



Relationships education, relationships and sex education and health education

RSE

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BESA

Our school's policy on Relationships education, relationships and sex education and health education (RSE) is based on the DfES document *of the same name* (DfES 2506/2019).

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.



Aims of RSE at BESA

We teach the children about:

- - the physical development of their bodies as they grow into adults;
- - the way in which humans reproduce;
- - the value of family life;
- - respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- - moral issues and questions;
- - relationship issues;
- - respect for the views of other people;
- - respect for themselves and help promote the development of self-esteem and positive self image
- - how they can protect themselves from sexual abuse, and what to do if they are worried about any sexual matters.
- Physical health and well-being.



Context

We teach about RSE in the context of the school's aims.

We believe:

- RSE should be taught about in the context of marriage and family life;
- RSE is part of a wider process of social, personal and moral education;
- children should be taught to have respect for their own bodies ;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual health;
- it is impossible to build positive relationships with others, without involving trust and respect;
- that “well-being” is an essential part of this (Physical and Mental);



Learning Intentions and Learning Outcomes

MILEPOST/YEAR GROUP	LEARNING INTENTION	LEARNING OUTCOME
EYFS	To consider the routines and patterns of a typical day	Understand some areas in which the children can look after themselves e.g. dressing and undressing
EYFS	To understand why hygiene is important	Explain why it is important to keep clean Understand some basic hygiene routines
EYFS	To recognise that all families are different	Identify different members of the family Understand how members of a family can help each other
YEAR 1	To understand some basic hygiene principles	Know how to keep clean and look after oneself
YEAR 1	To introduce the concept of growing and changing	Understand that babies become children and then adults Know the differences between boy and girl babies
YEAR 1	To explore different types of families and who to ask for help	Know there are different types of families Know which people we can ask for help
YEAR 2	To introduce the concept of male and female and gender stereotypes To identify differences between males and females	Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies
YEAR 2	To explore some of the differences between males and females and to understand how this is part of the lifecycle	Describe some differences between male and female animals Understand that making a new life needs a male and a female
YEAR 2	To focus on sexual difference and name body parts	Describe the physical differences between males and females Name the male and female body parts



Learning Intentions and Learning Outcomes

MILEPOST/YEAR GROUP	LEARNING INTENTION	LEARNING OUTCOME
YEAR 3	To explore the differences between males and females and to name the body parts	Know some differences and similarities between males and females Name male and female body parts using agreed words
YEAR 3	To consider touch and to know that a person has the right to say what they like and dislike	Identify different types of touch that people like and do not like Understand personal space Talk about ways of dealing with unwanted touch
YEAR 3	To explore different types of families and who to go to for help and support	Understand that all families are different and have different family members Identify who to go to for help and support
YEAR 4	To explore the human lifecycle	Describe the main stages of the human lifecycle Describe the body changes that happen when a child grows up
YEAR 4	To identify some basic facts about puberty	Discuss male and female body parts using agreed words Know some of the changes which happen to the body during puberty
YEAR 4	To explore how puberty is linked to reproduction	Know about the physical and emotional changes that happen in puberty Understand that children change into adults so that they are able to reproduce



Learning Intentions and Learning Outcomes

MILEPOST/YEAR GROUP	LEARNING INTENTION	LEARNING OUTCOME
YEAR 5	To explore the emotional and physical changes occurring in puberty	Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence
YEAR 5	To understand male and female puberty changes in more detail	Understand how puberty affects the reproductive organs Describe how to manage physical and emotional changes
YEAR 5	To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty	Explain how to stay clean during puberty Describe how emotions change during puberty Know how to get help and support during puberty
YEAR 6	To consider puberty and reproduction	Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence
YEAR 6	Consider physical & emotional behaviour in relationships	Discuss different types of adult relationships with confidence Know what form of touching is appropriate
YEAR 6	To explore the process of conception and pregnancy	Describe the decisions that have to be made before having a baby Know some basic facts about pregnancy and conception
YEAR 6	To explore positive and negative ways of communicating in a relationship	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



