

New Road Primary & Nursery School



Relationships and Sex Education YR – Y6

Why do we teach Relationships and Sex Education in schools?

- As from September 2020, all schools must deliver Relationships and Sex Education and Health Education
- Schools are free to determine how to deliver the content in the context of a broad and balanced curriculum.
- Schools must have due regard to this guidance, and, where they depart from it, they will need to have good reason for doing so.
- A new RSE policy has been put in place. This is placed on the school website.

What are the expectations for primary schools?

- We will teach the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other children and adults
- Children will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy
- We will promote an awareness of where to turn for help, identifying trusted adults in their lives
- Children will be taught that the principles of positive relationships also apply online especially as, by the end of primary school many children will be using the internet. We will also address online safety and appropriate behaviour in a way that is relevant to pupils' lives

Alongside this we will also teach children in an age appropriate way about:

- Mental wellbeing
- Internet Safety and Harm
- Physical Health and Fitness
- Healthy Eating
- Drugs/Alcohol and Tobacco
- Health prevention
- Basic First Aid
- Changing Adolescent Body (age 9-11)

How does RSE keep children safe?

At primary age, it helps children:

- Identify what areas of the body are private, how their bodies will change, how to say no and who they can talk to if they are worried.
- Later, it explores what a healthy relationship looks like, giving them the language to communicate and report when someone is making them feel uncomfortable or making them do things they don't want to do.
- It promotes an awareness of where to turn for help, identifying trusted adults in their lives.
- RSE also provides an opportunity to integrate an awareness of resilience-building as part of effective Personal, Social, Health and Economic education (PSHE).

'Lack of appropriate sex and relationships education may leave young people vulnerable to inappropriate sexual behaviours and sexual exploitation, particularly if they are not taught the appropriate language, or have not developed the confidence to describe unwanted behaviour, or do not know who to go to for help'

"In just under half of schools pupils had received lessons about staying safe, but few had acquired the skills to effectively apply their understanding, such as assertiveness skills to stand up for themselves and negotiate through difficult situations"

Ofsted Report PSHE in English Schools 2013 released April 2013

Talking to your child about relationships and sex?

- Talking to children about relationships and sex has to start in the child's home first and then further supported in education.
- Talk as naturally as possible to your child as this will encourage him or her to be more relaxed and open with you.
- Answer any questions your child asks as clearly as you can so that he or she doesn't become confused.
- Listen carefully to what your child has to say and try to deal with any fears, concerns or misunderstanding as they arise.
- Be truthful if you don't know the answer to a questions- try to find out the answer and then raise the topic again another day.
- Don't avoid a topic if you feel uncomfortable or embarrassed about raising it. Consider introducing the subject via discussion of a TV programme or magazine article or what your child is learning in class.
- Make sure any discussions are age and stage appropriate to the age of your child.

Talking with children aged 3-4

- At this age children are aware and curious about the differences between the sexes. Often they just need the name of something and are happy with short, simple, truthful answers.
- Reading them stories can be a good way of talking about different feelings and relationships.
- Children may touch their genitals at this age. It's very normal, they're exploring their body. This is a good time to teach them what's acceptable to do in public and private.

Questions 3–4 year olds might ask

Where do babies come from?

You could say A woman and a man (or mummy and daddy) have a special cuddle and then the baby grows inside the woman's tummy safe and warm, until the baby is born.

How do babies get in?

You could say A man and a woman (or mummy and daddy) have a **special cuddle** and the man's seed reaches a tiny egg in the mummy's tummy.

Can men have babies?

You could say Babies only grow in a special place inside mummies' tummies. Men can't grow babies but they have the seed that starts babies growing.

FPA The sexual health charity

<https://www.fpa.org.uk/help-and-advice/advice-for-parents-carers>

What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Behaviours: age 0 to 5 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games, e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/ skirts up/trousers down against their **will**
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/on line

Red behaviours

- persistently -touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

Talking with children aged 5-8

At this age children start to learn what their bodies can and can't do and they like to find out how things work and how they are made.

They are curious about their own and other people's bodies and pregnancy and childbirth.

They may ask about puberty changes and periods.

