

Unit Context



In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School.

This unit contains teaching which directly addresses the requirements for:

Relationships Education:

Being Safe (BS)

- how to report concerns or abuse, and the vocabulary and confidence needed to do so.

Teaching on this requirement is also found in Personal Safety PS1/2.

This unit contains teaching which directly addresses the requirements for:

Health Education:

Health Prevention (HP)

- about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.

Changing Adolescent Body (CAB)

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

RSE is lifelong learning about ourselves. It includes learning about emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place at home, at school and other places in the community. RSE is an entitlement for all young people. Difference and diversity must be taken into account when delivering RSE, and teachers must carefully consider learning needs, family circumstances, race, culture, religion, gender and sexuality to ensure that the RSE they offer is inclusive of all. RSE is most effective when provided in a wider context

of social and emotional development. In school, successful RSE is firmly rooted in PSHE. RSE must enable children to gain information, develop and transfer skills and explore attitudes and values, in order to make informed choices. In order to ensure that RSE is delivered in a supportive and positive environment, schools should take great care to develop and review their Relationships Education policy involving the views of children, staff, parents and governors. Before teaching any unit of RSE, teachers should check they are familiar with the school's Relationships Education policy. There are also links with the policies regarding Safeguarding, Inclusion, Behaviour Management and Anti-bullying.

While there are obvious links with the National Curriculum for Science, RSE is embedded within the PSHE framework, reflecting the importance of the personal and social aspects of this area of learning. This unit of work is complemented by the Unit RS6 which focuses on sexual intercourse and responsibilities of parents/carers. The content of this unit is wholly consistent with the [DfE Relationships Education, RSE and Health Education Statutory Guidance](#).

Further support can be found in the [RSE Toolkit](#).

Unit Description

This unit of work is intended for use with children in Year 5. It focuses on basic anatomy, reinforcing the physical differences between female and male bodies and introduces names and functions of internal organs, building on the work carried out in Unit RS3. It examines the changes that happen to people's bodies at various stages in their lives, especially at puberty. It includes learning about menstrual wellbeing. The children will learn about the benefits of carrying out regular hygiene routines, including how good hygiene is important for preventing the spread of viruses and bacteria. They will examine their own personal hygiene practices and consider new personal hygiene routines relevant to puberty. They will examine the ways in which they will have new responsibilities for their personal hygiene in the future. The main themes of this unit are 'body knowledge', 'body functions', 'body awareness/image', 'personal hygiene' and 'prevention of illness and disease'.

Learning Expectations

At the end of this unit most pupils will:

- know and understand the appropriate scientific names for the external and internal sexual parts of the body, and be able to explain basic functions.
- understand the main changes that happen at puberty, know some ways to manage them, and how it affects people differently.
- have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others.
- understand the importance of washing regularly and of maintaining other hygiene routines during puberty.
- understand ways they can prevent the spread of some bacterial and viral diseases.

Some pupils will not have made so much progress and will:

- know scientific names and basic functions of some of the external and internal sexual parts of the body.
- understand that some words for sexual parts are not appropriate to use in some circumstances.
- understand the main changes that happen at puberty and, with support, explain some ways to manage these, including hygiene routines.
- understand that people can feel hurt when others say unkind things about their appearance.
- understand simple actions to prevent the spread of common diseases.

Some pupils will have progressed further and will:

- be able to use scientific names for the external and internal sexual parts of the body appropriately and confidently and be able to explain basic functions.
- understand how to manage the changes that happen at puberty, including the need for hygiene routines, and how it affects people differently.
- reflect on their own body image and understand some ways to support a positive self-image for themselves and others.
- understand ways they can prevent the spread of common bacterial and viral diseases, and a variety of methods of transmission.

Notes for Staff

It is important to consider the needs of the children in your school/class and when this unit would best be delivered. The beginnings of puberty (breast/testicular development and the growth of pubic hair) are likely to happen between the ages of 8 and 14. It is likely that some of your children will already have begun puberty. When delivering this unit it is essential to remember that the **DfE Guidance** (para 88) states that 'Puberty, including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.' So this unit is targeted at Y5, as for the majority of pupils this will be 'before onset'. A review of puberty is included in RS6. For children who need information about puberty earlier see RS3, where puberty is first introduced as a concept. If children in Y3/4 need more detail as they are on the verge of puberty, sensitive arrangements may be made, alongside parents, to select elements of this unit to deliver to these younger children. All children need information about puberty before they experience it to reduce anxiety and build body confidence.