Learning Intentions and Learning Outcomes

MILEPOST/YEAR GROUP	LEARNING INTENTION	LEARNING OUTCOME
YEAR 7	To recognise the physical and emotional changes that take place in puberty	To know about male and female body parts To know what physical and emotional changes take place during puberty
YEAR 7	To consider how feelings change during puberty and how to manage them	To identify feelings which can occur during puberty To consider how to manage feelings and experiences
YEAR 7	To explore how young people can manage the changes and experiences during puberty in a positive way.	To consider where to get help and support during puberty To practice giving advice about puberty experiences
YEAR 8	To recognise and consider the importance of communication in relationships	To consider what makes a positive relationship To understand the meaning of 'sexting' and consider the potential risks
YEAR 8	To understand the process of conception	To consider the different stages in the development of a sexual relationship To understand how conception occurs
YEAR 8	To understand and explore information about contraception	To explore some of the myths about preventing pregnancy To identify a range of contraceptive methods and how they can protect against pregnancy and sexually transmitted infections (STIs)
YEAR 9	To recognise and understand sexual exploitation and make safer choices about relationships	To recognise controlling behaviour in the context of relationships To understand where to get help and support about relationships
YEAR 9	To understand the health consequences of unprotected sex and when to seek advice	To understand some of the consequences of unprotected sex To be able to identify a range of the most common STIs To understand how to protect against STIs and seek advice for treatment
YEAR 9	To consider some contraceptive options and be able to make safer choices in a sexual relationship	To be able to distinguish between the myths and facts about sexual behaviour To know that there is a range of contraceptive methods To know how to use a condom safely



RSE Learning Objectives from Updated England PSHE Document

MP1	MP2	Y6	Y7-Y9
<p>H13: To understand about who looks after them, their family networks and who to go to if they are worried and how to attract their attention.</p> <p>R11: That people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p> <p>R10: To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond.</p>	<p>R3: To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>R8: To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond.</p> <p>H20: To understand about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.</p>	<p>R2: To recognise what constitutes a positive, healthy relationship and develop skills to form and maintain positive and healthy relationships.</p> <p>H20: To understand about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.</p>	<p>R19: To understand about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given).</p> <p>R5: To understand that relationships can cause strong feelings and emotions (including sexual attraction).</p> <p>R15: To consider different levels of intimacy and their consequences.</p> <p>R30: To recognise peer pressure and have strategies to manage it.</p> <p>R21: To understand about contraception including the condom and pill and to develop communication and negotiation skills necessary for contraceptive use in healthy relationships.</p> <p>R16: To acknowledge and respect the right not to have intimate relationships until ready.</p> <p>R17: To understand about readiness for sex and the benefits of delaying sexual activity.</p> <p>H12: To understand that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STI’s.</p> <p>R18: To recognise the impact of drugs and alcohol on choices and sexual behaviour.</p>

YEAR 2

Body Parts sheet



Arms

Feet

Vagina

Nipples

Penis

Testicles

Hand

Eyes

Ear

Knees

Nose

YEAR 4

Body Changes

Changes that happen in puberty...	Male	Female	Both
Grows taller			
Has hair under the arms			
Develops pubic hair			
Grows hair on the face			
Private parts grow bigger			
Breasts grow			
Hair on legs			
Periods start			
Voice gets deeper			
Has mood swings			
Might think about having a boyfriend/girlfriend			



YEAR 5 Puberty Problem Page

A problem shared . . .

Hold The Phone

Dear Problem Page,

All of my friends have a mobile phone and I don't. They all text each other and I feel really left out. My mum says I can't have one because they are expensive and dangerous. I don't understand what she means. Why is she being like that? How can I make her change her mind?

R, age 11

A spot of bother

Dear Problem Page,

I used to think I was nice looking, but now I have huge spots everywhere. They are on my face and on my shoulders and I hate them. I don't like going to school anymore because I feel so ugly. Why is this happening to me and what can I do about it?

P, age 13

Bed Bug

Dear Problem Page,

Sometimes when I wake up in the morning there is a wet patch in my bed, but it isn't wee. It makes a stain so I've tried washing the sheets in the sink but there is nowhere to dry them without my dad seeing. Why is this happening and what should I do?

S, age 14

Sleepover Stress

Dear Problem Page,

I started my periods last summer. I told my carer and she helped me to deal with it and it was ok. Now I've been invited to a sleep-over. I really want to go but I'm worried I'll have my period when I'm there. I don't know if my friends have started yet and I'm too embarrassed to talk to them about it. What can I do?

R, age 11

Mood Swings

Dear Problem Page,

I used to be a really happy person. Now I'm 13 and I sometimes feel really miserable. I go up and down and people are beginning to notice. At home they keep calling me moody and tell me to snap out of it. Is this normal and how can I stop it happening?

L, age 13

Dear Problem Page,

I learnt about puberty in primary school but now I'm 12 and I feel really confused about things and have lots of questions. I haven't got my period but I get this white stuff in my knickers. I don't wear a bra but my nipples hurt. I don't know if these things are normal. I'm really worried. What should I do?

C, age 12

“Are my bodily changes normal?”

Year 8

Lesson 2 Resources

Conception Sequencing Cards

e.

When a man and woman are in a relationship they may make love. This is when they take pleasure in touching each other in sexual ways. It is important that both people consent and that no-one feels pressured into having sex.

d.

Sometimes when they are making love the man's penis becomes erect and the woman's vagina can become wet and slippery.

b.

