

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The central area is white, providing a clean space for the text.

# RSE parent meeting 2021

# Aims of the meeting

- To explain our statutory duties in relation to Relationships Education and Health Education.
- To share the resources we will be using to deliver the Relationships Education and Health Education curriculum.

# Our Statutory Duties

All classes use the Cambridgeshire PSHE service scheme of work. This is a research backed scheme, which provides high quality planning materials.

**The scheme is used throughout the year and is compliant in ensuring our statutory duties are met.**

## **What's new?**

Some objectives, previously covered in Sex and Relationships Education are now encompassed in Relationships Education, Health Education or through the science curriculum. For example, puberty now falls under Health Education and is statutory content.

## **Right to withdraw your child**

You cannot withdraw your child from Relationships Education or Health Education.

We will continue to teach conception and birth in Year 6. This is Sex Education and is NOT statutory content. A request can be made to the Head Teacher to withdraw your child from the lessons covering this content.

## Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

### Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

### Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



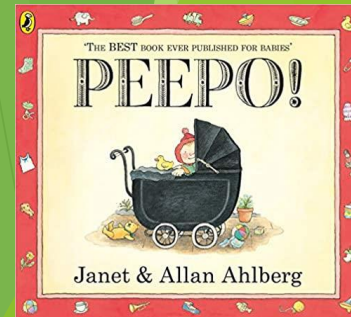
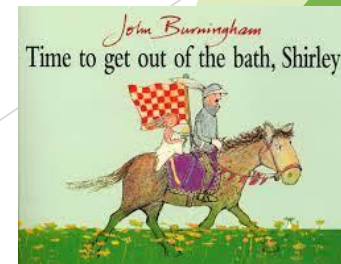
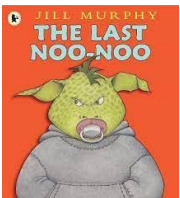
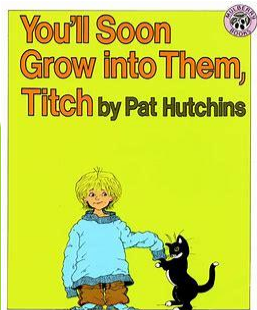
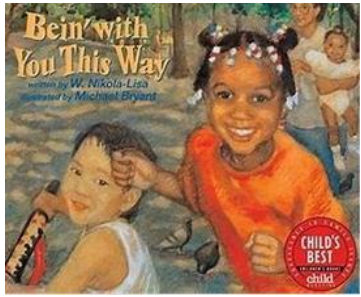
By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.

# EYFS- Objectives

1. To understand and value what their bodies can do. (running, hopping, jumping, skipping etc.)
2. To describe their own appearance and name external body parts including using agreed names for the sexual parts. (hair, eyes, skin)
3. To recognise similarities and differences between the bodies of girls and boys. (Wash a toy baby, considering how we know whether it's a girl or boy. Consider names for body parts and introduce terminology a doctor may use for them)
4. To understand ways in which their body has changed since they were a baby (eg. hand, feet and hair growth).
5. To understand ways of looking after their body and keeping it clean. Children will consider ways they keep their bodies clean (eg. Washing hands, hair, teeth, cutting nails.)
6. To understand how members of their family and other trusted people care for and look after them.
7. To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others.
8. To recognise how growing up makes them feel.



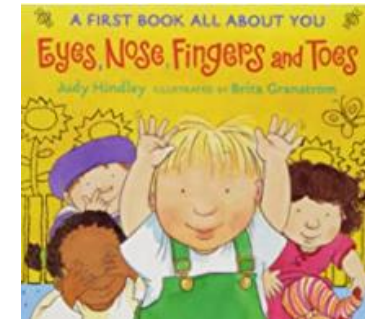
# EYFS resources

## From Head to Toe by Eric Carle

*An interactive introduction to basic body parts and movements. Gorillas, elephants, camels and other animals invite young readers to clap, stomp, wriggle and bend like they do!*

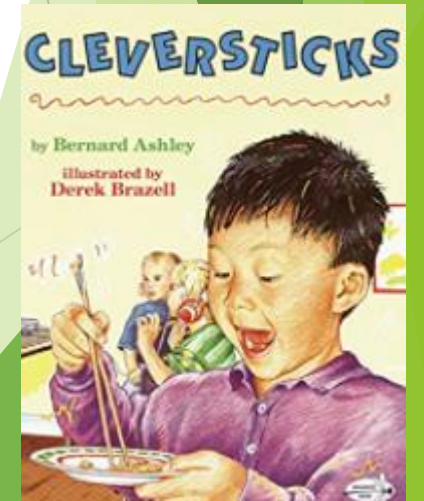


## Eyes, Nose, Fingers, Toes by Judy Hindley



## Cleversticks by B Ashley

*Ling Sung dreads going to school. There are too many things the other kids can do that he can't. When he discovers everyone admires his ability to use chopsticks, Ling Sung is empowered*



# Y1 objectives

- ▶ To recognise the main external parts of the bodies of humans, including agreed names for external sexual parts.
- ▶ To understand that they have responsibility for their body's actions and that their body belongs to them
- ▶ To know how to keep themselves clean
- ▶ To understand the importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease.

