

## 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:

#### Family and People Who Care for Me (FP)

- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage\* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

\*Marriage in England and Wales is available to both opposite and same-sex couples. A Couple may be married in a religious or civil ceremony.

This unit also contains teaching which directly addresses the requirements for **Health Education**:

#### 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.

This unit also contributes towards children's learning in **Relationships Education** in the following ways:

#### Family and People Who Care for Me (FP)

- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also

characterised by love and care for them.

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

This unit also contributes towards children's learning in **Health Education** in the following ways:

#### Mental Wellbeing (MW)

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

This unit also contains some elements of non-statutory Sex Education. Refer to your school's Relationships Education Policy for further information.

## Unit Description

The unit is intended for use with children in Years 5 and 6. It begins with a focus on sexual intercourse and the human lifecycle. The children will examine how puberty brings about changing feelings and relationships with friends and family and consider ways to manage emotions so that they are able to express their feelings and concerns positively.

They will explore the meaning of love and consider their responsibilities to care for themselves and others. They will consider the need for trust and love relationships. In this context, there is the opportunity to discuss responsible parenting choices and the use of contraception. The themes covered in this unit are 'the human lifecycle', growing up', personal responsibilities' and 'parents, carers and families'.

## Learning Expectations

### At the end of this unit most pupils will:

- be able to describe the main stages of sexual reproduction, using some scientific vocabulary
- be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively
- understand that puberty affects people in different ways, both physically and emotionally
- understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt
- describe some characteristics of loving, trusting relationships
- understand a few reasons a couple might choose to have children
- show awareness of some family arrangements which are different from their own.

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

- be able to describe some aspects of sexual reproduction, and may need support to use scientific vocabulary and to order the stages
- have a solely negative or solely positive view of the emotions associated with puberty
- display a basic understanding of the different ways puberty affects different people
- show some understanding of how their behaviours and actions affect others, and need support to put this in practice
- have an understanding of adult relationships and emotions, based solely on personal experience
- show limited understanding that couples can choose to have children
- show an understanding of the nature of different family arrangements, based on personal experience.

### Some pupils will have progressed further and will:

- be able to describe in detail the stages of reproduction using mainly scientific vocabulary
- be able to describe a range of positive and negative emotions associated with the onset of puberty
- understand a wide range of ways that puberty affects people differently, both physically and emotionally
- understand that the way they behave, physically and socially, affects others and that they have a responsibility to others to make sure they are not hurt
- describe a wide range of characteristics of loving, trusting relationships of all sorts
- understand several reasons why a couple might choose to have children.
- show awareness of a range of different family arrangements and be able to verbalise the need to show respect.



## Notes for Staff

This Unit of Work is aimed at children in Year 5 or Year 6. It is intended to be delivered following RS5 which introduces puberty. You may need to refer back to this unit if pupils need more information about puberty.

Teachers should 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 be able to talk confidently and appropriately about their own bodies and those of their peers. There may also be some children whose parents are uncomfortable with them discussing sexual intercourse and reproduction in mixed company (See **5B RSE-Understanding Perspectives**) and, following discussion with parents/carers, 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. 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](http://www.youtube.com/watch?v=mtYuUL3OdUY)).

One Learning Objective in this unit has been defined as 'Sex Education'. The framework question 'What are different ways babies are conceived and born?' and its associated Learning Objective 'To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse' are part of learning about human conception and birth. This learning objective is the second step in learning about sexual reproduction in humans. The first was covered in RS4 which included the learning that a sperm and egg must join together for a baby to start growing. As this learning is defined as 'sex education' parents/carers have a right to withdraw their child from just this learning objective. This right should be explained in your Relationships Education Policy and discussions should be held with any family who wish to withdraw their child from sex education. There is guidance on structures for this conversation and suggestions for recording it in **8L Leading Discussions**. The responsibility for this discussion lies with the Head Teacher (or their representative), it is not the duty of the individual class teacher to have these discussions. If a child in your class is withdrawn from sex education, they must be given an 'appropriate and purposeful' task during the period of withdrawal.

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 assesses the needs of the pupils first and then uses the Learning Objectives to determine relevant 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 popups/comments when using facilities like YouTube. (To avoid pop ups

and comments, view the YouTube link through [viewpure.com](http://viewpure.com) or [safeshare.tv](http://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 discussing the benefits of using scientific vocabulary should refer to **6D Use of Appropriate Vocabulary in Primary RSE**.

The Health Related Behaviour Questionnaire (see Sources of Information and Support below) includes questions about how and from whom children access information about body changes. This survey reflects the views of Y5 and Y6 children.

