

**MEDWAY PRIMARY PSHE EDUCATION**  
**RELATIONSHIPS AND SEX EDUCATION**

**INTRODUCTION AND OVERVIEW**

# TABLE OF CONTENTS

<a href="#"><u>Introduction</u></a>	<a href="#"><u>3</u></a>
<a href="#"><u>Appendices</u></a>	<a href="#"><u>7</u></a>
<a href="#"><u>Appendix 1</u></a>	<a href="#"><u>8</u></a>
<a href="#"><u>Appendix 2</u></a>	<a href="#"><u>10</u></a>
<a href="#"><u>Appendix 3</u></a>	<a href="#"><u>12</u></a>

**MEDWAY PRIMARY PSHE EDUCATION**  
**INTRODUCTION**

## INTRODUCTION

These notes accompany lesson plans written especially for Medway schools in partnership with the PSHE Association. They have been designed to support class teachers delivering relationships and sex education (RSE), as part of the PSHE education curriculum, at key stages one and two.

From September 2019 relationships education will be statutory in all schools at key stages 1 and 2. Education about relationships is covered through many aspects of the primary PSHE curriculum (and will go beyond the contents of these lesson plans). Schools should ensure their PSHE education programme therefore includes all elements of the new statutory guidance for relationships education, which will be published for consultation in Summer 2018. Elements of sex education that are not included in the statutory guidance will remain non-statutory in primary schools but in order to safeguard pupils effectively we strongly recommend that Medway schools provide a comprehensive programme of relationships and sex education (including these lessons) as an integral part of their PSHE provision. We therefore use the term relationships and sex education (RSE), rather than relationships education, to reflect this best practice approach.

This resource pack replaces and updates the Medway lessons on puberty and moving to secondary school, published in 2015. An additional three lessons on other aspects of RSE were added in January 2018, with a further five added in June 2018.

These lessons contribute to the curriculum for PSHE education, as set out in the [PSHE Association Programme of Study for PSHE education](#). Signposted by the Department for Education, the PSHE Association's Programme of Study outlines learning opportunities in three core themes: Health & Wellbeing, Relationships, and Living in the Wider World. For a detailed overview of how these lessons link to the Programme of Study, see Appendix 2.

Primary schools must have regard to the Department for Education statutory guidance on preparing pupils for the physical and emotional changes of puberty before they experience them. For this reason, we recommend that teaching about puberty should begin in Year 4.

**These guidance notes should be read carefully before teaching any of the lessons.** Teachers should also refer to relevant school policies, such as policies on SRE/RSE, child protection, and safeguarding.

## OVERVIEW OF THE LESSONS

### KEY STAGE ONE (YEAR 1 OR YEAR 2)

#### My special people

This lesson focuses on early learning about healthy, happy relationships, which is later built on in key stage 2. This lesson is based on a story, *Grandfather and I* by Helen E. Buckley, (an alternative story can be used if preferred). Pupils explore the ways the characters in the story care for each other and what makes them special. In addition, pupils think about the special people in their own lives, friendship, family and what it means to care for each other.

#### Growing up: the human life cycle

This lesson introduces the concept of the human life cycle. Pupils begin to understand how we grow and change as we get older. The lesson focuses on young children growing and changing (puberty is not mentioned until key stage 2). Pupils compare the differences between a baby and a child—what they look like and what they can do. The focus is on becoming independent; how we look after ourselves and each other as we grow, and some of the feelings that accompany the process of growing up.

#### Everybody's body

Pupils may have been using a variety of different words to name the male and female genitalia/sex parts, but this lesson directly teaches the correct terminology. It is important for younger pupils to know how to name their body parts correctly as this contributes to safeguarding—helping them

to take care of their bodies and keep themselves safe. This is built on later in key stage 2, when pupils learn about puberty and the changes when growing from children to adults. It is suggested that this lesson is taught within the context of other learning about similarities and differences (e.g. growing and changing, people and animals). This lesson also begins to address the issue of gender stereotypes.

## **KEY STAGE TWO (YEAR 3 OR YEAR 4)**

### **What makes a good friend?**

This lesson builds on pupils' learning from key stage one about special people and extends their learning about their close networks and friendships. The focus is on the qualities of being a good friend and the importance of friendship in all our lives. This lesson will help to develop pupils' understanding of positive, healthy relationships, and is written at a level appropriate for pupils in year 3 or 4. This concept is re-visited in upper key stage two.

