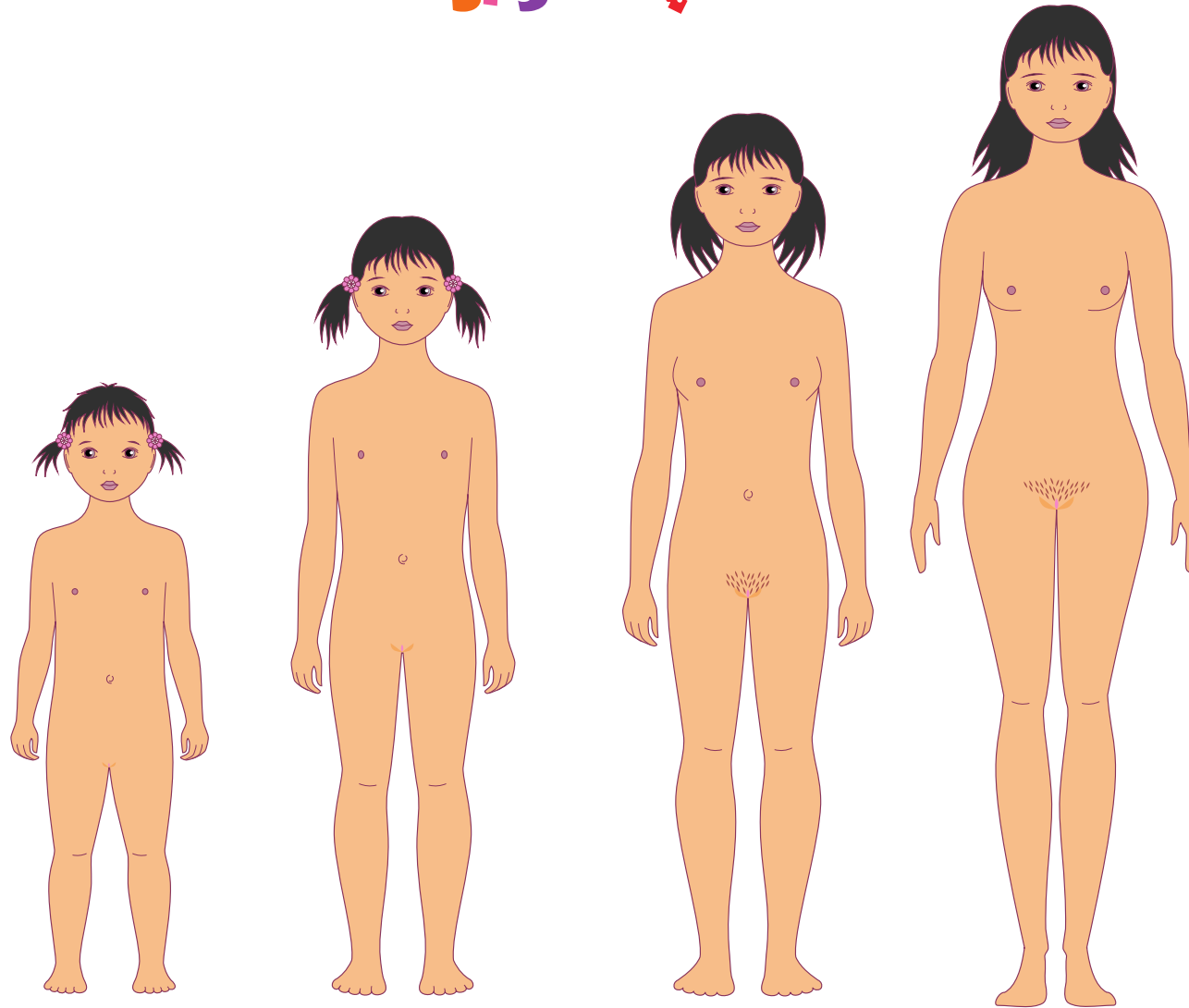
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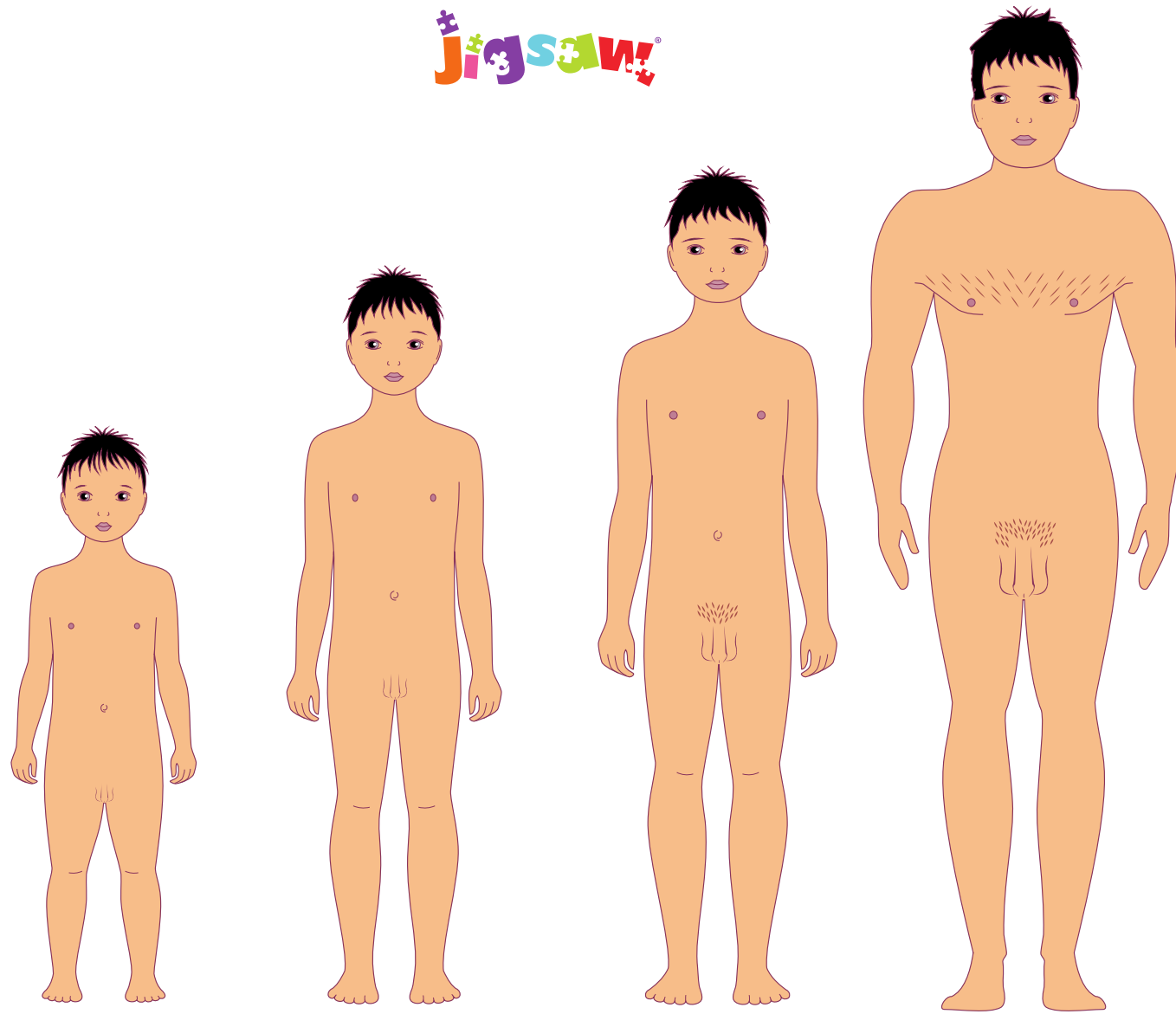
YEAR 4