During discussions about the human lifecycle, some children might request further knowledge about 'how babies are made'. Acknowledge this and refer to the RSE Toolkit **6B Answering RSE Related Questions in the Primary School**.

## 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, including in other subjects, 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**) are an effective way of pupils assessing their own confidence 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 1.2** Use this activity as a baseline assessment for the awareness

levels of vocabulary of the children. This area is covered in unit SR5 but some may have retained more details from this work than others. It should not be assumed that if children have remembered some of the names of the different parts they have necessarily remembered the functions of these parts.

**Activity 1.3** Use this activity to assess which children are able to use scientific vocabulary and whether they are able to demonstrate understanding of the internal sexual parts of males and females.

**Activity 7.1** This is a general review activity and will give you a picture of the elements of the unit which the children have remembered most clearly.

## 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 that their child be excused from non-statutory Sex Education (learning about human conception and birth). As outlined in Notes for Staff, there is one Learning Objective which is defined as Sex Education, and from which parents have the right to request their child be withdrawn. All other aspects of the unit of work relate to statutory content, therefore there is no right to withdraw from the other Learning Objectives. 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 who are concerned about RSE.

The school should plan to use the leaflets or hold meetings to give parents/carers opportunities to become informed about the content of RSE and broader Relationships Education, so that they can prepare themselves to discuss issues relating to puberty and sex with their children. Your senior leaders or PSHE leader should support you with this. Your school might choose to circulate a leaflet to parents which supports them with these conversations, or publicise websites which enable parents to prepare themselves for conversations about puberty and sexual intercourse e.g. [www.fpa.org.uk/relationships-and-sex-education/parents-and-carers](http://www.fpa.org.uk/relationships-and-sex-education/parents-and-carers) and [www.nspcc.org.uk/keeping-children-safe/sexual-behaviour-children/](http://www.nspcc.org.uk/keeping-children-safe/sexual-behaviour-children/)

In preparation for activity 1.8, ask the children to bring in scan pictures of themselves in utero. You might ask someone with a (positive) experience of having an ultra sound baby scan to talk about what happens and how amazing it is.



## Sensitive Issues



Sensitive issues to be aware of are marked in the notes 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 ground rules. Refer to RSE Toolkit **6A Teaching Methodologies in RSE**. You might choose to create a mechanism for encouraging the children to ask questions, such as an 'Ask It Basket' or Question Box. Ensure that you answer questions in a way supported in your Relationships Education Policy.

This unit will cause children to reflect on their own personal experiences, family behaviours and family views. This might prompt some children to talk about issues of a sensitive or personal nature. There might also be rare 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. RSE teaching must comply with duties under the Equality Act 2010 and should prepare 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 will realise that children will hear different views about marriage, families, sexuality etc at home and should promote respectful listening and celebration of diversity in class. These different views might stem from religious or cultural beliefs or family experiences. The **DfE Guidance** references the need to ensure that a variety of views are reflected in RSE (Paras 19-22, 27-37).

Teachers should reflect faith perspectives in RSE especially if that ensures that members of their class hear their families 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 questions which go beyond the learning planned for their year group, during work on RSE. The presence of good ground rules and a non-judgemental response to questions from the teacher 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**.

There may be children in the class who no longer live with their birth parents or whose family structure has changed since they were little. Show particular sensitivity to these children and enable all children to see that all families are different. Avoid suggesting that there are 'normal' families.

There may be children who already have some knowledge about sexual intercourse. They may have been given some basic information by parents using either scientific or colloquial language. If children have more detail than you are giving in this unit, acknowledge and confirm children's existing knowledge where appropriate. Children may have questions about sexual activity which go beyond sexual intercourse for the purposes of reproduction. Questions about other sexual activity are best discussed on an individual or small group basis rather than as a whole class, when children bring knowledge which is beyond the published curriculum for this age group. You might, of course refer the question to parents. You may find you can answer the question without giving too much detail, but whilst ensuring children understand that all sexual activity should be consensual and enjoyable for the people involved. Refer to **6B Answering Children's Questions Relating to RSE**. If you are concerned about the level of children's knowledge or feel that it might be the result of exposure to inappropriate sexual experience or imagery you must refer to your school's Safeguarding Policy and discuss it with your DSL.

## 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 links in the resource, or via the website [www.pshecambridgeshire.org.uk](http://www.pshecambridgeshire.org.uk)

For example:

See **TG Classroom Strategies** for information on Draw and Write.

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

## Linked Units

**RS 5** 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