### **Falling out with friends**

This lesson follows on from the previous lesson - What makes a good friend? Sometimes, even good friends have disagreements or 'fall out' – it is important that pupils learn that there are ways to manage this if it happens to them. Pupils should understand that a quarrel does not always mean the end of a friendship and that there are things they can do that might help to mend or strengthen their friendship. To further develop their understanding, pupils explore strategies they can use to try to solve problems that can arise in friendships and to seek help if they need it.

## **KEY STAGE TWO (YEAR 4 OR YEAR 5)**

### **PUBERTY LESSONS 1-4**

#### **Time to change**

The first lesson focuses on some of the external changes that happen to the body.

#### **Menstruation and wet dreams**

The second lesson focuses in more detail on some of the external and internal changes that happen to the human body.

#### **Physical hygiene**

This lesson helps pupils to recognise the importance of personal hygiene during puberty, and to consider some of the questions young people may have about the physical changes at puberty.

#### **Emotions and feelings**

This lesson focuses in more detail on some of the emotional changes that may take place during puberty and outlines some of the changes that may occur in friendships and other relationships. It teaches pupils where and how to get help and support.

## **KEY STAGE TWO (YEAR 6)**

### **Puberty: re-cap and review**

This lesson has been designed to consolidate pupils' previous learning about puberty and is specifically aimed at year 6 pupils. Pupils should have already learned about puberty in year 4 or year 5, but this lesson gives them the opportunity to recap and review their understanding of puberty, before introducing lessons on how babies are made. It will also allow pupils to revisit key vocabulary used in later lessons.

### **Puberty: change and becoming independent**

This lesson extends pupils' thinking about puberty and the concept of change throughout our lives.

It explores in more detail, some of the feelings associated with change. It helps pupils to consider changes that might occur alongside puberty, including moving to secondary school and the new roles and responsibilities that this might bring.

### Positive, healthy relationships

Increasing pupils' understanding of what is meant by a positive, healthy and loving relationship is an important part of safeguarding their health and wellbeing. This lesson looks at different kinds of relationships, and the values, expectations and responsibilities within healthy, positive relationships. The lesson also explores some ways that changing relationships can be managed—ensuring behaviour is respectful, even when things do change.

### How babies are made

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. The lesson enables pupils to reflect on the values and responsibilities within healthy adult relationships and is therefore set clearly within RSE— as part of the wider PSHE education curriculum.

**For an overview of the learning objectives and intended learning outcomes for each lesson: see Appendix 1**

## USEFUL WEBSITES

- [www.childline.org.uk](http://www.childline.org.uk)
- [www.nspcc.org.uk](http://www.nspcc.org.uk)
- [www.nhs.uk/Livewell/puberty/Pages/Pubertyinfoforchildren.aspx](http://www.nhs.uk/Livewell/puberty/Pages/Pubertyinfoforchildren.aspx)
- [www.kidshealth.org/kid/](http://www.kidshealth.org/kid/)
- [www.bbc.co.uk/education/topics/z3xxsbk](http://www.bbc.co.uk/education/topics/z3xxsbk)
- [www.thinkuknow.co.uk/](http://www.thinkuknow.co.uk/)

## USEFUL DOCUMENTS

- DfE statutory guidance on SRE: [Sex and Relationships Guidance](#), DfE July 2000\*
- Additional guidance, published by the PSHE Association, Sex Education Forum and Brook: [Sex and Relationships Education \(SRE\) for the 21st Century](#), February 2014
- Sex Education Forum's 12 principles of effective RSE

*\*At time of writing we are awaiting new government regulations and statutory guidance on relationships education. We expect these to be published for consultation in Summer 2018 and that schools will be required to teach in line with this guidance from September 2019*

