



## **Relationships and Health Education (RHE) Policy**

Including information around sex education

**Summer 2025**



## Our Vision Statement

At Southglade Primary and Nursery School we believe that Personal, Social and Health Education (PSHE) is crucial in supporting children in their personal development, and underpinning learning in the classroom, school, and in the wider community. PSHE education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and able to form and maintain positive relationships with others. Children develop an understanding of the ever-changing world in which we live, develop the skills necessary to take an active role in their community and manage their life effectively. We aim to encourage mutual respect, resilience, pride, independence and foster self-esteem in a happy and caring atmosphere. As a school, we promote the use of Learning Values which create a half-termly focus and underpins our PSHE curriculum. Within the teaching of PSHE we also cover a range of Spiritual, Moral, Social and Cultural (SMSC) teaching in order to prepare our children for life in Modern Britain.

## Introduction

This policy outlines Southglade Primary School's commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019 and other relevant guidance documents and statutory requirements.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships and Health Education compulsory for children receiving primary education. To meet the needs of our pupils we will also deliver sex education.

The RHE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RHE is taught in an age-appropriate manner throughout the school.

## What is RHE?

RHE is lifelong learning about physical, moral and emotional development. Through RHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. In the primary school we are building the foundations of skills and knowledge that will be developed further at secondary level.

Our key aim in providing RHE throughout the school is to safeguard our pupils. During their time at Southglade, children will learn key knowledge and skills to help keep them safe and prepare them for adult life.

## Aims

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare pupils for the physical and emotional changes of puberty
- Develop understanding of reproduction and birth within the context of loving and caring relationships
- Explore a range of attitudes, values and faith perspectives around aspects of relationships and sex
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings
- Develop pupils' skills around assessing risk and keeping safe
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds
- Enable pupils to recognise and manage their emotions
- Provide pupils with the knowledge and skills to access appropriate support

The RHE programme is based on the needs of pupils in the school with learning outcomes appropriate to their age, ability and level of maturity. RHE will be embedded within our broader curriculum areas, including Science and PE, in addition to more focused learning through RHE sessions, circle-time and assemblies. Pupils will be helped to appreciate difference and to respect themselves and others.

## Equality, Inclusion and Support

We are required to comply with the requirements of the Equality Act 2010. Our school values diversity, encourages respect for all and promotes tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RHE to deal with disadvantages facing those with a particular characteristic.

RHE will be accessible to all regardless of their gender. Through the delivery of RHE teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RHE. As a school we will deliver RHE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. Parents and carers are key partners in RHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs and values. To support this process, we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a differentiated approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and an individual support plan developed. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RHE in a variety of ways. Care will be taken to ensure that, where this is the case parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

A range of different families and relationships will be explored within RHE. All children whatever their identity, developing identity, or family background need to feel that RHE is relevant to them and sensitive to their needs. This means that resources and books used will show families of all kinds, including mum/dad, two mums, two dads, fostering, adoption, single parent, extended family and others. This reflects both our school community and wider society.

### The Curriculum

RHE will be taught in each year group throughout the school. The curriculum we deliver is age appropriate and progressive, building the children's knowledge, understanding and skills year on year. We work to objectives in each year group that support the outcomes outlined in the government RHE guidance.

Some elements of RHE are delivered through national curriculum Science:

#### Year 2

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

#### Year 5

- pupils should be taught to describe the changes as humans develop to old age.
- describe the life process of reproduction in some plants and animals.

#### Year 6

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Below is a list of topics covered by our RHE programme:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical Health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

We follow the Christopher Winter Project *'Teaching RSE with confidence'* and teach these lessons in the summer term, this co-insides with the national RSE day. However, elements of the Relationships Education and Health Education are also delivered through weekly PSHE lessons, wellbeing days and assemblies.

See Appendix 1 on pp.9-16 for a detailed breakdown of year group objectives delivered through the Christopher Winter Project.

### Resources

As with any other subject, the breadth of the RHE curriculum necessitates the use of a wide variety of age-appropriate activities, books and resources. Teachers select resources that support the learning outcomes for the year group they are teaching. **We hold a parent meeting each year where parents/carers can familiarise themselves with the resources used and view lesson plans. If they would like to see these at other times of the year, then can speak to their child's teacher.**

### Sex Education

In addition to Relationships and Health Education we also cover sex education in year 6. The content of sex education includes learning about reproduction, pregnancy and birth as well as consent. Parents are able to withdraw their child from this learning if they choose to.