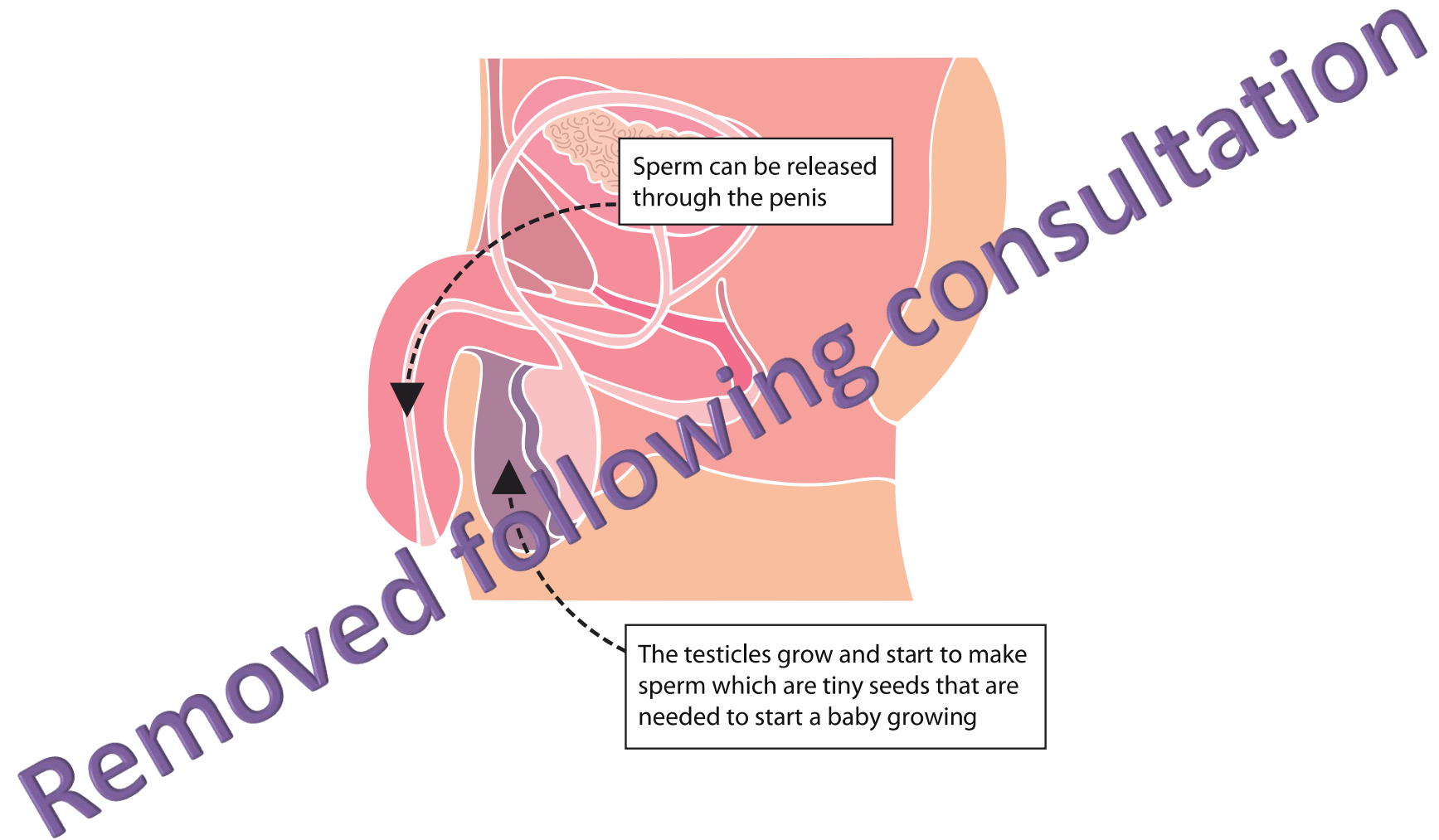
When complete, review the results, check understanding and distinguish again between the changes that are common to both boys and girls and those that are gender-specific. Show the PowerPoint slides to reinforce physical changes from child to adult in males and females.

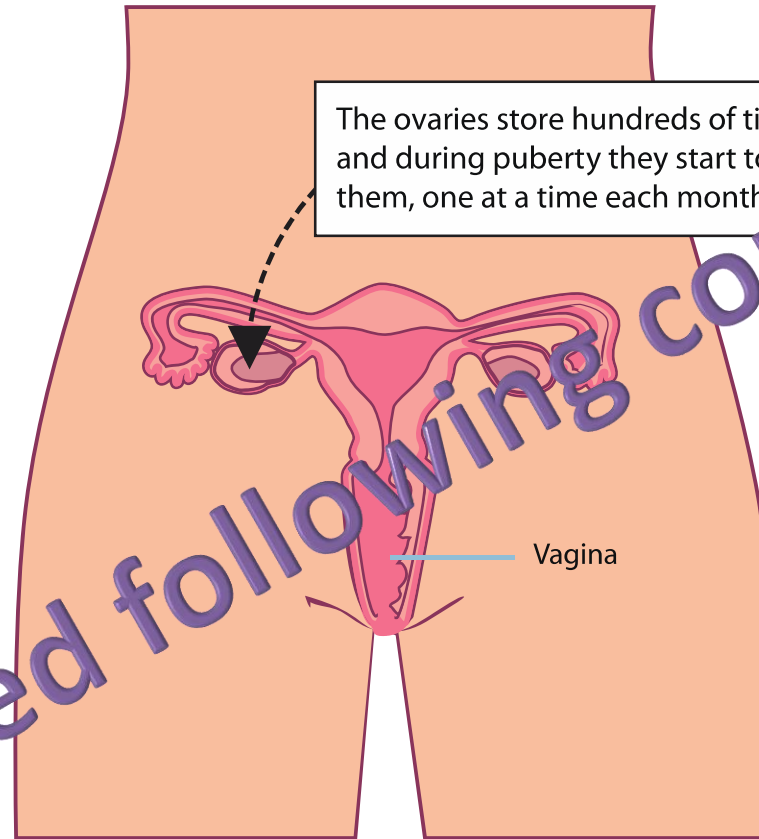
Say that these body changes happen at a different time and pace for each person because our bodies are all unique. Offer reassurance that if they are worried about any of the changes, they can talk to a trusted adult about them.

