

Girlington Primary School - Relationships and Health Education 2021

Relationships and Health Education, which is part of the **Science** and **PSHE Education** (Personal, Social, Health and Economic Education) curriculums, is now **statutory** and must be taught by law.

At Girlington Primary School, we **do not** teach sex education (it is non-statutory for primary schools) but must teach all parts of the National Curriculum for **Science** which includes topics such as: body parts, life cycles, healthy lifestyles and puberty, as well as **Relationships and Health Education**.

In the statutory guidance for **Relationships and Health Education**, the government identifies **Relationships Education** for primary schools under these headings:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education (including physical health and mental wellbeing) is defined under these headings:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health prevention
- Basic first aid
- Changing adolescent body

Relationships and Health Education at Girlington Primary School

At Girlington Primary School, our main priority when delivering this content is to keep children safe, to help them not to worry about the changes they will experience during puberty and to teach children how to be tolerant and aware of the views of other customs, cultures and religions.

We have carefully considered the needs of our children and when it is appropriate for them to learn about the names of body parts and the different aspects of puberty. For example, in Years 1, 2 and 3, we will refer to the body parts inside pants as our 'privates'. Later on in Years 4, 5 and 6, we will start to introduce the anatomical names for body parts during lessons about puberty. Knowing and understanding the changes they may experience as well as how to refer to their body parts correctly will help children to feel more confident in their ability to keep safe.

Each year, we will present the **NSPCC 'PANTS' (the Underwear Rule)** to children. This helps children to understand that their body belongs to them and that they should tell someone they trust if anything makes them upset or worried. You can view the resources on the NSPCC website.

Teaching Changing adolescent bodies

When teaching children about the Changing adolescent body (puberty), we will teach the children about the changes both girls and boys will experience in single gender groups. The teaching of this subject will begin at the end of year 4 as we find that some children do start to experience the beginning of puberty at this age. In the Autumn term of year 5, children will be given further teaching about adolescence. Finally, in year 6, children will be reminded about adolescence in preparation for their transition to secondary school.

The Islington Framework for PSHE Education

At **Girlington Primary School**, we use a modified version of the **Islington Framework for PSHE Education**, 'You, Me, PSHE' which is recommended by the **PSHE Association** and **Bradford Council's** Department of Children's Services Education **Safeguarding Curriculum Officer**. We have amended it after considering the needs of our children and the developmental stages of each year group. The framework provides useful guidance, lesson plans and resources which teachers can consider when planning their lessons.

The Islington Framework is separated into 7 strands:

- Relationships and health education (RHE)
- Drug, alcohol and tobacco education (DATE)
- Physical health and wellbeing
- Mental health and emotional wellbeing
- Keeping safe and managing risk
- Careers, financial capability and economic wellbeing
- Identity, society and equality

Below is the school's **Curriculum Overview** for the year, for all year groups, for PSHE Education (including Relationships and Health Education). As you can see, Relationships and Health Education will be taught in year 2 (Science), year 4, year 5 and year 6.