### Teaching and Learning

All teachers have responsibility for planning and delivering RHE. Teaching assistants may provide additional support, in particular for children with special educational needs. Everyone involved in the teaching of RHE will follow the school policy.

The personal beliefs and attitudes of teachers will not influence the teaching of RHE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RHE will work to the agreed values within this policy.

Within RHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this a number of teaching strategies will be used, including:

- Establishing ground rules with pupils;
- Using 'distancing' techniques (e.g. Case studies)
- The provision of a 'question box' during each planned session
- Dealing with children's questions in an appropriate manner
- Using discussion and appropriate materials; and role play
- Encouraging reflection

### Safe learning in RHE

It is important that all pupils feel safe and able to participate in RHE lessons. To support the involvement of all pupils, teachers will create a group agreement with each class outlining expectations around rights, responsibilities and respect. The group agreement will be a working document that all pupils agree to follow.

The group agreement will outline rules regarding questions. As with any topic pupils will ask questions during RHE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind pupils that personal questions are not appropriate.

When pupils can write independently, they will be introduced to the 'question box', into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules set in the group agreement
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher will attend to it on an individual basis.

Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs.

### Staff training

All staff delivering RHE receive annual policy updates and regular RHE training. This updates staff on the most recent legislation and provides an opportunity for staff to ask any questions that they might have. Staff will be supported by the RHE Coordinator and will attend additional external training if necessary.

### Parents

We believe that RHE is a partnership between school and parents/carers. We recognise that parents are the first teachers of their children and welcome their engagement with our RHE programme. It is important that RHE delivered in school is explored in more detail within the context of individual families. Parents will be informed via letter when children receive the RHE education via the Christopher Winter Project. Parents will be informed of the age appropriate objectives which will be delivered to their children.

### Right to withdraw from sex education

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the Science curriculum). There is no right to withdraw from Relationships Education or Health Education. Parents can exercise their right to withdraw their child from sex education in year 6 by informing their child's class teacher. Teachers will plan appropriate, purposeful education for children who are withdrawn from sex education.

### Confidentiality, safeguarding and child protection

Everyone involved in RHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

Teachers will be aware that effective RHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

### Menstrual well-being

Some pupils will begin menstruation in primary school. To support pupils who are menstruating we have in place the following:

- A toilet is available with a sanitary disposal unit for children to use if necessary
- Children are provided access to sanitary protection in school. The resources are located in the Learning Mentor's room and the location of the box is made aware to the children.

When a pupil starts menstruating in school we will support them on-site and inform parents. Our RHE programme covers basic information about menstruation in year 4, with more detailed input in years 5 and 6. If your child has difficulties managing their periods at school please inform their class teacher for support.

### Links to other Policies

- PSHE
- SMSC
- Anti-bullying
- Religious Education
- Science
- Safeguarding
- Equality
- Health and Safety
- Child on Child Abuse

### Scheme of Work

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

Early Learning Goals Prime Areas	Learning Intentions and Learning Outcomes	Title	Resources
Physical Development Health and self-care	<p>Learning Intention To consider the routines and patterns of a typical day</p> <p>Learning Outcomes Understand some areas in which the children can look after themselves e.g. dressing and undressing</p>	Lesson 1 <a href="#">Our Day</a>	Glove puppet <a href="#">Our Day pictures</a>
Physical Development Health and self-care	<p>Learning Intention To understand why hygiene is important</p> <p>Learning Outcomes Explain why it is important to keep clean Understand some basic hygiene routines</p>	Lesson 2 <a href="#">Keeping Ourselves Clean</a>	<p>Glove puppet Items related to hygiene, e.g. flannel, sponge, towel, toothbrush, toothpaste, shampoo, soap, comb, brush <a href="#">Keeping Clean pictures</a> <i>The Smelly Book</i>, Babette Cole</p> <p>Additional Activities Anatomically correct dolls Suggested reading: <i>The Boy Who Hated Toothbrushes</i>, Zehra Hicks</p>
Personal, Social and Emotional Development Making Relationships	<p>Learning Intention To recognise that all families are different</p> <p>Learning Outcomes Identify different members of the family Understand how members of a family can help each other</p>	Lesson 3 <a href="#">Families</a>	<p>The Family Book, Todd Parr <a href="#">Families pictures</a> Paper for drawing pictures</p> <p>Additional Activities Suggested reading: <i>All Kinds of Families!</i> Mary Ann Hoberman <i>I'll take you to Mrs Cole</i>, Nigel Gray</p>