**MEDWAY PRIMARY PSHE EDUCATION**  
**APPENDICES**

# APPENDIX 1

## Overview of lessons – learning objectives and intended learning outcomes:

Lesson	Learning objectives We are learning:	Intended learning outcomes We can:
<b>Year 1 or 2</b> <i>My special people</i>	<ul style="list-style-type: none"> <li>about the special people in our lives and how we care for one another</li> </ul>	<ul style="list-style-type: none"> <li>identify our own special people</li> <li>explain what makes them special to us and why they are important in our lives</li> <li>describe the different ways our special people care for us</li> <li>recognise how we can care for them in return</li> </ul>
<b>Year 1 or 2</b> <i>We are growing: human life cycle</i>	<ul style="list-style-type: none"> <li>about how we change as we grow</li> </ul>	<ul style="list-style-type: none"> <li>recognise the main stages of the human life cycle (baby, child, adult)</li> <li>recognise that the process of growing takes time and describe what changes when people grow from young to old</li> <li>identify ways we are more independent now than when we were younger</li> <li>describe our feelings about growing and changing</li> </ul>
<b>Year 1 or 2</b> <i>Everybody's body</i>	<ul style="list-style-type: none"> <li>about the differences and similarities between people</li> </ul>	<ul style="list-style-type: none"> <li>describe similarities and differences between ourselves and others</li> <li>challenge simple stereotypes about boys and girls</li> <li>recognise and use the correct names for main parts of the body</li> </ul>
<b>Year 3</b> <i>What makes a good friend?</i>	<ul style="list-style-type: none"> <li>about friendship – why it is important and what makes a good friend</li> </ul>	<ul style="list-style-type: none"> <li>recognise the different types of friendships that are important to us (eg: family, friends, groups we belong to, neighbours)</li> <li>explain why friendship and having friends is valuable</li> <li>identify how friends show they care for and value each other</li> <li>describe what makes a good friendship and what is most important in a friendship</li> </ul>
<b>Year 3</b> <i>Falling out with friends</i>	<ul style="list-style-type: none"> <li>how to maintain good friendships</li> <li>about solving disagreements and conflict amongst themselves and their peers</li> </ul>	<ul style="list-style-type: none"> <li>identify what helps maintain friendships</li> <li>describe feelings when disagreements and conflict occur</li> <li>identify what can help and not help if there are friendship problems</li> <li>demonstrate strategies for solving arguments with peers</li> </ul>
<b>Year 4 or 5</b> <i>Puberty: time to change</i>	<ul style="list-style-type: none"> <li>about some of the physical changes experienced during puberty</li> </ul>	<ul style="list-style-type: none"> <li>identify some of the physical changes that happen to bodies during puberty</li> <li>explain that puberty begins and ends at different times for different people</li> <li>use scientific vocabulary for external male and female body parts/genitalia</li> </ul>
<b>Year 4 or 5</b> <i>Puberty: menstruation and wet dreams</i>	<ul style="list-style-type: none"> <li>about the physical changes that happen to males and females during puberty</li> </ul>	<ul style="list-style-type: none"> <li>use to use scientific vocabulary for external and internal male and female body parts/genitalia</li> <li>explain what happens during menstruation (periods)</li> <li>explain what is meant by ejaculation and wet dreams</li> </ul>
<b>Year 4 or 5</b> <i>Puberty: personal hygiene</i>	<ul style="list-style-type: none"> <li>about the importance of personal hygiene during puberty</li> <li>to respond to questions about puberty</li> </ul>	<ul style="list-style-type: none"> <li>explain how and why it is important to keep clean during puberty</li> <li>describe ways of managing physical change during puberty</li> <li>respond to questions and give advice to others about puberty</li> </ul>

Lesson	Learning objectives We are learning:	Intended learning outcomes We can:
<b>Year 4 or 5</b> <i>Puberty: emotions and feelings</i>	<ul style="list-style-type: none"> <li>• how and why emotions may change during puberty</li> <li>• about getting appropriate help, advice and support about puberty</li> </ul>	<ul style="list-style-type: none"> <li>• describe how emotions and relationships may change during puberty</li> <li>• know where we can get the help and support we need in relation to puberty</li> </ul>
<b>Year 6</b> <i>Puberty: recap and review</i>	<ul style="list-style-type: none"> <li>• more about the changes that happen at puberty (recap from year 4 or 5)</li> </ul>	<ul style="list-style-type: none"> <li>• describe the physical and emotional changes that occur during puberty and how to manage these</li> <li>• identify myths and facts about puberty, and what is important for a young person to know</li> <li>• demonstrate how to begin conversations (or ask questions) about puberty with people that can help us</li> </ul>
<b>Year 6</b> <i>Puberty: change and becoming independent</i>	<ul style="list-style-type: none"> <li>• about managing change - new roles and responsibilities as we grow up</li> </ul>	<ul style="list-style-type: none"> <li>• describe some changes that happen as we grow up</li> <li>• identify the range of feelings associated with change, transition to secondary school and becoming more independent</li> <li>• describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities</li> </ul>
<b>Year 6</b> <i>Positive and healthy relationships</i>	<ul style="list-style-type: none"> <li>• about what constitutes a positive, healthy relationship</li> <li>• that relationships can change over time</li> </ul>	<ul style="list-style-type: none"> <li>• describe some changes that happen as we grow up</li> <li>• identify the range of feelings associated with change, transition to secondary school and becoming more independent</li> <li>• describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities</li> </ul>
<b>Year 6</b> <i>How babies are made</i>	<ul style="list-style-type: none"> <li>• about adult relationships and the human life cycle</li> <li>• about human reproduction (how a baby is made and how it grows)</li> </ul>	<ul style="list-style-type: none"> <li>• identify the links between love, committed relationships / marriage and conception</li> <li>• explain what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults</li> <li>• explain what pregnancy means, how long it lasts and where it occurs i.e.: that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female)</li> </ul>