Whole school curriculum overview


	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Physical health and wellbeing Fun times	Physical health and wellbeing What keeps me healthy?	Drug, alcohol and tobacco education Tobacco is a drug	Identity, society and equality Democracy	Relationships and health education Growing up and changing	Drug, alcohol and tobacco education Weighing up risk
Autumn 2	Keeping safe and managing risk Feeling safe	Mental health and emotional wellbeing Friendship	Keeping safe and managing risk Bullying – see it, say it, stop it	Drug, alcohol and tobacco education Making choices	Relationships and health education Growing up and changing	Identity, society and equality Human rights
Spring 1	Identity, society and equality Me and others	Relationships and health education Boys and girls, families	Mental health and emotional wellbeing Strengths and challenges	Physical health and wellbeing What is important to me?	Keeping safe and managing risk Making safer choices	Relationships and health education Healthy relationships
Spring 2	Drug, alcohol and tobacco education What do we put into and on to bodies?	Relationships and health education Boys and girls, families	Identity, society and equality Celebrating difference	Keeping safe and managing risk Playing safe	Mental health and emotional wellbeing Dealing with feelings	Relationships and health education Healthy relationships Puberty
Summer 1	Mental health and emotional wellbeing Feelings	Keeping safe and managing risk Indoors and outdoors	Careers, financial capability and economic wellbeing Saving, spending and budgeting	Physical health and wellbeing In the media	Drug, alcohol and tobacco education Different influences	Mental health and emotional wellbeing Healthy minds
Summer 2	Careers, financial capability and economic wellbeing My money	Drug, alcohol and tobacco education Medicines and me	Physical health and wellbeing What helps me choose?	Identity, society and equality Stereotypes, discrimination and prejudice Relationships and health education Introduction to growth and change	Careers, financial capability and economic wellbeing Borrowing and earning money	Keeping safe and managing risk Keeping safe - out and about FGM (female genital mutilation)

Here are the resources we will use to teach children about keeping our bodies safe, puberty, gender stereotypes, different families and relationships (just a few of the wide range of topics which constitute Relationships and Health Education).

Year 2 Relationships and Health Education

In year 2, children will be taught to understand and respect differences between people. They will be able to identify the biological differences between male and female animals and humans. Children will look at the life cycle of humans from babies to older people, discuss caring relationships and look at the different types of families.

This is an example of some picture cards children will use to talk about similarities and differences between boys and girls.

Activity picture cards 

<p>Play football</p>  <p>Activity picture card</p>	<p>Wear trousers</p>  <p>Activity picture card</p>
<p>Have short hair</p>  <p>Activity picture card</p>	<p>Play sports</p>  <p>Activity picture card</p>

 Relationships and health education
Y2, M1, PSHE © Harington 2020

Children will learn about the differences and similarities between boys and girls, learning that boys and girls can do the same tasks and enjoy the same things.



Match the animal with its young (draw a line with a pencil). The first one has been done for you.

Animals	Young
	
	
	
	
	
	
	

Children will find out about **male and female animals**. Which gender gives birth to the young and how animals feed their young. They will not be taught about how reproduction occurs.

They will talk about how we know the animals are male or female, using the words: privates, udders, teats and horns.

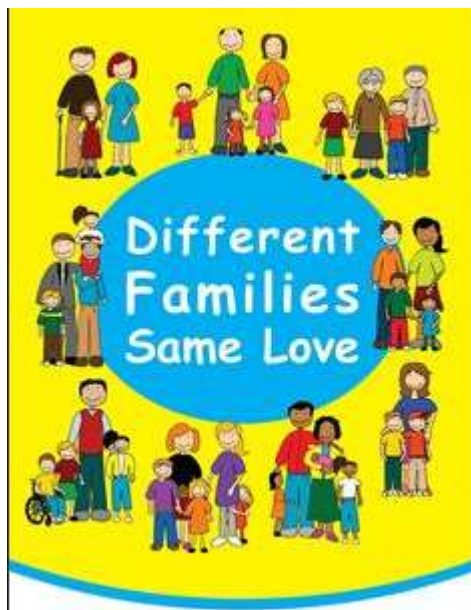
Anatomically correct dolls will be used to identify how males and females are different. In years 1, 2 and 3, the term 'privates' will be used for the body parts which are inside pants (see the NSPCC PANTS Underwear Rule in the introduction).

Pupils will learn about **growing from young to old** and that they are growing and changing themselves. They will look at pictures of the human life cycle (baby, now, teenager, adult) and be taught that all living things start life as a baby. By looking at the picture cards, they will be able to discuss how they have changed since they were babies.