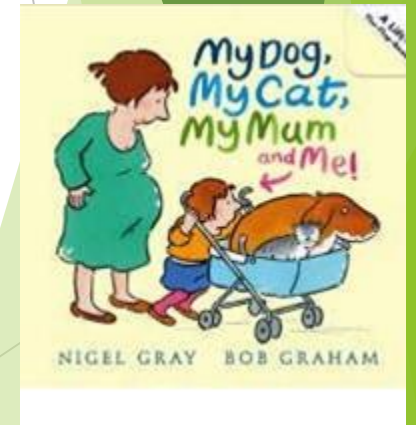
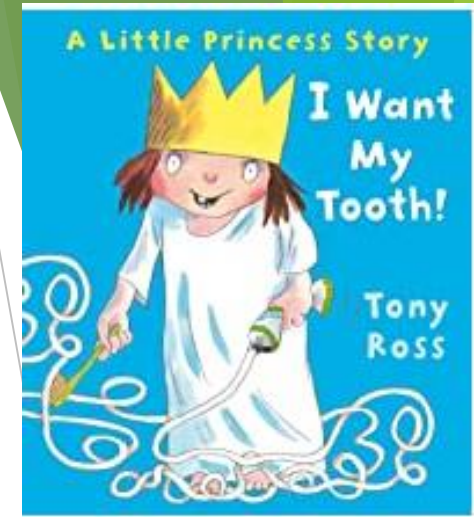
# Y1 Resources

## I Want my Tooth by Tony Ross

*The Little Princess has got wonderful teeth, all twenty of them! But when one of them starts to wobble and wobble and wobble, and then eventually disappears, the hunt is on to find it . . . the Little Princess wants her tooth and she wants it NOW!*

## My Dog, My Cat, My Mum and Me by N Gray

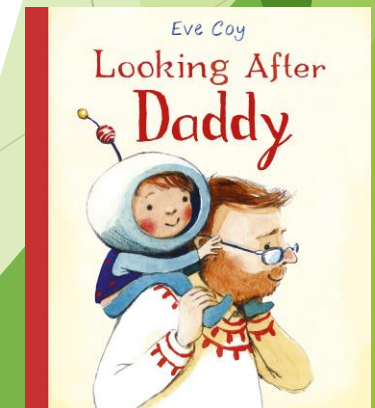
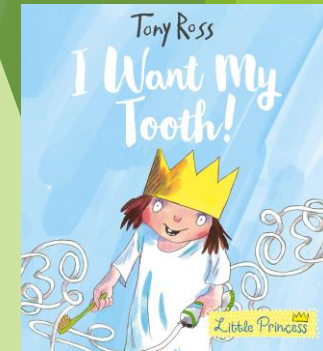
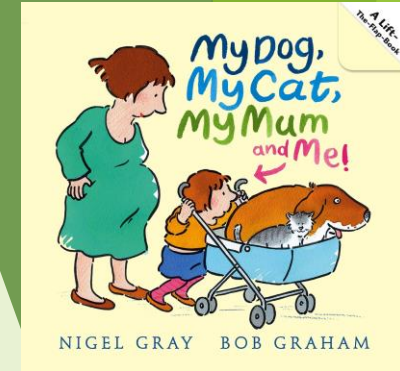
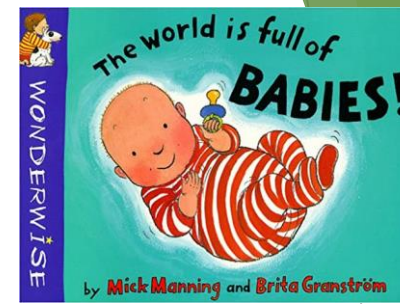
*My Dog, My Cat, My Mum and Me! "My dog got fatter and fatter. I didn't know what was the matter!" When a litter of puppies arrives, the reason becomes clear! Lift the flaps as the little girl meets puppies, kittens and finally her very own little baby brothers in this introduction to the concept of birth and life cycles.*



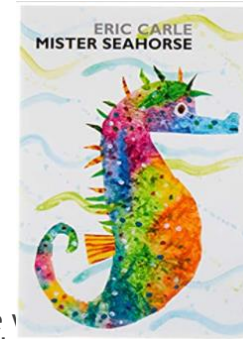


# Year 2 objectives

1. To know that humans produce babies that grow into children and then into adults (NC Science)
2. To understand that babies grow inside a female body until they are ready to be born (NC Science)
3. To consider the ways they have changed physically since they were born (NC Science)
4. To consider their responsibilities now and compare these with when they were younger.
5. To understand the needs of babies and young children are met by their families.
6. To understand that not all families are the same, but that love and care should be at the heart of all families.