## APPENDIX 2

### References to the PSHE Association Programme of Study:

Lesson	Core theme 1: Health and Wellbeing	Core theme 2: Relationships:	Core theme 3: Living in the wider world
<b>Year 1 or 2</b> <i>My special people</i>		<b>R9.</b> to identify their special people (family, friends, carers), what makes them special and how special people should care for one another	
<b>Year 1 or 2</b> <i>We are growing: human life cycle</i>	<b>H8.</b> about the process of growing from young to old and how people's needs change  <b>H9.</b> about growing and changing and new opportunities and responsibilities that increasing independence may bring		
<b>Year 1 or 2</b> <i>Everybody's body</i>	<b>H10.</b> the names for the main parts of the body (including external genitalia) the bodily similarities and differences between boys and girls  <b>H16.</b> what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy	<b>R9.</b> to identify and respect the differences and similarities between people	<b>L8.</b> ways in which they are all unique; understand that there has never been and will never be another 'them'  <b>L9.</b> ways in which we are the same as all other people; what we have in common with everyone else
<b>Year 3</b> <i>What makes a good friend?</i>		<b>R2.</b> to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships	
<b>Year 3</b> <i>Falling out with friends</i>		<b>R2.</b> to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships  <b>R12.</b> to develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and to support others to benefit themselves	
<b>Year 4 or 5</b> <i>Puberty: time to change</i>  <i>Puberty: menstruation and wet dreams</i>	<b>H8.</b> about change  <b>H18.</b> how their bodies will, and emotions may, change as they approach and move through puberty  <b>H23.</b> about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe	<b>R8.</b> to identify and respect the differences and similarities between people  <b>R13.</b> that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)	
<b>Year 4 or 5</b> <i>Puberty: menstruation and wet dreams</i>	<b>H8.</b> about change  <b>H18.</b> how their bodies will, and emotions may, change as they approach and move through puberty  <b>H20.</b> about taking care of their body	<b>R7.</b> to offer constructive support and feedback to others	<b>L1.</b> to discuss topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people

Lesson	Core theme 1: Health and Wellbeing	Core theme 2: Relationships:	Core theme 3: Living in the wider world
<b>Year 4 or 5</b> <i>Puberty: personal hygiene</i>	<p><b>H6.</b> 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</p> <p><b>H7.</b> to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p>		
<b>Year 4 or 5</b> <i>Puberty: emotions and feelings</i>	<p><b>H6.</b> 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</p> <p><b>H7.</b> to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p>	<b>R2.</b> to recognise that their behaviour can affect other people	
<b>Year 6</b> <i>Puberty: recap and review</i>	<p><b>H8.</b> about change</p> <p><b>H18.</b> how their bodies will, and emotions may, change as they approach and move through puberty</p> <p><b>H20.</b> about taking care of their body</p>		
<b>Year 6</b> <i>Puberty: change and becoming independent</i>	<p><b>H11.</b> to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p><b>H18.</b> how their body will, and their emotions may, change as they approach and move through puberty</p>		<b>L7.</b> that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities
<b>Year 6</b> <i>Positive and healthy relationships</i>		<p><b>R2.</b> to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p><b>R4.</b> to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p><b>R5.</b> that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p><b>R19.</b> that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p>	
<b>Year 6</b> <i>How babies are made</i>	<b>H19.</b> about human reproduction	<b>R2.</b> Pupils should have the opportunity to learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships	

## APPENDIX 3

### References to National Curriculum Science (2014):

Lesson / Suggested year group/s	National Curriculum Science - Programmes of Study	Statutory requirements:	Non-statutory notes and guidance
<b>We are growing: human life cycle</b> KS1: Year 1 or 2	Year 2: Animals, including humans	Pupils should be taught to notice that animals, including humans, have offspring which grow into adults	<i>They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include references to baby, toddler, child, teenager, adult.</i>
<b>Everybody's body</b> KS1: Year 1 or 2	Year 2: Animals, including humans	Pupils should be taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense	<i>Have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes</i>
<b>Puberty Lessons 1-4</b> KS2: Year 4 or 5	Year 5: Animals, including humans	Pupils should be taught to describe the changes as humans develop to old age	<i>They should learn about the changes experienced in puberty.</i>
<b>How babies are made</b> KS2: Year 6	Year 6: Evolution and inheritance	Pupils should be taught that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	