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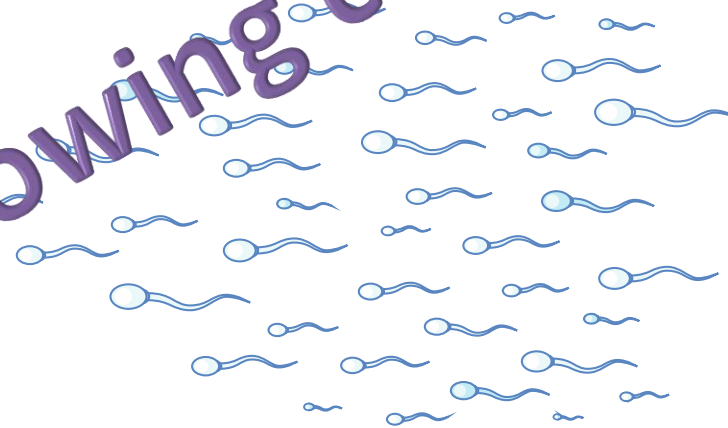
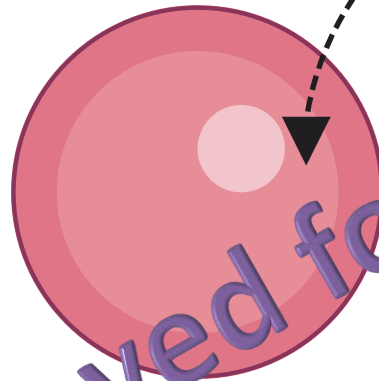




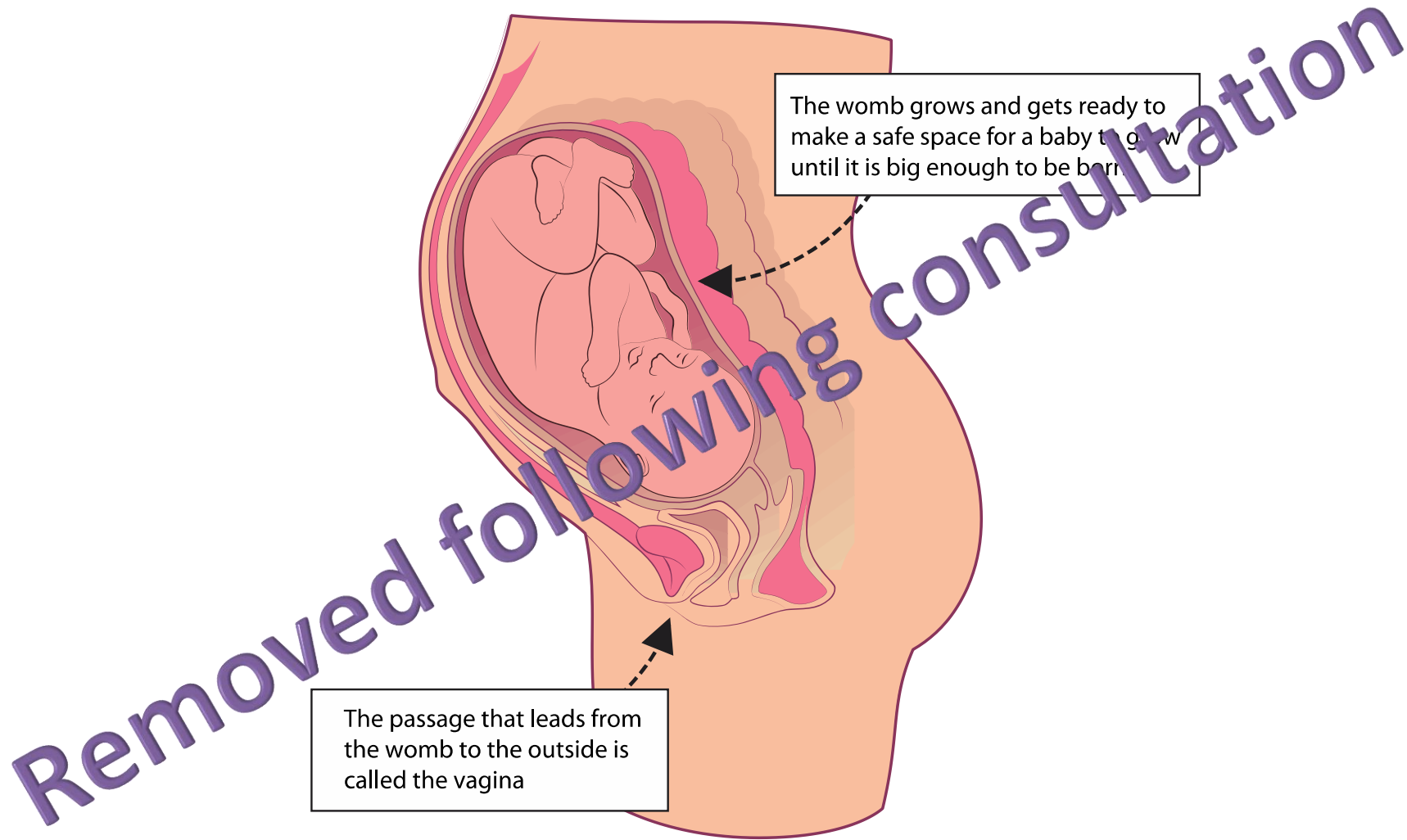
The ovaries store hundreds of tiny eggs and during puberty they start to release them, one at a time each month

Vagina

When one of these ova joins
with a sperm it will start to
grow into a baby



Removed following consultation



YEAR 4

Following this lesson, boys and girls will be split into groups (by sex) so that they have the opportunity to ask any questions. Girls will be given more information on managing menstruation, sourced from 'Betty Education' (PSHE Association accredited resource- part 2 – managing menstruation). This lesson also addresses how menstruation is celebrated in different cultures.