In the next lesson, children will find out about **the care people need at different stages of their life**. They will be given objects to help them to think of our care needs throughout the life cycle. E.g.:

Objects relating to caring throughout the life cycle: bottle, nappies, sticking plaster, toy bricks, hairbrush, skipping rope, post-card, valentine, flowers, cooking utensils, phone, walking stick, stethoscope, hearing aid



In Year 2, children will learn about **different families** and how their home life is special. They will name the different family members a family can consist of, e.g. mum, dad, cousin, aunty, foster parent, grandparent, close friend.

They will talk about how families can be different and special. They will learn that families care for each other in a variety of ways.

The children will find out that some people choose to get married, meaning that two people are united – committed to each other through the law so their relationship is recorded as a 'marriage'.

They will talk about how some families have two parents, some have one parent, some have 2 mums, some have 2 dads, some children live with other members of their family, like a grandparent, aunt or uncle, some live with foster carers or step parents. There are many different types of families.

Year 4 Relationships and Health Education

The onset of puberty can start from the age of 8 and it is important that we prepare children for this stage in their life. Each year, a few children start to change and grow in year 4, with a higher occurrence in years 5 and 6. At the end of year 4, we will teach children, in single gender groups, some of the basic changes they may start to notice as they go through the last few years of primary school. We will notify you when we are going to deliver this lesson.

The key changes we will talk about in year 4 are:

Girls

- Body changes (growth of body, hair, breasts, changing shape, sweat, spots);
- Menstruation (bleeding, how often, sanitary towels);
- Hygiene;
- Mood swings and how to cope with them;
- The anatomical names of body parts: womb, vagina.

Boys

- Body changes (growth of body, hair, sweat, spots, change in voice);
- Hygiene;
- Mood swings and how to cope with them;
- The anatomical names of body parts: penis, testicles.

Year 5 Relationships and Health Education

In the Autumn term of year 5, we will teach the children **Relationships and Health Education**.

In the statutory Science curriculum for Year 5, under the title, 'Animals, including humans', 'pupils should be taught to: describe the changes as humans develop to old age. This relates to statutory Relationships and Health Education as it involves children drawing a timeline to indicate stages in the growth and development of humans. It states that, 'They should learn about the changes experienced in puberty.'

In the first lesson, children will talk about what it is like to be young and what it is like to grow older.



Children will learn about the physical changes which each gender experiences during **puberty**. They will be taught in single gender groups.

They will be able to define puberty, the changes that occur sometime between 8-17 that turns us from children to young adults, identify physical changes associated with puberty, understand that everyone's experience of puberty is different and know that puberty begins and ends at different times.

The key changes we will talk about in year 5 are:

Girls

- Body changes (growth of body, hair, breasts, changing shape, sweat, spots);
- Menstruation (bleeding, the menstrual cycle, how often, sanitary towels);
- Hygiene;
- Emotional feelings and how to cope with them;
- The anatomical names of body parts: womb, ovary, ovum, fallopian tube, vagina, vulva, clitoris, genitals. These scientific words will help to safe guard our children and prepare the girls for their lesson (at the end of year 6) about FGM (female genital mutilation). *See year 6 resources for more information.*

Boys

- Body changes (growth of body, hair, sweat, spots, change in voice, wet dreams);
- Hygiene;
- Emotional feelings and how to cope with them;
- The anatomical names of body parts: penis, testicles, semen, sperm, genitals.

This is an example of a worksheet we will use. This continues to the work started at the end of year 4.

Changes we can and cannot control (tick)





Change / behaviour	Can control	Cannot control	Not sure
Growing taller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting more hair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Growing hair on face	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Buying more things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making more friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Breasts growing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eating fruit and vegetables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Starting period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deciding when to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being kind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Voice deepening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting more sleep	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shoulders and chest widening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hips widening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall body shape changing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Starting new hobbies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eating more sweets and chocolate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arguing with adults or friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Going online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asking for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing my homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




This worksheet explains what happens during the menstrual cycle.

It builds on the information the children were given at the end of year 4.