### Scheme of Work

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

<b>PSHE Programme of Study Core Theme 1: Health and Wellbeing</b>	<b>Learning Intentions and Learning Outcomes</b>	<b>Lesson Title</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>the importance of and how to maintain personal hygiene</li> <li>about the process of growing from young to old and how people's needs change</li> <li>the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</li> <li>about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them</li> </ul>	<p><b>Learning Intention</b> To understand some basic hygiene principles</p> <p><b>Learning Outcomes</b> Know how to keep clean and look after oneself</p>	<p><b>Lesson 1</b> <a href="#">Keeping Clean</a></p>	<p>Talking object Story bag containing sponge, toothbrush and soap (and a school jumper or shirt if available) <a href="#">Keeping Clean pictures</a></p>
	<p><b>Learning Intention</b> To introduce the concept of growing and changing</p> <p><b>Learning Outcomes</b> Understand that babies become children and then adults Know the differences between boy and girl babies</p>	<p><b>Lesson 2</b> <a href="#">Growing and Changing</a></p>	<p>Talking object Story bag containing <a href="#">Pictures of newborn babies</a> <a href="#">Lifecycle picture cards</a> <a href="#">Lifecycle word cards</a> <a href="#">Lifecycle whiteboard summary</a></p>
	<p><b>Learning Intention</b> To explore different types of families and who to ask for help</p> <p><b>Learning Outcomes</b> Know there are different types of families Know which people we can ask for help</p>	<p><b>Lesson 3</b> <a href="#">Families and Care</a></p>	<p>Talking object Story bag - containing plaster and skipping rope <a href="#">Families pictures</a> The Family Book, Todd Parr</p> <p><b>Additional Activities</b> Suggested reading: Happy Families, Allan Ahlberg Who's in a Family? Robert Skutch</p>

### Scheme of Work

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

#### PSHE Programme of Study Core Theme 1: Health and Wellbeing

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

#### Science Attainment Targets

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

#### Learning Intentions and Learning Outcomes

##### Learning Intention

To introduce the concept of male and female and gender stereotypes  
To identify differences between males and females

##### Learning Outcomes

Understand that some people have fixed ideas about what boys and girls can do  
Describe the difference between male and female babies

##### Learning Intention

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

##### Learning Outcomes

Describe some differences between male and female animals  
Understand that making a new life needs a male and a female

##### Learning Intention

To focus on sexual difference and name body parts

##### Learning Outcomes

Describe the physical differences between males and females  
Name the male and female body parts

#### Lesson Title

##### Lesson 1

[Differences: Boys & Girls](#)

##### Lesson 2

[Differences: Male and Female](#)

##### Lesson 3

[Naming the Body Parts](#)

#### Resources

2 large PE hoops  
[Boy/Girl/Both labels](#)  
Bag of objects and clothing to explore male and female or [Pictures of objects and clothing](#)  
[Clothed Babies picture cards](#)  
[Clothed Babies whiteboard summary](#)  
[Pictures of newborn babies](#)

#### Additional Activities

Recommended reading:  
*Happy Families*, Allan Ahlberg,  
*Princess Smartypants*, Babette Cole  
*William's Doll*, Charlotte Zolotow  
*Amazing Grace*, Mary Hoffman and Caroline Binch

Talking object  
[Pictures of male and female animals](#)  
[Cats and Kittens worksheet](#)  
Anatomically correct toy farm animals  
[www.toysnfun.co.uk](http://www.toysnfun.co.uk)

2 large PE Hoops  
[Hoop labels](#)  
[Body Parts picture cards](#)  
[Female x-ray picture](#)  
[Body Parts worksheet](#)  
**Additional Activities**  
Recommended reading:  
*Cinderella's Bum*, Nicholas Allan  
*Shapesville*, Andy Mills  
*It's OK to be Different*, Todd Parr