Teachers should also carefully consider how best to structure the delivery of the unit. Best practice would be for all the content to be delivered to all children, whatever their gender identity or biological sex. Children need to know the changes that will occur at puberty for themselves and their peers and be able to talk about them confidently and appropriately. However, there may be educational reasons for adapting provision at some points in the unit. Teachers may feel that children will more confidently explore concerns about managing puberty in smaller, single sex groups. If you decide to offer this opportunity, you should ensure that trans children may choose their preferred group and discuss further needs with them and their parents/carers. You should ensure that trans children feel equally included in this unit, alongside their cis peers. (For an explanation of the terminology see www.youtube.com/watch?v=mtYuUL3OdUY) There may also be some children whose families are uncomfortable with them discussing body parts in mixed company (See **5B RSE-Understanding Perspectives**) and special provision may be made for them. Ensure that your decisions about single/mixed sex groupings reflect the content of your published Relationships Education Policy.

In the past many teachers have relied on the use of video-based resources to support their teaching of RSE. In our units, we suggest an approach which focuses on the needs of the pupils first and then uses the Learning Objectives to determine content. The days of 'one

size fits all' video resources are now past. However, various video clips and online links are referenced in the unit and are used both to introduce and consolidate various teaching points. Teachers should ensure that they watch all clips before sharing them with the class and take precautions to avoid inappropriate pop ups/comments when using facilities like YouTube. (To avoid pop ups and comments, view the YouTube link through viewpure.com or safeshare.tv, insert the YouTube video into another presentation tool e.g. *Powerpoint*) If you have video resources which you find accessible for your children and which deliver on your Learning Objectives, there is no reason to stop using them, as long as they meet the criteria for use of resources in your Relationships Education Policy.

High quality RSE has been referenced by a variety of organisations (NSPCC, Barnados, Women and Equalities Committee) as supporting children to recognise abusive relationships and speak up if they are being abused. The ability to confidently use scientific vocabulary to talk about sexual body parts with trusted adults is a protective factor. Throughout our RSE Units of Work and mirrored in the Personal Safety Units of Work, teachers are provided with multiple ways to increase understanding and confidence when using scientific vocabulary to describe sexual body parts. Teachers who would like to explore this concept further and build their own confidence in describing the benefits of using scientific vocabulary should refer to **6D Use of Appropriate Vocabulary in Primary RSE**.

The Health Related Behaviour Survey (see Sources of Information and Support below) includes questions about how and from whom children access information about body changes.

Activities for Recording Assessment

In the statutory requirements, the DfE state that "Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired ... with regular feedback provided on pupil progress.... Teaching should be assessed and assessments used to identify where pupils need extra support or intervention." The self-assessment materials provided for this unit (see **Assessment**) in a range of skills both at the beginning of the unit of work and at the end, thus demonstrating progress. You may also wish to use the unit assessments which enable you to assess individual children against the learning expectations for this unit.

'A ' at the end of an activity indicates an opportunity for recording assessment.

Activity 1.1 This is a Draw and Write exercise you can use to inform the rest of the teaching activities in the unit.

Activity 1.4 Use this activity to assess whether the children have a good grasp of the internal structure of both males and females. Assess whether they can use the scientific terminology for internal structures.

Activity 3.4 Use this activity to assess whether children understand names for parts of the body.

Activity 3.7 Use this activity to assess whether the children have understood the basics of puberty.

Activity 5.3 Use this exercise to assess whether the children are able to make positive statements about themselves and others, especially relating to body image.

Activity 6.2 Use this activity to assess children's understanding of the impact puberty will have on their personal hygiene routines.

Out of School Learning

Working in partnership with parents/carers in RSE is essential if the children are to fully benefit from the teaching in school. The **DfE Guidance** requires schools to communicate about their curriculum content in Relationships Education and Health Education. Schools must also communicate parents' right to ask their child be excused from non-statutory Sex Education (learning about human conception and birth). As part of the RSE Toolkit there are several supportive documents which schools can use to communicate and engage with parents. Of particular relevance are **8A Leaflet for Primary School Families** and **8B Primary Sample Letters**. You will also find resources **5B Understanding Perspectives** and **8L Leading Discussions** supportive in your work with parents/carers who are concerned about RSE.