The boys will have the opportunity to ask questions away from the girls.

BETTY RESOURCES (FEMALE ONLY LESSON)

Introduction

Part Two looks at how to deal with periods – from the role of pads and tampons and being supportive of your friends to exploring other cultures around the world, where periods are a cause for celebration!

Learning outcomes

Pupils will be able to:

- identify and discuss how much blood is lost during menstruation
- discuss and assess the benefits of using pads and tampons
- empathise with and support peers during puberty
- identify and discuss different cultural reactions to menstruation



Suggested starter activity

A simple starter activity to do this would be splitting the class into small groups. Each group is given True and False cards.

The teacher reads out a statement about periods, puberty etc... and the group decides whether they think it is true or false. They have a time limit (one minute) to discuss in their groups and hold up one of the cards – each group earn points depending on if they were right.

Example statements;

- Girls start their period aged 11 or 12 **(False)**
- You can tell if a girl has started her period **(False)**
- Just before your period you might feel a bit of stomach pain **(True)**
- Everyone feels emotional before their period **(False)**
- The blood is from the wall of your uterus **(True)**
- It's fine to go swimming or do PE when you have your period **(True)**

BETTY RESOURCES



1 - 2 minutes

Film 4: Introduction film

Join Connah, Esther and Allison again – now they know the period basics, it's time to get down to the nitty gritty. What are the practicalities of having a period? How do we deal with them? This quick introductory video on Part Two: Ok, so periods are inevitable, how can we make the best of them? will begin a section which will put your pupils minds at rest.

Organisation: Class viewing of the film.

Delivery notes

Press play on the Introduction film.



2 minutes

Film 5: How much blood?

The three presenters discuss how much blood they think a woman loses during her period – is it a pint or a few teaspoons? Connah, Allison and Esther then invite pupils to take part in a practical activity using betty samples or any other brand will do..

Organisation: Class viewing of the film.

This film is flexible – if you wish to do the practical activity that follows, this is a great introduction to discussing the amount of blood you lose. However, if you don't have time to do the practical activity, simply carry on when the activity pauses.

BETTY RESOURCES

Animation 2: How do you use a pad?

This easy to understand animation will illustrate how to use a pad when on your period, including how to attach it to your underwear and how often to change it.

Organisation:

Class viewing of the animation.

Delivery notes

Step 1: Once on the 'How do you use a pad?' introduction screen, allow the audio voiceover to play the introduction to the animation.

Step 2: Press play on 'How do you use a pad?' animation.

Discussion points:

- How is best to dispose of a pad when you have used it?
- How do you know which pads to buy?
- What does 'absorbency levels' mean? Does that matter?

Activity 6: With a little help from my friends

An activity that promotes empathy and encourages pupils to use their period knowledge in real life scenarios.

Organisation: Whole class participation using an interactive whiteboard.

Starter activity

Ask a volunteer to sit with their back to the whiteboard so that they are facing the class.

Write an emotion word on the whiteboard which can be seen by the class but not the volunteer. Tell the class they need to help the volunteer guess the emotion by either miming it or describing when someone would feel it.

Build up a bank of words at the side of the board, include confusion, anxiety, anger, stress, worry, irritability, excitement, upset etc...

Remind the class that as well as changes in our bodies, puberty has an impact on our brains too and that all of this can make a difference to our emotions. Ask the group to share the sorts of emotions they think might happen and why.

BETTY RESOURCES

Activity 7: Let's celebrate periods!



In this activity, pupils need to guess which celebration belongs to which culture, before being asked to think about how they would (or wouldn't!) like to celebrate their own period.

Organisation: Whole class participation using an interactive whiteboard.

Starter activity

Introduce the idea that there are lots of cultures that celebrate children becoming adult. Ask them to think about some of the exciting aspects of growing and developing. What is good about becoming adult?

Ask the class if they know of any rituals or ceremonies for boys and girls. This may be an opportunity for the pupils to do some research and for the boys to highlight the ways that they are celebrated too.

Delivery notes

Step 1: Once on the 'Let's celebrate periods!' introduction screen, allow the audio voiceover to play the introduction to the activity.

Step 2: You can choose how you facilitate the activity dependant on your class needs – you could invite individual pupils up to the whiteboard to take turns guessing the answer, or you could invite an answer using the raising of hands.

For a more informal setting, you could allow pupils to shout out their answer.

Step 3: Work your way through the activity's questions – each culture celebrates a girl's period in a different way. A description of the celebration will appear on the screen with a global map alongside with pink markers.

Pupils are asked to guess where the celebration takes place and click the correct marker. Only the correct answer will enable marker to turn to purple. Once the marker turns to purple, you will be able to click 'next'.

YEAR 5

No content that may have previously been regarded as ‘sex education’.

This year (2021) as part of the ‘catch up curriculum’ and to ensure pupils aren’t potentially overwhelmed with information in Year 6, pupils will cover some of the lessons usually taught in Year 4.

YEAR 6

Eg Growing and Changing

Human reproduction and birth; increasing independence; managing transition

In Year 6, we also cover material recommended by the PSHE Association to be taught in Year 4. This specifically includes further detail on male puberty, including erections and nocturnal ejaculation ('wet dreams')