Understanding menstruation 




The menstrual cycle starts on the first day of a girl's period. During a period the egg as well as blood and tissue that have built up on the lining of the womb leave the body through the vagina.




Healthcare and Health Education
The Mx. Path © Anglia 2020

Understanding menstruation 



After a girl's period is finished, special chemicals called hormones tell the womb to start getting ready to receive a new egg. For the next week the womb prepares itself by making a new lining. At the same time hormones tell the ovaries to prepare a new egg.



Healthcare and Health Education
The Mx. Path © Anglia 2020

Understanding menstruation 



This bleeding is also called menstruation. It does not happen all at once, the bleeding can last from two to seven days.



Healthcare and Health Education
The Mx. Path © Anglia 2020

Understanding menstruation 



When the womb and the egg are ready, after about seven days, the egg is released from the ovaries.



Healthcare and Health Education
The Mx. Path © Anglia 2020

Understanding menstruation



The egg travels down a tube towards the womb. If the egg does not meet a sperm it will begin to dissolve.



Understanding menstruation



Because the egg has not met a sperm, the lining in the womb is not needed so the egg as well as the blood and tissue lining the womb leave the body through the vagina.



Understanding menstruation
Year 10, PHSU © copyright 2020

Understanding menstruation



This cycle is now back at the beginning and the whole process is repeated.
The whole process takes about 28 days.



We will show the children sanitary and hygiene products when talking about puberty.

Personal care pictures



Personal care pictures



These true and false statements will help children to understand how to use sanitary products.

Period protection (true/false?)



Please put a tick (✓) in the box for 'True', a cross (X) for 'False', and a question mark (?) for 'Don't know'.

	Tampon	Sanitary pad	Menstrual cup
Re-usable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do not flush	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change at least every three to four hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use once	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some come with an applicator - some do not	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change and clean every 12 hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Re-usable for up to a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Absorbs menstrual fluid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When used, wrap and dispose of in bin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Place onto the inside of underwear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Come in different sizes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



In year 5, teachers will discuss emotional feelings and relationships. They will discuss feelings in certain situations and how to cope with them.

Changing relationships scenarios 

Sal and River have been friends since Year 2 and recently fell out over a misunderstanding around playing a game. This was because Sal felt River had not included them.

Other children are now getting involved, taking sides and making things up that did not happen. Sal decides to speak directly to River about the situation.

How does Sal feel?

Relationships and health education
Wu, Ma, PSHE © Islington 2020

Changing relationships scenarios 

Sam keeps a diary in which they write very private things. They share a room with their older brother.

One Saturday Sam walks into their bedroom and finds their brother sitting on the bed reading the diary.

How does Sam feel?

Relationships and health education
Wu, Ma, PSHE © Islington 2020

Changing relationships scenarios 

Ariel's best friend Kiran does not seem to be interested in the same sports and activities as them or their friends any more. Kiran also seems easily upset and moody. Ariel has tried to be nice but Kiran hasn't responded.

Now Kiran says they are not going to come to Ariel's sleepover birthday party at the weekend.

How does Ariel feel?

Relationships and health education
Wu, Ma, PSHE © Islington 2020

Changing relationships scenarios 

Aspen has a friend (Kai) who has been very quiet recently. As well as being quiet, Kai has stopped smiling and spending time with other people.

One lunchtime Aspen asks Kai what is wrong. Kai starts to cry but refuses to talk about what is wrong.

How does Aspen feel?

Relationships and health education
Wu, Ma, PSHE © Islington 2020

Year 6 Relationships and Health Education

In year 6, children will review the information they learnt about puberty in year 4 and year 5 in single gender groups. In these groups, children will have a chance to discuss worries related to puberty, e.g. greasy skin, spots, moods, menstruation.

Relationships and Health Education will be taught in the Spring term in year 6.