## Valuing Difference and Keeping Safe Key Stage 2

### Scheme of Work

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

PSHE	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p><b>Programme of Study</b> <b>Core Theme 1:</b> <b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</li> <li>to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</li> </ul>	<p><b>Learning Intention</b> To explore the differences between males and females and to name the body parts</p> <p><b>Learning Outcomes</b> Know some differences and similarities between males and females Name male and female body parts using agreed words</p>	<p><b>Lesson 1</b> <a href="#">Differences: Male and Female</a></p>	<p><a href="#">Clothed Babies picture cards</a> <a href="#">Pictures of male and female bodies</a> <a href="#">Male and female matching cards</a></p> <p><b>Additional Activities</b> <i>Cinderella's Bum</i>, Nicholas Allan <i>Shapesville</i>, Andy Mills <i>Let's Grow with Nisha and Joe</i>, fpa <a href="http://www.fpa.org.uk/Shop">www.fpa.org.uk/Shop</a></p>
<p><b>Core Theme 2:</b> <b>Relationships</b></p> <ul style="list-style-type: none"> <li>to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage</li> <li>to judge what kind of physical contact is acceptable or unacceptable and how to respond</li> </ul>	<p><b>Learning Intention</b> To consider touch and to know that a person has the right to say what they like and dislike</p> <p><b>Learning Outcomes</b> Identify different types of touch that people like and do not like Understand personal space Talk about ways of dealing with unwanted touch</p>	<p><b>Lesson 2</b> <a href="#">Personal Space</a></p>	<p>A bag of textured objects to touch, for example sandpaper, cotton wool, play dough, silky material, a pebble etc. <a href="#">Year 3 Problem Pages</a></p>
	<p><b>Learning Intention</b> To explore different types of families and who to go to for help and support</p> <p><b>Learning Outcomes</b> Understand that all families are different and have different family members Identify who to go to for help and support</p>	<p><b>Lesson 3</b> <a href="#">Family Differences</a></p>	<p><a href="#">Families pictures</a> <a href="#">Who can I talk to? worksheet</a> <i>The Family Book</i>, Todd Parr</p> <p><b>Additional Activities</b> <i>Tell Me Again About The Night I Was Born</i>, Jamie Lee Curtis <i>Who's in a Family?</i> Robert Skutch <i>Happy Families</i>, Allan Ahlberg <i>Spark Learns to Fly</i>, Judith Foxon <i>Stranger Danger</i>, Anne Fine</p>

### Scheme of Work

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

**PSHE**  
**Programme of Study**  
**Core Theme 1:**  
**Health and Wellbeing**

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

**Science Attainment**  
**Targets**

- describe the changes as humans develop to old age

**Learning Intentions**  
**and Learning Outcomes**

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

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

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

**Lesson Title**

**Lesson 1**  
[Growing and Changing](#)

**Lesson 2**  
[What is Puberty?](#)

**Lesson 3**  
[Puberty Changes and Reproduction](#)

**Resources**

[Lifecycle pictures](#)  
[Lifecycle word cards](#)  
[What has changed? worksheet](#)  
[Lifecycle Quiz slides](#)  
[Lifecycle Quiz answers](#)

**Additional Activities**  
[Babies and Children worksheet](#)

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

Story bag items (see lesson plan)  
 Book: *Hair in Funny Places*, Babette Cole  
[Body Changes worksheet](#)

**Additional Activities**  
 Suggested reading:  
*Where Willy Went*, Nicholas Allan  
*Amazing You!* Gail Saltz  
[http://www.bbc.co.uk/science/humanbody/body\\_interactives/lifecycle/teenagers/](http://www.bbc.co.uk/science/humanbody/body_interactives/lifecycle/teenagers/)

### Scheme of Work

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

**PSHE**  
**Programme of Study**  
**Core Theme 1:**  
**Health and Wellbeing**

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

**Core Theme 2:**  
**Relationships**

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

**Science Attainment Targets**

- describe the changes as humans develop to old age

**Learning Intentions and Learning Outcomes**

**Learning Intention**

To explore the emotional and physical changes occurring in puberty

**Learning Outcomes**

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

**Learning Intention**

To understand male and female puberty changes in more detail

**Learning Outcomes**

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

**Learning Intention**

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

To explore ways to get support during puberty

**Learning Outcomes**

Explain how to keep clean during puberty  
 Explain how emotions change during puberty  
 Know how to get support and help during puberty

**Lesson Title**

**Lesson 1**

[Talking About Puberty](#)

**Lesson 2**

[Male and Female Changes](#)

**Lesson 3**

[Puberty and Hygiene](#)