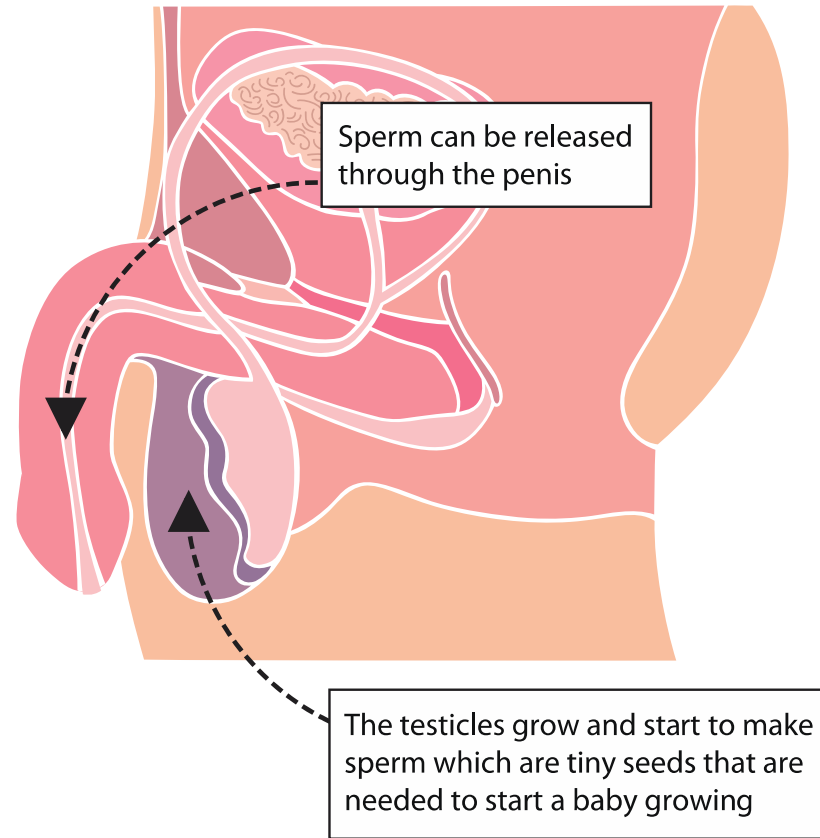
YEAR 6

Taught from Jigsaw (previously a Year 5 lesson on the Jigsaw scheme, but we have always taught this in Year 6) and Medway PSHE scheme of work (recommended by PSHE association.)

Puzzle 6: Changing me – Ages 9-10- Piece 4

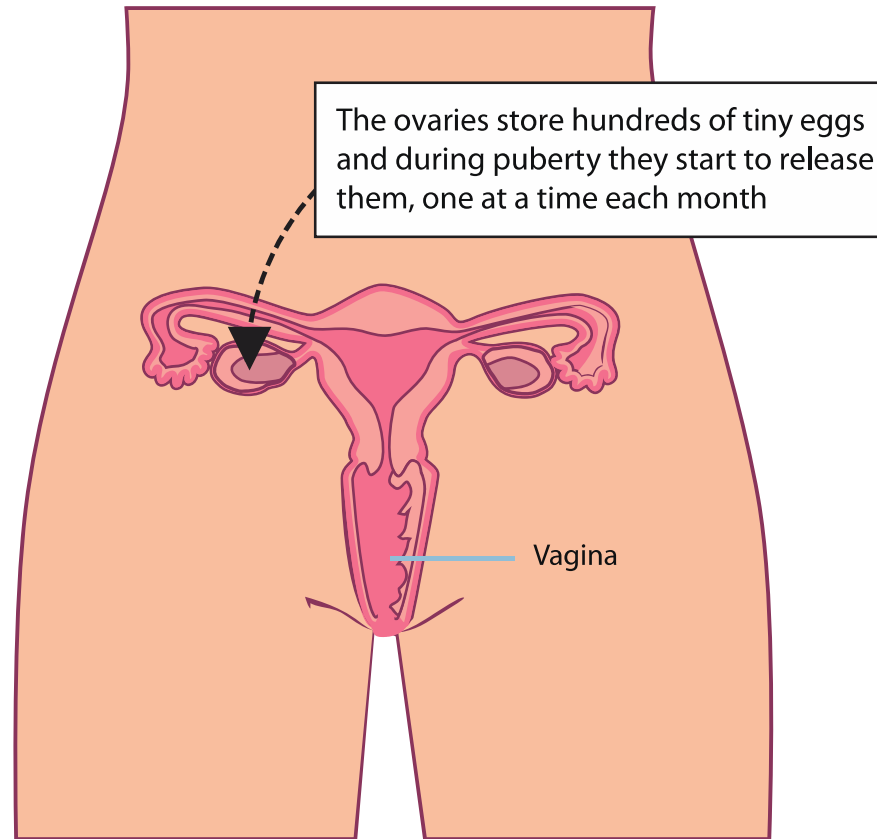
As a result of us altering the curriculum to suit our school community, some lessons in Year 6 use a combination of resources from Jigsaw Year 3- Year 6.

Recap of puberty- giving
the lesson context





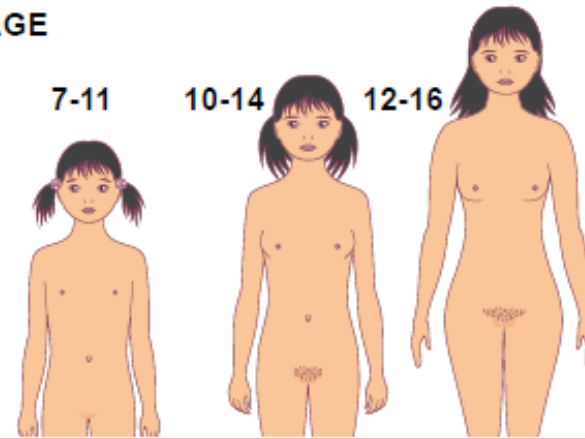
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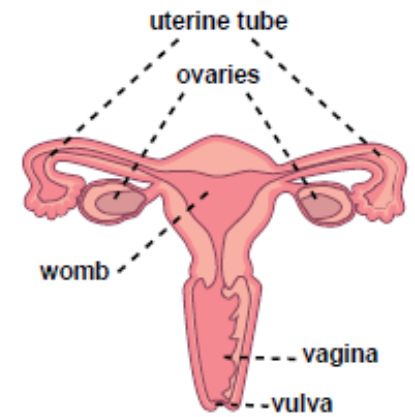
YEAR 6

Puberty

AGE

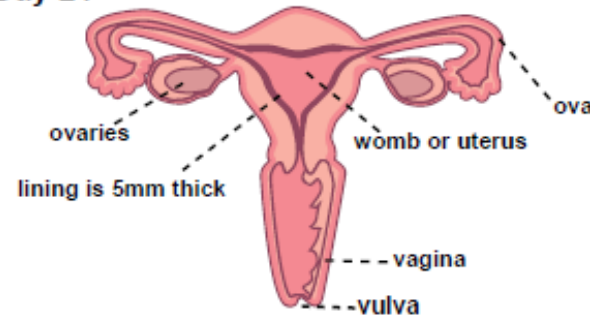


A girl reaches puberty usually between the ages of 10 and 14, though it can be earlier or later than this. At this time she starts to produce one egg every month from her ovaries.