Then it can be easier for the man's penis to go into the woman's vagina. This is called sexual intercourse and can feel exciting.

h.

Eventually semen is pushed out of the end of the man's penis into the woman's vagina when he ejaculates. This is also called 'coming' or having an orgasm. Women have orgasms in a different way.

g.

The semen can contain millions of sperm which can swim through the woman's cervix, into the womb and then on to the fallopian tubes. Sperm can live in the female body for up to 7 days

f.

If there is an egg in one of the fallopian tubes, it may join up with one of the sperm. Once the two have joined the surface of the egg hardens so no more sperm can get in.

a.

The egg is now fertilised. It travels down the fallopian tube into the womb. As it travels, the cells of the sperm and egg start dividing into more cells until a ball of cells is formed.

c.

About 8-10 days later the fertilised egg reaches the womb where the cells attach themselves to the thick, nutritious womb lining. The woman is now pregnant.



The science biology curriculum and Reproduction

Key Points:

The science curriculum is a compulsory part of learning at BESA, including reproduction.

The inclusion of reproduction is a fundamental aspect of biology as a life process and learning is from an anatomical, evolutionary and genetic perspective increasing in depth and sophistication as children move through the school.

The science curriculum does not place biology and reproduction in the context of relationships and pastoral development.



Science: Biology & Reproduction

Milepost 1

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

Notice that animals, including humans, have offspring which grow into adults.

Pupils should be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth and life cycles.



Science: Biology & Reproduction

Milepost 2

Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts, finding out how different parts of the body have special functions.



Science: Biology & Reproduction

Milepost 3

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

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Pupils should be aware that sexual reproduction is a mechanism for increased variation



Science: Biology & Reproduction

Milepost 4

Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.

Pupils should be able to name and describe the function of the male and female sexual organs in the context of the reproductive process, fertilisation and gestation.

Pupils should be able to explain primary and secondary characteristics that develop during puberty and the role of hormones in these physiological changes.

Pupils should be aware of asexual and sexual reproduction and its implications for genetic variation and the role it has played in evolution.

Pupils should be able to recognise the specialised structure of spermatozoa and ova.

Pupils should recognise and describe the stages of pregnancy.

Pupils should be able to describe the processes of internal and external fertilisation in invertebrates.



HUMAN PAPILLOMAVIRUS (HPV)

There are many types of HPV, some are called ' High Risk' because they are linked to the development of cancers, such as Cervical Cancer, Anal Cancer, Genital Cancers and Cancers of the head and neck, other types can cause Genital warts.

99.7% of all Cervical Cancers are caused by the HPV.

HPV infections do not usually cause symptoms, so you may not know you have it. Most people will get some type of HPV in their lifetime.

You do not have to have sexual contact with a lot of people to get HPV. You can get HPV the first time you are sexually active. The HPV can be contracted through any skin to skin contact of the genital area. Through vaginal, and or oral sex, and through the sharing of sex toys

There is no blood test for HPV.

HOW TO PROTECT OURSELVES FROM THE HPV.

Use of condoms, however not all the skin is covered so not fully protected.

HPV vaccine which protects against most types of the virus.

Currently a vaccine called Gardasil is part of the UK vaccination programme. It protects against 4 types of the virus – 6,11,16,18. Sixteen and eighteen cause most of the Cervical Cancers in the UK (70%). Six and 11 cause 90% of genital warts. In Turkey this vaccine is recommended after 9 years of age, two doses the second given six months after the first. It is recommended for males as well. In the UK it is given at age 12 -13 (year 8). It is also available for boys. For anyone over the age of fifteen who has not received the Vaccine a course of three is given.

RSE and Safeguarding

- All children have the right to be protected from neglect, physical, emotional and sexual abuse.
- RSE provides an understanding that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of and responsible for their own bodies.



RSE...

- It provides knowledge about the processes of reproduction and the nature of sexuality and relationships. This will involve reducing curiosity and dispelling myths by the provision of accurate information taught “in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life.” (Section 46, Education Act No. 2 1986).



Our RSE aims to:

- i) Give clear and appropriate information and knowledge by answering children's questions openly, honestly and appropriately
- ii) To dispel myths and fears about sexuality and relationships. To challenge beliefs that may be complicated by misinformation.
- iii) To help children develop their knowledge and understanding of human growth and development and the changes associated with puberty.
- iv) To lay the foundations for healthy attitudes through an awareness that an individual's body belongs to them. To help children make informed decisions about themselves and bodies.



v) To enable children to feel confident in their discussions about themselves and their bodies and teach the correct language to enable them to do so.

vi) To help children understand the way influence that the media may have on their opinions and self image.

vii) To help children to understand how to use social media and new technologies safely and appropriately.



Questions?