**Resources**

[Puberty Changes Teacher Guide](#)

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

[Anonymous questions template](#)

**Additional Activities**

Changes DVD: All About Us: Living and Growing, Alternative, Unit 2, Programme 4, <http://www.channel4learning.com/>

Sheets of flipchart paper for body outlines

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

[Puberty Changes Teacher Guide](#)

Menstrual cycle animation

[Male pictures](#)

[Puberty Card Game](#)

[Puberty Card Game answer sheet](#)

[Puberty Card Game whiteboard summary](#)

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

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

Anonymous questions from Lesson 1

**Additional Activities**

[www.bbc.co.uk/science/humanbody](http://www.bbc.co.uk/science/humanbody)

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

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

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

[Menstruation Card Game whiteboard summary](#)

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

[Kim's Game Teacher Guide](#)

[Year 5 Puberty Problem Page](#)

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

[Problem Page Teacher Guide](#)

Anonymous questions from Lesson 1

**Additional Activities**

[Puberty Bingo](#)

## Puberty, Relationships and Reproduction Key Stage 2

### Scheme of Work

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

<p><b>PSHE</b> <b>Programme of Study</b> <b>Core Theme 1:</b> <b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• how their body will, and emotions may, change as they approach and move through puberty</li> <li>• about human reproduction</li> <li>• the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</li> </ul> <p><b>Core theme 2:</b> <b>Relationships</b></p> <ul style="list-style-type: none"> <li>• to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage</li> <li>• to recognise what constitutes positive healthy relationships and develop the skills to form them</li> </ul>	<p><b>Learning Intentions and Learning Outcomes</b> <b>Learning Intention</b> To consider puberty and reproduction <b>Learning Outcomes</b> Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence</p>	<p><b>Lesson Title</b>  <b>Lesson 1</b> <a href="#">Puberty and Reproduction</a></p>	<p><b>Resources</b> <a href="#">Puberty Changes Teacher Guide</a> <a href="#">Puberty Body Part cards</a> <a href="#">Reproduction question sheet</a> <a href="#">Reproduction answer cards</a> <a href="#">Reproduction whiteboard summary</a></p> <p><b>Additional Activities</b> <a href="#">Year 6 Puberty Problem Page</a> <a href="#">Year 6 Puberty Problem Page Cut-outs</a> <a href="#">Year 6 Puberty Problem Page Teacher Guide</a></p>
	<p><b>Learning Intention</b> Consider physical &amp; emotional behaviour in relationships <b>Learning Outcomes</b> Discuss different types of adult relationships with confidence Know what form of touching is appropriate</p>	<p><b>Lesson 2</b> <a href="#">Understanding Relationships</a></p>	<p><a href="#">Relationship pictures</a> Squares of paper/sticky notes <a href="#">Anonymous Questions template</a></p> <p><b>Additional Activities</b> How Babies are Made DVD programme: All About Us: Living and Growing Alternative, Unit 3 Programme 7. <a href="http://www.channel4learning.com/">http://www.channel4learning.com/</a></p>
	<p><b>Learning Intention</b> To explore the process of conception and pregnancy <b>Learning Outcomes</b> Describe the decisions that have to be made before having a baby Know some basic facts about pregnancy and conception</p>	<p><b>Lesson 3</b> <a href="#">Conception and Pregnancy</a></p>	<p><a href="#">How Does A Baby Start? cards</a> <a href="#">How Does A Baby Start? whiteboard summary</a> Anonymous Questions from previous lesson</p> <p><b>Additional Activities</b> <a href="#">Conception and Pregnancy statements</a> <a href="#">Conception and Pregnancy Quiz</a> <a href="#">Conception and Pregnancy Quiz Answers</a> <a href="#">Pictures of male and female reproductive organs</a> Model materials: dried spaghetti (fallopian tubes) and poppy seeds (eggs)</p>
	<p><b>Learning Intention</b> To explore positive and negative ways of communicating in a relationship <b>Learning Outcomes</b> To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong</p>	<p><b>Lesson 4</b> <a href="#">Communicating in Relationships</a></p>	<p><a href="#">Relationship Question cards</a> <a href="#">Communication Scenario Cards</a> <a href="#">Communication Scenarios answers</a> <a href="#">Communication Scenarios whiteboard summary</a></p> <p><b>Additional Activities</b> Film clip from <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a></p>