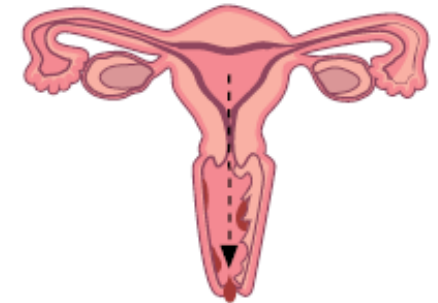
Many thousands of eggs are stored in the ovaries. A woman will release one each month for most of her adult life. Most will not be fertilised, so they pass down the tube into the womb and out of the body through the vagina.

Day 21



However, every month the womb has to get ready in case the egg is fertilised. It makes a thick, soft, spongy lining with an extra supply of blood to provide the food and oxygen that a baby would need.

Menstrual Flow



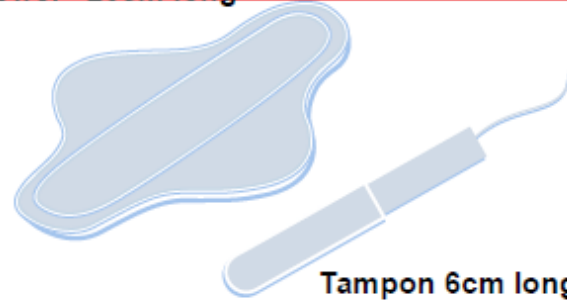
If the egg is not fertilised the extra lining isn't needed so it breaks up. For a few days the womb lining and the spare blood it contained will come out of the body through the vagina. This is what is called 'having a period'.

YEAR 6

Puberty

Girls will have opportunity to explore feminine hygiene products in a single sex group and ask any other questions they may have.

Towel - 20cm long



Tampon 6cm long

Girls and women need to soak up the menstrual flow as it comes out of the vagina. They use either an absorbent towel which they wear in their pants or a tampon which they insert into the vagina. Both need to be changed regularly.



The amount of blood leaving the body varies from person to person but on average it's about two tablespoonfuls or an eggcup full. Most women have periods until they are in their fifties, when they gradually stop.

YEAR 6

Puberty-
taken from Year 4-
puzzle 6- piece 3

A suggested script is below:

- When a boy reaches puberty, his testicles start making more of a hormone called testosterone. This hormone is responsible for the changes to the boy's body at puberty. Puberty usually starts around the age of 12, but for some boys it can be earlier and for some much later. Whatever is the right time for that boy's body.
- At puberty the boy's testicles grow in size and start making sperm. The boy's penis may also get bigger. Body changes on the outside include growing facial hair, and thicker hair (pubic) on the body (under the arms, around the testicles), and sometimes on the chest, arms and legs. Boys may also get taller; their voice will get deeper because of changes in their Adam's apple (larynx) and they will become more muscular. Like the rest of puberty, these changes are individual, and not all boys develop in the same way at the same time, so we should try not to compare ourselves with what is happening to friends.

YEAR 6

Puberty-
taken from Year 4-
puzzle 6- piece 3

The boy's testes are held in bags of skin called the scrotum. Inside the testes there are many tiny tubes which make the sperm. At puberty the testes start to make millions of sperm every day.

- The sperm are stored in the epididymis. When a man becomes sexually excited the spongy tissue inside his penis fills with blood and it becomes erect (stiff).*
- Semen is a liquid which contains sperm. When this passes out of the penis, this is called an ejaculation.*
- It is quite normal for boys and men to get 'wet dreams' at night where a tiny amount of the sperm and semen stored in the epididymis leaks out. This can also be another sign that puberty has started and is nothing to worry about.*

The following lesson is what we as a school have decided is what we regard as 'sex' and therefore parents are able to withdraw their child from, as outlined in the PSHE, including RSE policy. Everything else we teach in school is statutory and we must teach it by law.

YEAR 6

(Taken from Medway lesson plan)

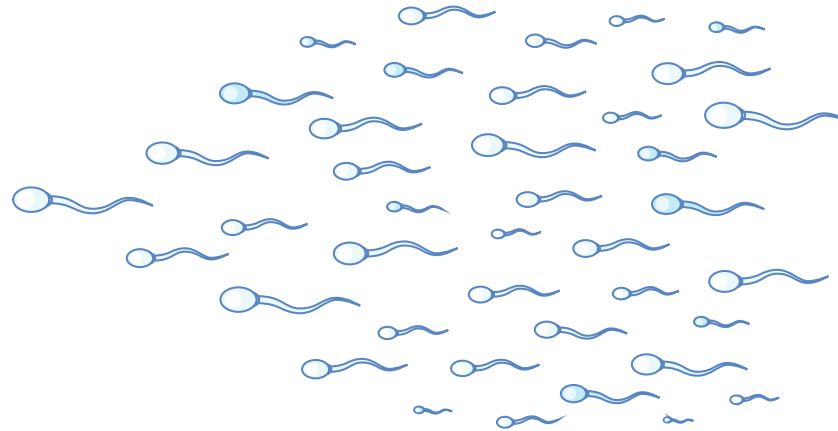
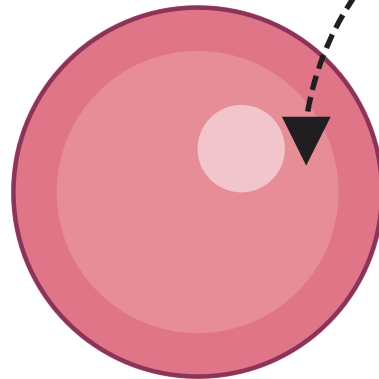
By year 6, it is likely that pupils will have some idea about how babies are made through sexual intercourse. Although it is possible they may have some misconceptions, very few pupils will still believe myths or make-believe stories.

Having an understanding of what is meant by sex is an important foundation for the RSE they will receive at secondary school.

