

# Relationships and Growing Up Education



**PSHE**



Parent workshop

Summer 2 term  
Monday 14th June 2021  
4:15pm

Teacher: Mrs Soutinho

## Reception

- Ms Moxom, PSHE/Wellbeing lead
- Mrs Magan- Headteacher/ Digital lead
- Ms Hasker- Assistant Headteacher/SENCO

# Relationships Education

- 1) What is Relationships Education?
- 2) Why is Relationships Education important?
- 3) School data for Relationships Education from HRBS
- 4) Age appropriate resources- What is covered in Relationships Education?
- 5) Our policy

# 1) What is Relationships Education?

# Relationships Education in primary schools

- Part of **PSHE**
- Linked to **safeguarding**
- **Statutory guidance used from September 2020**
- **Range of topics:** e.g. keeping clean, routine, good and bad touch, saying no, assertiveness, good friendships, self esteem, communicating

# What is covered in Relationships Education in primary?

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



# Four main topics



Growing  
up



Our  
bodies



Keeping  
safe



Relationships  
and family  
life



# Relationships Education themes Reception

Respect

Feelings

Friendships

Differences

Families and people who care for me

Keeping safe

Confidence/ self esteem

Solving problems

## **2) Why is Relationships Education important?**

**What skills does it teach children?**





# Why is Relationships Education important?

- Develop **confidence** in talking, listening and thinking about **feelings** and **relationships**.
- Are able to **name parts of the body** and describe **how the body works**.
- Have the skills, language and confidence to **protect themselves**.
- Are **prepared for puberty**.

# Relationships Education and safeguarding

Universal language spoken by all

CSE and grooming – links to online safety

Appropriate and inappropriate touch

Promotes healthy relationships

# Why do children learn about Relationships Education topics?

- Keeping safe
- Healthy friendships
- Families
- Stereotypes
- Body changes
- Healthy body image
- Saying no

# Where do children and young people learn about Relationships Education related issues?

TV

Magazines

Radio

Music videos Gaming

Parents

Siblings

Peer

School

Internet

Disney

Films

# **3) Pupil voice- what does our data from HRBS tell us?**

# Woodlands Academy HRBS 2019

Year 4 and Year 6 pupils in  
our school

Question	A	B	C
<b>% of pupils who said parents had discussed body changes with them</b>	44%	62%	82%
<b>% pupils who said teachers had discussed body changes with them</b>	60%	70%	80%
<b>% of pupils who worry about puberty and growing up 'quite a lot' or 'a lot'.</b>	8%	18%	28%
<b>% of pupils who can usually or always say no to a friend when a friend asks them to do something they don't want to do</b>	51%	61%	71%

# Woodlands Academy HRBS 2019

Question	A	B	C
% of pupils who said parents had discussed body changes with them <i>Ealing average= 70%</i>	44%	<b>62%</b>	82%
% pupils who said teachers had discussed body changes with them <i>Ealing average= 63%</i>	60%	70%	<b>80%</b>
% of pupils who worry about puberty and growing up 'quite a lot' or 'a lot'. <i>Ealing average= 25%</i>	8%	<b>18%</b>	28%
% of pupils who can usually or always say no to a friend when a friend asks them to do something they don't want to do <i>Ealing average= 50%</i>	51%	61%	<b>71%</b>

# 4) Age appropriate resources



# PSHE

What does PSHE stand for?

- Personal
- Social
- Health
- Economic



PSHE



**R** - Respect

**O** - Openness

**C** - Confidential

**K** - Kind



## LQ: Can I understand a what a daily routine involves?

I can:

- Sequence events in daily routines.



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# Task 1: Role play time- miming

Can you act out things we do everyday:

Brushing your teeth

Getting dressed

Eating breakfast

Washing hands

Going to sleep



# Task 2: Simon says...

**Task 3: Sequencing-** Can we sequence the parts of our daily routine in order? Mix up game.



LQ: Can I explain how to keep myself clean and why it is important?

I can:

- Explain why brushing teeth, washing hands and getting good sleep are important.



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# Task 1: Washing our hands

- When you wipe or blow your nose, where do you put the tissues?
- Do you clean your hands after wiping your nose or sneezing?
- Where do we put the paper towels after we dry our hands?
- Do you know how to clean your hands properly? Why do we need to clean our hands?

*Cleaning our hands reduces the number of germs on them. These germs can sometimes cause disease and make us unwell and if we don't clean our hands we spread the germs onto everything and everyone we touch.*

*Let's look at the 5 steps to cleaning our hands:*

<https://www.youtube.com/watch?v=tNOAV030yCc>



# Explore- bubble fun!

- **Handwashing – children enjoy sensory exploration:** Set up some bowls with warm water and different soaps, allow the children to experiment and explore making and playing with the bubbles. Join in with the fun, developing games such as ‘Follow my leader’ – soapy bubbles only on the thumbs, or two fingers, or a soap glove to cover the whole hand; let the children take turns at being the leader. Maybe use whatever handwashing song you have taught them, to see which type of soap foams the best before the end of the song (e.g. something to the tune of ‘row your boat’). Add in flannels, sponges and nail brushes and see what games the children create.