Our first lesson, which will be about puberty, will revise the information learnt in years 4 and 5. Children will identify the physical, emotional and behavioural changes that occur during puberty for both males and females, they will understand that puberty is individual and can occur any time between 8 and 17 and they will understand that body changes at puberty are a preparation for being able to reproduce later on in life.

In this lesson, we will provide a range of concerns children may have and sort them into physical and emotional worries. Examples of these concerns could be:

My moods are so up and down and I can't seem to control them

I haven't started my periods yet and all my friends have

I have started to sweat more and I am worried that I smell

My voice is changing and it's so embarrassing

I have very strong feelings about another person who I really like

I have started my period and really need to talk to someone

I want to be alone more than usual and feel I need privacy

Someone touched me and I didn't feel comfortable

I am so much taller than my friends


I am so much smaller than my friends










In the second lesson, we will consider gender stereotyping in the media by looking at pictures of males and females carrying out different tasks and roles.

Let's do it! pictures 

 <p>Making tea </p>	 <p>Cleaning </p>	 <p>Watching a film </p>
 <p>Sewing </p>	 <p>Cooking </p>	 <p>Running </p>

 Relationships and health education
You, Me, POPE © Ilington 2020

Let's do it! pictures 

 <p>Playing football </p>	 <p>Lifting weights </p>	 <p>Yoga </p>
 <p>Caring for baby </p>	 <p>DIY/decorating </p>	 <p>Dancing </p>

Children will discuss various opinions about gender and whether these are true and correct

Gender statements



Cut out these gender statements. Write four of your own in the blank spaces below.



Women are better at looking after babies	It's ok for men to wear make up
Boys are less mature than girls	Girls can play football as well as boys
Men make better firefighters	Men are better at cooking than women



In the next lesson, pupils will learn about what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships.

They will be able to identify positive qualities and expectations from relationships, explain the similarities between friendships and intimate relationships and explain that there are different types of intimate relationships, including marriage.

What is love?



What do you think is important in a loving relationship? Write or draw your ideas below.

♥♥♥ Love is ♥♥♥

Finish this sentence

People know they love someone because...



Relationships cards (1)



Here are some things that people might do in relationships as they become closer (more intimate). Place the cards to show how the things might change as people become closer.

Talk about feelings	Talk about deeper feelings
Hold hands	Eat together
Cook for each other	Kiss on the lips
Kiss on the cheek	Go out to places they enjoy (eg cinema) – just the two of them, without others



Next, children will learn about the roles and responsibilities of parents and carers. They will identify some of the skills and qualities needed to be a parent and carer, understand the variety of ways in which parents and carers (men and women) meet the needs of babies and children, know some of the difficulties that can be faced by parents and carers and where they can get help.

Keeping Safe and Managing Risk in year 6

At the end of year 6, children will be taught about **FGM** (female genital mutilation) which is a form of abuse and is illegal in this country. This lesson aims to safeguard the children and reinforce the message that our bodies belong to us and are private.

Pupils will learn about the importance for girls to be protected against FGM, they will know that FGM is a form of abuse, they will understand that everyone has the right to be protected against harm to their bodies and know where and how someone can get help and support.

We will explain the anatomical words and terms:

female (girls or women), genital (sex parts, sexual organs, in women – vagina), mutilation (to injure, disfigure, make imperfect by damaging or removing parts, to deprive of an essential limb or other part).

We will make it clear that FGM is illegal (against the law). FGM is when people change, alter or remove a girl's genitals. This is harmful for a girl's health and can be very scary and painful for the girl and goes against a girl's right to be safe. FGM happens across the world, including in the UK, but is not normally done by doctors in hospitals. A girl may feel under pressure (including from their family or friends) to undergo FGM or keep it a secret. She may be told she is going on a special holiday, to have a big party or to become a woman.

We will remind the children of the NSPCC PANTS Underwear Rule – Privates are private. Always remember your body belongs to you. No means no. Talk about secrets that upset you. Speak up, someone can help.