The school may plan to issue leaflets or hold meetings to give parents/carers opportunities to become informed about the content of the RSE unit so that they can prepare themselves to discuss issues relating to puberty, bodies and relationships with their children. Your senior leaders or PSHE leader should support you with this. Your school might choose to circulate a leaflet to families which supports them with these conversations. Or publicise websites which enable families to prepare themselves for conversations about puberty and sexual intercourse e.g. <https://www.fpa.org.uk/advice-parents-and-carers/how-start-talking-about-it>, www.bigtalkeducation.co.uk/parents/how-to-talk-about-sex/ and www.nspcc.org.uk/keeping-children-safe/sexual-behaviour-children/

Sensitive Issues



Sensitive issues to be aware of are marked in the Points to Note column with this symbol.

The whole area of RSE is obviously sensitive. Teachers should prepare themselves for use of vocabulary and the details of the content of the unit before beginning the work. In order to create a positive and supportive environment for RSE, and to reduce the likelihood of inappropriate disclosures, it is best practice to create ground rules with the class, in addition to the normal class rules. Refer to RSE Toolkit [6A Teaching Methodologies in RSE](#). You might choose to provide a 'question box' and encourage the children to write their concerns. Ensure that the children are aware that they can choose to write anonymously, but you can only answer questions to the whole class which appear in your curriculum plans. When delivering work in this unit, sensitivity should be shown to family and cultural differences in hygiene needs and routines.

This unit will cause children to reflect on their own personal experiences and family behaviours. This might prompt some children to talk about issues of a sensitive or personal nature. There might also be instances where children disclose issues which raise concerns regarding personal safety or abuse. In this case, follow your school's Safeguarding Policy.

Teachers must ensure that teaching in RSE is inclusive of all children, whatever their family structures, religious or cultural background or their learning needs. Teachers must ensure that teaching in RSE complies with their duties under the Equality Act 2010 and that it prepares children for life in modern Britain. In order to ensure that children see themselves and their families reflected back in the lessons, teachers should take care to avoid the assumption that all children will go on to marry, or that they will choose a partner of the opposite sex. Teachers should assume that there are children in the group who either have LGBT+ parents/carers or wider family members. In short, teachers should avoid heteronormative presumptions.

Teachers should assume that children in the group will hear different views about marriage, families, sexuality etc at home and should promote respectful listening and celebration of diversity in the class. These different views might stem from religious or cultural beliefs or family experiences. The [DfE Guidance](#) references the need to ensure that all views are reflected in RSE at various points (Paras 19-22, 27-37).

Teachers should reflect faith perspectives in RSE especially if that ensures that members of their class hear their family's views reflected back. The guidance states 'in all schools, when teaching these subjects,

the religious background of all pupils must be taken into account when planning teaching, so that topics that are included in the core content are appropriately handled.' Teachers may use the format 'some people believe X, some people believe Y, the law says Z.'

Teachers are also often concerned about how to respond if children ask explicit, complex or mischievous questions during work on RSE. The presence of good ground rules and a non-judgemental response is the best starting point for dealing with such questions. There is guidance on this topic in the RSE Toolkit document [6B Answering Children's Questions relating to RSE](#) and [6A Teaching Methodologies for Effective RSE](#).

A positive partnership between the school and parents/carers over children's RSE is central to delivering this unit and is supportive when sensitive issues arise. See Notes for Staff above, and the [RSE toolkit](#) for guidance on communicating with and consulting parents/carers. Of particular interest will be [8A Leaflet for Primary School Families](#).

Resources for This Unit

Specific resources for delivering the **Teaching Activities** in this Unit are referred to in the **Points to Note** column as appropriate.

Generic resources to support teaching and learning are also referred to in the **Points to Note** column.

All these resources can be accessed and downloaded using the **PD Planning Tool**.

Additionally, on screen users can access directly any resource shown in red type by clicking on it:

See [TG Classroom Strategies](#) for information on Draw and Write.

A full list of resources is included at the end of this guide.

Linked Units

RS 6 Relationships and Sex Education

FF 5/6 Family and Friends

PS 5/6 Personal Safety

MC 5/6 Managing Change

HL 5/6 Healthy Lifestyles

DC 5/6 Diversity and Communities