They continue to play games like 'doctors and nurses' and explore their own and each other's bodies, including the genitals. This is all normal.

What 5–8 year olds need to know about

Growing up and body changes so they're prepared before it happens to them.

Periods and wet dreams.

The proper names for the genitals.

How a baby is made

FPA The sexual health charity

<https://www.fpa.org.uk/help-and-advice/advice-for-parents-carers>

Questions 5-8 year olds might ask

My friend told me that a baby is made when a daddy puts his willy in mummy's belly button. Is that right?

You could say That's not quite right. Babies are made when a mummy and daddy love each other. When they both want to, they have a special cuddle. The daddy puts his penis into the mummy's vagina.

What does gay mean? (What's a same-sex marriage?)

You could say This is when a man loves men in the same way that men and women love each other. Women who love women are called lesbians.

Why is my willy sticking out?

You could say Blood goes round your body all the time, but sometimes more blood goes into your penis (or willy) than usual and it makes it stick out like that. It's something that happens to all boys and men, even when they are babies.

FPA The sexual health charity

What will my child learn in Y1 and Y2?

- To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings
- To understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- To learn about the process of growing from young to old and how people's needs change. To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring
- To know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls
- To learn rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety
- To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To understand about the ways that pupils can help the people who look after them to more easily protect them. To recognise that they share responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets
- To learn what is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy

What will my child learn in Y3?

- To understand what positively and negatively affects their physical, mental and emotional health. To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'
- To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves
- For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these
- To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement
- To differentiate between the terms, 'risk', 'danger', and 'hazard'. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and use this an opportunity to build resilience. To recognise how their increasing independence brings increased responsibility to keep themselves and others safe
- How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.
- For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty
 - recognise that everyone grows and changes through the human life cycle
 - identify 'puberty' as the time when a child grows into an adolescent (ages 8-17)
 - recognise there are physical changes that happen to adolescents' bodies at this time
 - identify some of the physical changes that occur (e.g. body shape, voice getting deeper)
 - recognise there are also emotional changes and that adolescents may act or behave differently to before or want more privacy
 - recognise that everyone goes through puberty but that it can feel different for everyone

Behaviour age 5 to 9 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

Green Behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

Amber Behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

Red Behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

Talking with children aged 9-13

Most children begin to show signs of puberty at this age. They become conscious of the differences between their bodies and those of their friends.

They may become anxious about what is normal.

At this age they're likely to want more information about the changes their body will be going through

What 9–13 year olds need to know about

- Puberty changes and body parts.
- Sex and reproduction.
- Sexual orientation.
- Contraception and sexually transmitted infections.
- Pregnancy choices, including abortion.
- Periods, wet dreams, masturbation.
- Love and relationships.

What will my child learn in Y4?

- To understand what positively and negatively affects their physical, mental and emotional health. To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
- To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves
- For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.
- To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement
- To differentiate between the terms, 'risk', 'danger', and 'hazard'. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and use this an opportunity to build resilience. To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.
- How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.
- For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty:
 - identify changes in the human life cycle
 - identify puberty as a time in everyone's life when their bodies grow and change from children to young adults
 - identify that the changes are ongoing and usually happen between the ages of 8-17 years
 - recognise how puberty relates to the sex cells and prepares people's bodies for the possibility of having children when they are adults
 - use the correct names of female and male reproductive organs
 - describe the effects of puberty on male and female bodies – how bodies grow and change
 - explain what happens during periods (menstruation) and ejaculation and how to manage both
 - explain why it is important and how to keep themselves clean during puberty
 - explain how feelings, emotions and relationships may change during puberty and how it may cause mood swings and other strong feelings
 - describe how everyone experiences puberty at different rates and that changes in their bodies will happen at exactly the right time for them
 - identify where to get help and support about the changes that happen at puberty

What will my child learn in Y5 and Y6?

- To understand what positively and negatively affects their physical, mental and emotional health
- To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'
- To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves
- For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.
- To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these
- To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement
- To differentiate between the terms, 'risk', 'danger' and 'hazard' To deepen pupils' understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. To recognise how their increasing independence brings increased responsibility to keep themselves and others safe
- To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong
- To understand how their body will, and their emotions may, change as they approach and move through puberty
- To learn about human reproduction
- To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers
- To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request

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Behaviours: age 9 to 13 years

All green, amber and red behaviours requires a form of attention and response-. It is the level of intervention that will vary.

Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual ming, hugging, holding hands with peer

Amber behaviours

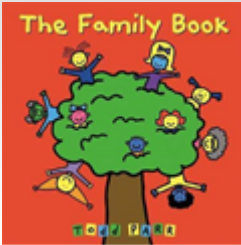
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical, sexual cyber/virtual bullying involving sexual aggression
- lesbian, gay, bisexual targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

Red behaviours

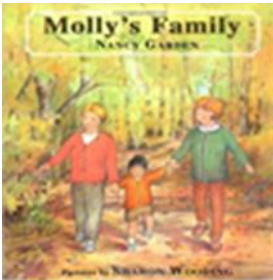
- exposing genitals or masturbating in public
- Distributing naked or sexually provocative images of self or others
- sexually explicit flirt with younger children
- Sexual harassment
- Agreeing to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of the same age, younger or less able to take part in sexual activities
- sexual activity eg oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

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Some useful books that may help answer your children's questions



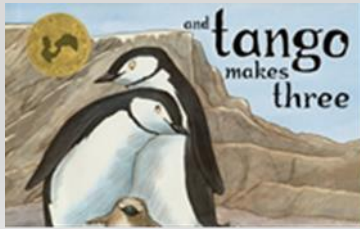
This book celebrates all kind so families and shows how each is special in its own way.



A story about a Molly, who has two mummies. Celebrates the diversity within families.



A charming book which shows that families are diverse and come in all shapes and sizes.



Based on a true story of male two penguins that are observed trying to hatch a rock. The zoo keeper gives them an abandoned egg and they hatch and rear Tango



Book about a prince whose mother is seeking a princess for him to marry. The prince meets many suiters but falls in love with a princesses' brother and they become king and king.

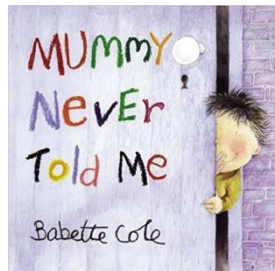


A book which explores gender diversity. Dyson loves the colour pink and sparkly things. Sometimes he wears dresses and sometimes he wears jeans. He likes to wear his princess tiara, even when climbing trees. This is a story about love and acceptance. It is also a call for tolerance and an end to bullying and judgements

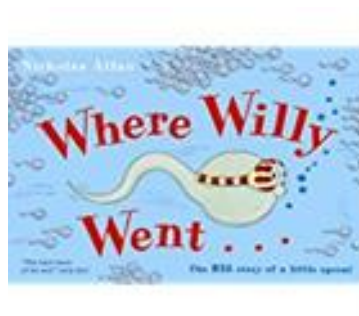


A child's learning resource around the basic biology of sex and reproduction. Useful resource for parents/teachers with young children. They describe most of the myths that are commonly heard, and then the children tell them the real story. Amusing approach and illustrations, especially about intercourse!

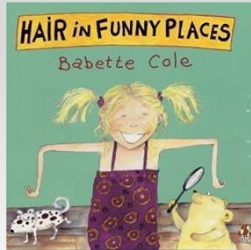
NB: use with caution with those children who are autistic



A Willy exploration of taboos this book looks at some of life's mysteries from a child's point of view.



Funny, warm, endearing and non-threatening - this publication presents the facts of life to young children in a humorous but totally accessible way.



This is a light-hearted explanation of what happened to Mum and Dad when they reached puberty. Told in informal language and with amusing illustrations.



A sensitive portrayal of a young girl who identifies as a boy

Help/Support and Information

- Family Planning Association- <https://www.fpa.org.uk/advice-parents-and-carers>
- NSPCC- Pants- <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>
- NHS - <https://www.nhs.uk/live-well/sexual-health/how-to-talk-to-your-child-about-sex/>
- BBC- Talking to Children about Sex - <https://www.bbc.co.uk/news/education>
- Mums Net- <https://www.mumsnet.com/conception>