# Y2 Resources



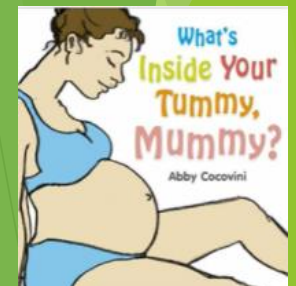
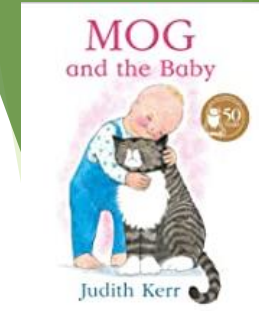
Mister Seahorse by Eric Carle When Mrs. Seahorse lays her eggs, she does it on Mr. Seahorse's belly! She knows he'll take good care of them. While he swims waiting for the eggs to hatch, he meets other underwater fathers caring for their babies.

Mog and The Baby Judith Kerr Mog's peaceful day is shattered when a baby comes to visit. All Mog wants to do is sleep and play but there is no chance of that now... "Mog loves babies," says Mrs Thomas but suddenly Mog isn't quite so sure!

Once There Were Giants Martin Waddell and Penny Dale Once there was a baby in the house - and to that baby, Mum and Dad and Jill and John and Uncle Tom were giants. But little by little, that baby grew up - until she became a giant too! Martin Waddell says of the book, "Small children live in a world designed for big people. I wrote this story to help them understand it, and the idea of growing older."

The Great Big Book of Families Mary Hoffman What is a family? Once, it was said to be a father, mother, boy, girl, cat and dog living in a house with a garden. But as times have changed, families have changed too, and now there are almost as many kinds of families as colours of the rainbow - from a mum and dad or single parent to two mums or two dads, from a mixed-race family to children with different mums and dads, to families with a disabled member. This is a fresh, optimistic look through children's eyes at today's wide variety of family life: from homes, food, ways of celebrating, schools and holidays to getting around, jobs and housework, from extended families, languages and hobbies to pets and family trees.

What's inside your tummy, Mummy? Abby Cocovini



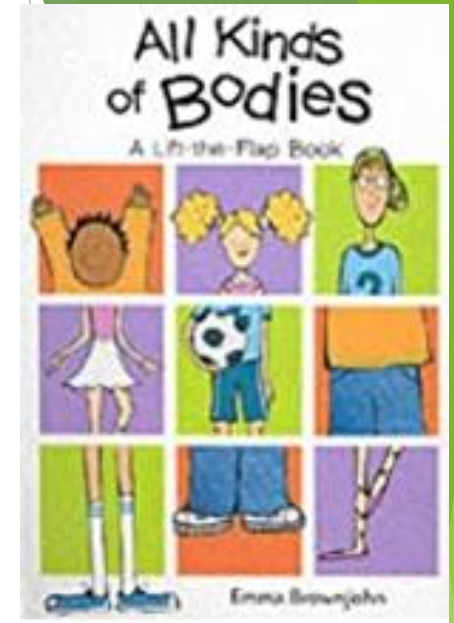
# Y3 objectives

- ▶ To know scientific names for male and female sexual parts.
- ▶ To understand times to talk about private body parts.
- ▶ *To identify a trustworthy adult.*
- ▶ *To value their own body and recognise its uniqueness.*
- ▶ To understand the benefits of carrying out regular personal hygiene routines.
- ▶ To consider who is responsible for their personal hygiene now, and how this will change the future.
- ▶ To understand a range of ways illness and disease, *e.g. colds, chickenpox, head lice*, might be spread and how they are able to reduce this.