# Task 2- Teeth cleaning

- **Teeth cleaning – using an egg timer:** Laminate large pictures of a mouthful of teeth and, using wet wipe pens, draw a few pieces of food or a germ on the teeth. Add some toothbrushes, toothpaste and a bowl of water. Can they clean the teeth? Add an egg timer. Can they remove all the germs before the egg timer runs out? What if the teeth have more germs and food? Encourage the children to draw their own and play the game again.



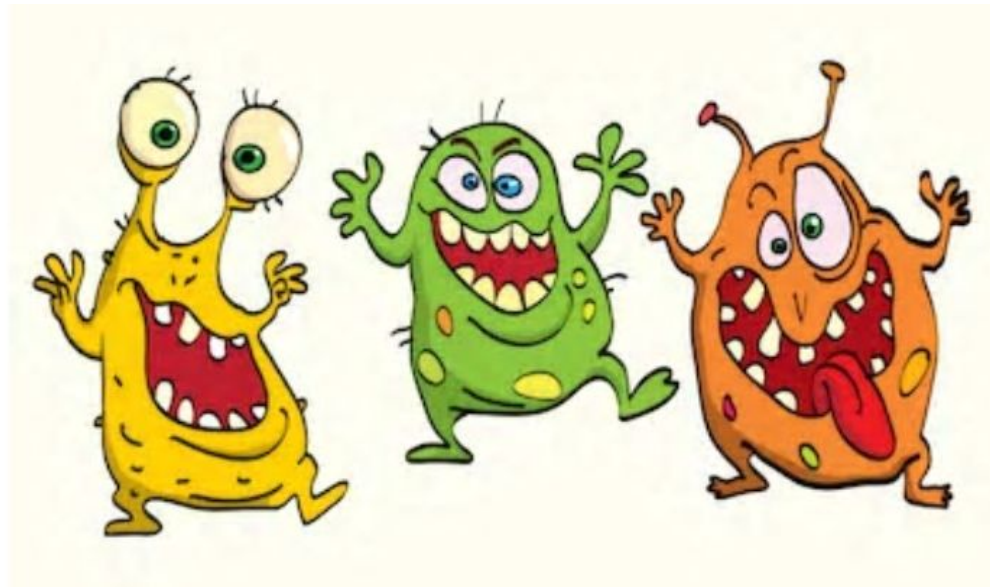
# Explore- teeth

- Make some teeth in a mouth shape from plastic egg boxes, use washable paint for the dirt and leave toothbrushes and toothpaste next to the resources for the children to play and experiment with. Add plasticine food between the teeth. Can they think of something to use to remove the dirt? Add in the problem of decay, holes and cavities, make some in the 'teeth', and ask each person to make a set of teeth dirty. Give the dirty teeth to the person next to them to clean. How much harder is it to remove the dough and paint from the cavities?



# Task 3- Coughing and sneezing- how to stop spreading germs

- **Coughing and sneezing – a puppet with a cold:** Introduce a puppet with a cold and start to read a story or play a game with the puppet on your lap. The puppet keeps wiping its nose with its hand. The children tell the reader what is happening. Can they help the puppet to use tissues properly? Then the puppet begins to sneeze, use beads to ‘spray’ the children with germs. Can they make something to go around the puppet's arm for the puppet to sneeze into instead of spreading the germs around the room?



LQ: Can I identify the people in my family?

Can I explain where I can get help and support ?

I can:

- Explain who is in my family
- Recognise that all families look different.



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# Task 1- Family time

What did you do with your family this weekend?

What are your routines in your family?

What things do you like to do together?

What makes a family?

Who is special to you?

- Families often look different and not everyone has the same type of family.
- The most important things are our family looks after us and takes care of us and loves us.
- If we are not getting love and care from our family, we should talk to someone we trust.

# Explore- family crafts- family tree/ family plate

Ask parents for some pictures of family members and relatives (or even pets!) and create a memory box that you can share with the children randomly during the day. You could also try making an actual family tree, or a wall display, or a photobook

Cut a tree trunk out of brown cardboard. Trace children's hands (one hand per family member). Have children cut the hands and glue them to the tree trunk. Write the names of children's family members on each hand.

**My family drawing:** Children draw their family on a paper plate. Punch two holes near the top of the plate and thread a piece of yarn through it to make a pretty family frame. Encourage the children to talk about how their family may be similar or different to other families in the class.

## Task 2- Role play

- Decorate your play home area with pictures of people of different ages.
- Clothing children can wear to personify a mom, a dad, grandparents or children.
- Taking care of a baby: dolls, towels, small bathtub, empty bath product bottles children may use to pretend they are washing their baby; bowls, spoons, baby bottles and bibs to feed their baby; diapers and accessories to change their baby's diaper.
- Family meal: table, chairs, dishes, utensils, tablecloth, candles, plastic food items children can use to reproduce a meal. This is the perfect occasion to show children how to set the table.
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# **5) Our Policy**

## **Using government guidance**

# Woodlands Academy policy

Click the link to view our Relationships and Growing up policy.

<https://www.woodlands.ealing.sch.uk/wp-content/uploads/2021/04/Relationships-and-Growing-up-Policy-March-202159462.pdf>

Visit the school website for information on [Relationships Education](#).