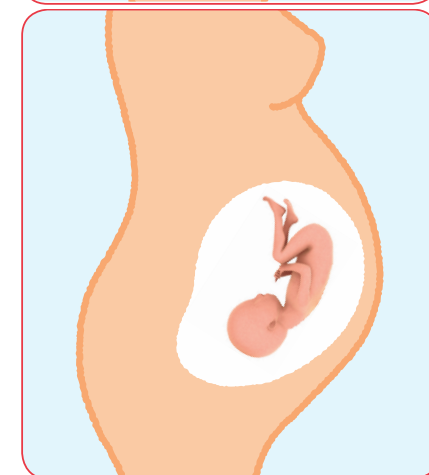
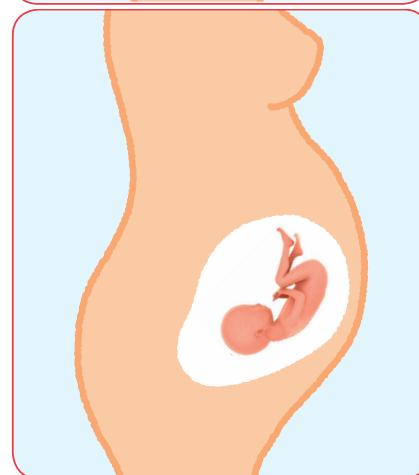
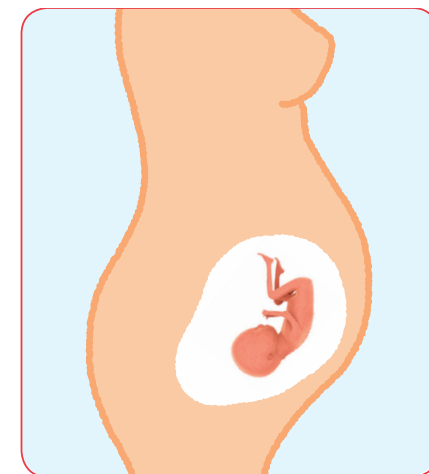
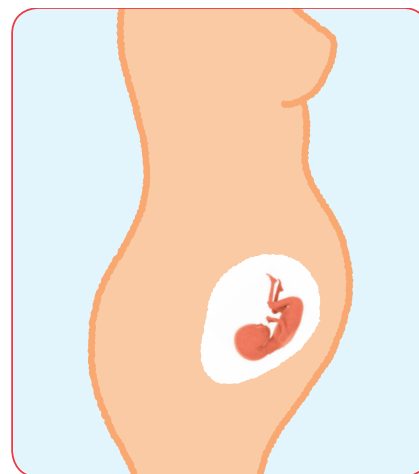
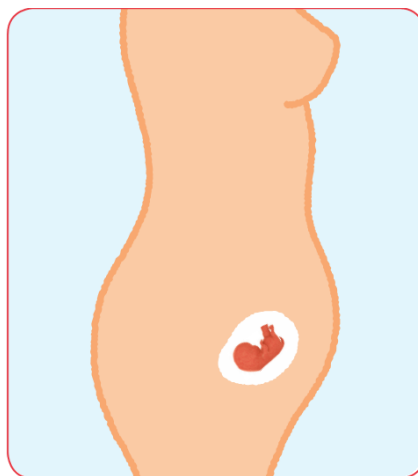
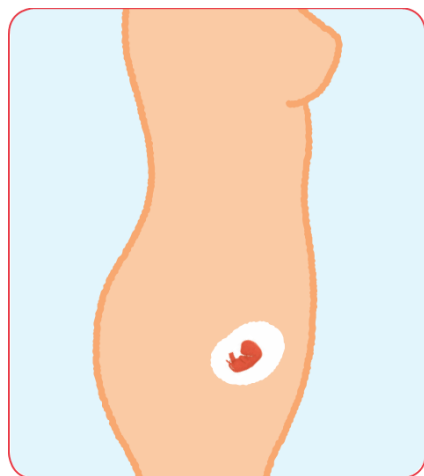
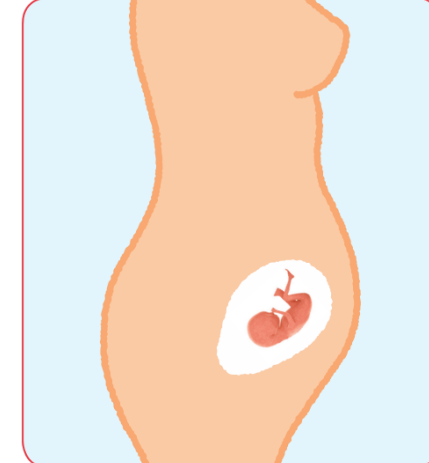
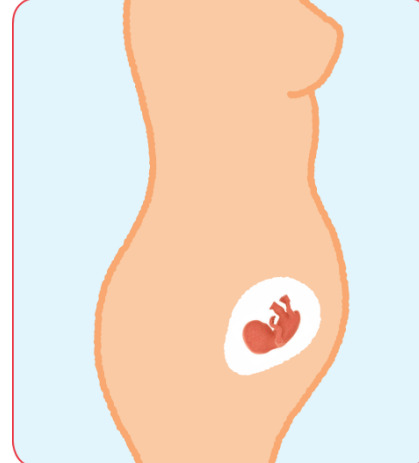
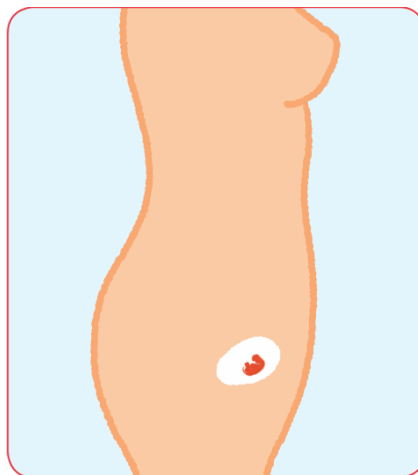
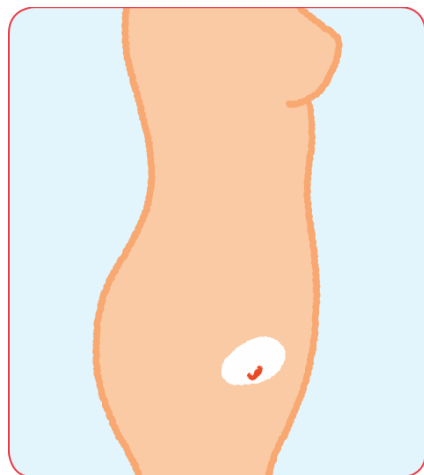
This lesson emphasises that having sexual intercourse or the decision to have a baby, is something for when they are much older. It also emphasises the importance of consent in this context. It enables pupils to reflect on values and responsibilities within healthy adult relationships.

Human reproduction and birth

When one of these ova joins
with a sperm it will start to
grow into a baby



Human reproduction and birth



(TAKEN FROM MEDWAY LESSON PLAN)

INTRODUCTION: HUMAN LIFE CYCLE

Display **Resource E: Life stages**. Explain that today's lesson will focus on adult relationships. Point out where on the human life cycle we will be focussing (from young adult to middle-age). For further information on discussing this with pupils, see teacher guidance — lesson notes section.