# Y3 Resources

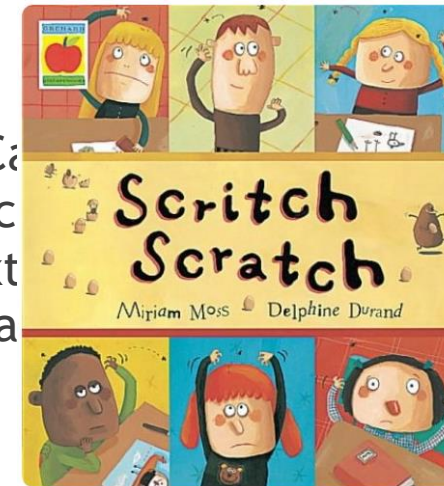
## All Kinds of Bodies Emma Brownjohn

*Do you like the way you look? Would you rather look like someone else?* This delightful lift-the-flap book shows all kinds of faces and bodies to teach that no matter how we look on the outside, under the skin we are all the same and everyone is special. At the end is an informative lift-the-flap skeleton to hang on the wall.



## Scratch, Scratch, We Have Nits Miriam Moss

One day a tiny insect, no bigger than a freckle, climbs into Miss C's classroom. Nobody notices until . . . Polly scratches, Joshua scratches, the whole class is scratching and scratching. An itchy good text and illustrations make this book a must for anyone who has ever had a



# Y4 objectives

- ▶ To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death.
- ▶ To investigate perceptions of being physically, emotionally and socially 'grown up'.
- ▶ To consider their responsibilities and how these have changed and how they will change in the future.
- ▶ To consider the wider responsibilities that families have for the physical and emotional wellbeing of babies and children.

# Y4 Resources

## We Are Family by Patricia Hegarty

*All families are different - and yet in many ways the same  
This book uses a gentle rhyming text to follow eight  
different families, celebrating their everyday differences  
as well as the similarities they share.*

**Nick Butterworth series**

**My Mum, My Dad, My Grandpa, My Grandma is Fantastic**



# Y5 objectives

- ▶ To identify male and female sexual parts confidently and describe their names and functions.
- ▶ To know and understand about the physical changes that take place at puberty and how to manage them.
- ▶ To understand that physical changes affect people in a variety of ways and at different rates
- ▶ To understand how the media, families and friends can influence attitudes to their bodies.
- ▶ To know about aspects of personal hygiene relevant to puberty and the implications of these.
- ▶ To understand that safe routines can stop the spread of viruses and bacteria.

# Y5 Resources

## \*What's Happening to Me? (girls) by Susan Meredith

This sensitive, informative guide to puberty for girls tackles everything from body image to mood swings, hormones and first bras. Bright, cartoon-style illustrations and scientific diagrams explain the physical and emotional changes of growing up in a simple and reassuring way, while the contents and index pages make key topics easy to find.



## \*What's Happening to Me? (boys) by Alex Frith

This volume is a detailed and sensitive guide to male puberty. It tackles key subjects from the physical changes that occur at this time to the emotional upheaval this can cause.



\*Only pages appropriate to the Year 5 curriculum will be photocopied and shared with the children

CBBC Operation Ouch Puberty Special – video resource





# Y6 objectives

- ▶ To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively.
- ▶ To understand that they have some responsibility for the feelings and wellbeing of others.
- ▶ To have an awareness that there should be stable, caring relationships in a family to ensure children are cared for securely.
- ▶ To consider the reasons people enter marriage, civil partnerships *e.g. love, trust, commitment*.
- ▶ To be aware of and respect a wide range of family arrangements *e.g. second marriages, fostering, same sex partners and extended families*.
- ▶ To recap learning about the changing adolescent body from Year 5.
- ▶ To know about different ways babies are conceived and born (non statutory Sex Education).

# Y6 Resources

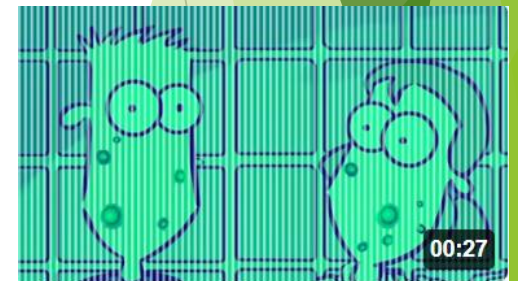
What's Happening to Me? (girls) by Susan Meredith

What's Happening to Me? (boys) by Alex Frith

Busy Bodies book and video resource

[https://www.healthpromotion.ie/health/inner/busy\\_bodies](https://www.healthpromotion.ie/health/inner/busy_bodies)

*The Busy Bodies booklet and video segments provide information on the physical and emotional changes that children may experience during puberty and adolescence, to reassure them that puberty is a normal part of growing up. Busy Bodies is a useful resource which may be used by parents, carers and teachers with children of approximately 8 to 12 years. In addition to being used in the home.*



1. Busy Bodies- Introduction  
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