PAIRED DISCUSSION: ADULT LOVING RELATIONSHIPS

Ask pupils to work in pairs, to discuss the different ways that two adults who are part of a loving couple might show their commitment, care and love for each other.

Pupils' responses might include: to tell each other they love each other; to tell other people they love each other; to hold hands; to kiss; to cuddle; to sleep together; to have sex; to get engaged; to get married; to have a civil partnership; to live together; to buy each other special gifts; to wear a special piece of jewellery (such as a ring); to rent or buy a house together; to go on holiday together; to decide to have a baby together.

Take feedback to collect different ideas. Elicit that there are lots of ways people express love and show they care deeply for another person. Explain that some ways may be very personal and private between the couple, and others may be more public. You might want to ask the pupils to give some examples of each from the ideas they came up with.

Resource E:



INTRODUCING WHAT IS MEANT BY SEXUAL INTERCOURSE

If pupils have used specific vocabulary or alluded to 'sexual intercourse' in the introductory activity, refer back to their words, or if not, say that sex (or sexual intercourse) is just one way that adults may choose to show their love and care for each other.

Pupils may have used words other than sexual intercourse, i.e. *making love* or *having sex*. If so, discuss with the pupils why these terms might be used.

Reflect on what is meant by 'consenting' or 'consent'—highlight that both adults should agree and feel comfortable and happy about what is happening. Stress that being pressurised or persuaded to agree to something is not consenting, and that making or persuading someone to do something sexual that they're not happy or comfortable to do is wrong and against the law. Explain that this does not just relate to sexual intercourse—the same applies to everything (touching someone, to holding hands, cuddling and kissing).

Explain that a couple might also decide to have a baby together, which usually happens though sexual intercourse.

You may choose at this point, to mention that there are other ways—such as IVF, assisted conception or surrogacy—that can be used by opposite or same sex couples, although this is raised later in the quiz activity and can be further explored then.

It is worth pointing out that sexual intercourse is just one part of sex or intimacy between two consenting adults.

SEQUENCING ACTIVITY: HOW A BABY IS MADE

With pupils working in small groups ask them to put the cards from Resource J: **How a baby is made** sequencing cards in order to explain how they think a baby is made through sexual intercourse.

Afterwards, go through the sequence with the class. Clarify any misconceptions, and point out the importance of them both feeling happy and loving at the beginning of the sequence.

Resource J:

An adult couple who are in a relationship might kiss and cuddle, get very close, and touch each other in romantic and sexual ways. They should both feel happy and comfortable doing this together.

Sometimes when a male and female person are making love together, the penis grows hard, and the vagina may get slippery. The couple may decide they want to have sexual intercourse.

This means the man's penis slides into the vagina.

The penis squirts a sticky liquid called semen into the vagina.

Millions of tiny sperm in the liquid quickly swim up inside the uterus to the fallopian tubes.

If there is an egg (ovum) in one of the tubes, one of the sperm might meet it, stick on to it, and enter the egg. This means the egg is fertilised.

The fertilised egg travels down the tubes to the uterus or womb. It divides into lots of different cells and settles in the womb.

The cluster of eggs gradually grows inside the mother's uterus or womb and is called a foetus. It takes nine months until the baby is ready to be born.

ANONYMOUS QUESTIONS

Give pupils a few minutes to record questions they have about the previous activity. These should be anonymous, and put into the 'ask-it-basket' for you to read later and decide how best to respond. See teacher guidance section.

PREGNANCY FACTS – TRUE, FALSE, DEPENDS

Explain that the next activity might answer some of the questions they have asked but will also look in more detail at what is meant by pregnancy.

Re-organise the pupils into different small groups and give each a set of **Resource K: Pregnancy fact cards**. Ask pupils to take turns to read each one and decide whether the statement is true, false or depends.

Afterwards, go through each as a whole class, discussing pupils' responses, using the Teaching the Y6 lesson plans: Additional notes section to help you fill gaps in understanding or correct misconceptions.

For those students who may need further support:

Some pupils may require adult support to discuss these questions. They may need to refer back to the pictures or diagrams to support their understanding of the question.

THOUGHT BUBBLES (OPTIONAL)

Discuss how, before deciding to have a baby, a person or couple will have lots to think about. Ask pupils what someone might be thinking before they decide to try for a baby. This might include thoughts and feelings about how their life will change, or practical considerations: like having enough money; a permanent home; or all the things a baby might need. Take feedback, recording some of their ideas in thought bubbles drawn on the flipchart or whiteboard. Elicit that deciding to have a baby can be very exciting but also means extra responsibility, so people have to think carefully about it.

Resource K:

A human baby is born after nine months in the mother's uterus (womb).

Women feel sick when they are pregnant.

Babies are born through their mother's vagina.

Twins are made when two sperm find two eggs.

Twins are made when two sperm find two eggs.

Only females can give birth to babies.

Sexual intercourse is the only way a baby can be made.

A couple can prevent a baby being made during sexual intercourse.

Not everyone has a baby.

During the lesson, children will be encouraged to discuss what they have learned with their parents at home.

We cannot make any guarantees that pupils will not hear chatter on the playground, despite teachers telling pupils in class that they should only discuss the content of the lesson within the lesson and with a trusted adult at home.

Be mindful that this could lead to misinformation.

VOCABULARY

EYFS	Male, female, private
Year 1	Male, female, private, safe, permission
Year 2	Penis, vagina, testicles
Year 3	(Nothing additional)
Year 4	Puberty, menstruation, genitalia, breasts, pubic hair (there may be some mention of internal female anatomy when how periods occur is discussed in the single gender group. This is so that anyone who may menstruate in the future understands what's happening to their body)
Year 5	(This year, Year 5 will cover Year 4 'changing adolescent body' objectives)
Year 6	Erection, wet dreams, testes, sperm, semen, ejaculation, ovaries, egg, uterus, vulva (Moved from Year 3/4)

WHAT IF ANOTHER CHILD ASKS SOMETHING INAPPROPRIATE?

- **Teacher skill**
- **Ask it basket**
- **Partnership with parents- parents are promoted as the child's primary source of information**
- **Support for parents**

WHAT SUPPORT CAN WE OFFER PARENTS/ CARERS?

The PSHE programme is taught with the core belief that the child's primary source of information comes from home. As a school, if we can support you in any way, we are open to suggestions and will try to help.

ANY QUESTIONS OR CONCERNS:

Please type any questions in the chat now. They will be answered following the meeting as part of the parental engagement process (if not answered immediately).

Miss L O'Brien (*PSHE and RSE Subject Leader*)

Mr S Pritchard (*Head Teacher*)

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