

Relationships and Growing Up Education



PSHE



Parent workshop

Summer 2 term
Thursday 17th June 2021
3:45pm

Teachers: Mrs Dhasani
Ms Barry

Year 4

- 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**
- **Puberty** in upper KS2 (year 4, 5 and 6)
- Puberty lessons covered in **Summer Term**
- **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

Updated guidance for Relationships Education.

- Will be called Relationships Education in primary schools (was previously RSE in some schools, we have previously called it Relationships and Growing Up and will keep the name)
- Schools will follow this statutory guidance from September 2020
- Parents will only be able to withdraw children from sex education lesson (year 6 only) and the FGM lessons (Year 3- 6). The FGM lessons are linked to rights of children.

What is covered in Relationships Education in primary?

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



Health Education

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body



Four main topics



Growing
up



Our
bodies



Keeping
safe



Relationships
and family life

Relationships Education themes

Respect

Emotions

Friendships

Saying No

Good and bad touch

Differences

Families and people who care for me

Puberty

Empathy

Keeping safe

Communicating

Building 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

Where 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
% of pupils who said parents had discussed body changes with them	44%	62%	82%
% pupils who said teachers had discussed body changes with them	60%	70%	80%
% of pupils who worry about puberty and growing up 'quite a lot' or 'a lot'.	8%	18%	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	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%	62%	82%
% pupils who said teachers had discussed body changes with them <i>Ealing average= 63%</i>	60%	70%	80%
% of pupils who worry about puberty and growing up 'quite a lot' or 'a lot'. <i>Ealing average= 25%</i>	8%	18%	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%	71%

4) Age appropriate resources

Vocabulary

Penis	A special part of a boy's body that is covered by his pants.
Vagina	A special part of a girl's body that is covered by her pants.
Emotions	A strong feeling based on your situation.
Rights	A right that is believed to belong to every person. e.g rights within a friendship.
Responsibilities	A thing that you are required to do as part of a job or role. e.g responsibility within a friendship.
Friendship	A relationship between friends.
Growth mind set	A positive way of thinking when you show determination.
Fixed mind set	A negative way of thinking when you give up.
Puberty	A time when someone's body begins to develop and change as they mature from being a child to an adult.
Body change	The changes that happen to your body during puberty.
Testicles	Male part that grows during puberty.
Nipple	Female part on breasts that darken during puberty.
Pubic hair	Hair that grows on the private parts of girls and boys during puberty.
Breast	Female part that grows during puberty.
Menstruation	A female process that starts during puberty – this is also known as girls starting their period.
Period	Monthly bleeding that will start at some time during puberty for girls. This is part of a female body's monthly cycle. The average is to have a period every 28 days which lasts 3-4 days, but they can be anywhere between 24 and 35 days apart and last 1-7 days
Fallopian tube	The tube that the egg travels down from the ovary to the womb/uterus during a period.
Womb/uterus	The female organ where the egg travels to.
Egg	An egg is released from a girl's ovary during puberty hormonal changes.
Sanitary products	Used to keep clean and healthy during a period- sanitary towels.

What does PSHE stand for?

- Personal
- Social
- Health
- Economic



In PSHE lessons we have lots of whole class discussions and circle time where we display British Values and our 4 school values.

- R - Respect
- O - Openness
- C - Confidential
- K - Kind



We follow ROCK ground rules for these lessons- Respect, Openness, Confidentiality, Kindness



Children throughout the school learn the importance of staying safe through the message from NSPCC's Pantosaurus. The key message is that your body belongs to you. This understanding will help keep them safe and to value the importance of positive safe relationships with others. If they feel uncomfortable in any situation that involves their body, they must speak up and tell a trusted adult.

Key Learning

- To identify the qualities of a good friend
- To understand a growth mind-set and how it can affect us
- To understand rights in a friendship and to explain why it is important to know these rights
- To understand responsibilities in a friendship and explain why it is important to know these responsibilities
- To understand healthy friendships and saying no
- To explain how to keep your mind healthy

Relationships Education lessons

- To understand good friendships
- To identify the people in my family, while recognizing that not all families look like mine
- To explain where I can get help and support
- To understand basic facts about puberty
- To begin to understand menstruation

FGM lessons

- To understand aspects of discrimination
- To understand that every individual no matter what their gender should be treated with equal respect and opportunities

PSHE

What does PSHE stand for?

- Personal
- Social
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- Economic



PSHE



R - Respect

O - Openness

C - Confidential

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LQ: Can I understand good friendships?

I can:

- Explain what makes a good friend.
- Sport positive values in friendships.



Relationships and Growing up

Megan and Jess- their friendship

<https://www.bbc.co.uk/teach/class-clips-video/life-stories-friendship-struggles/zbpvcqt>

Megan and Jess are friends and enjoy spending time together. At school they try out for the relay team: Jess is the faster runner but she slows down to let her friend win. They are both selected for the school team and during the main race, Jess finally runs her fastest and beats Megan. Jess becomes popular with her classmates, but worries that beating Megan means she will lose her as a friend. Megan meanwhile is unsure about how to handle her friend's popularity, as her mother is always pushing her to be the best.

Is there anything else you think we need to add to this summary?

How are Megan and Jess feeling?

Do they have any similar feelings?

Do their feelings change?

Are they positive or negative feelings?

Who could Megan and Jess talk to about their feelings?

Think about why Jess let Megan win. Was she being a true friend?

What did the teacher mean when she said 'Do you think you'd be doing Megan a favour?'

Groupwork- A true friend

- What is a true friend?
- What do you value in a friendship?

Task-

Work together with the people in your group to fill in the large outline with notes describing the qualities to make a good friend.

Now let's share.

What was similar between groups?

Was there anything different?

What qualities are really important?

What would you do?

- If you were in this same situation, what would you do and why?
- Role play the end of the race- how could they have acted differently to show a more positive friendship?

LQ: Can I identify the people in my family, while recognising that not all families look like mine?

Can I explain where I can get help and support?

I can:

- Explain that families may look different
- Identify what makes a family and the values shown.

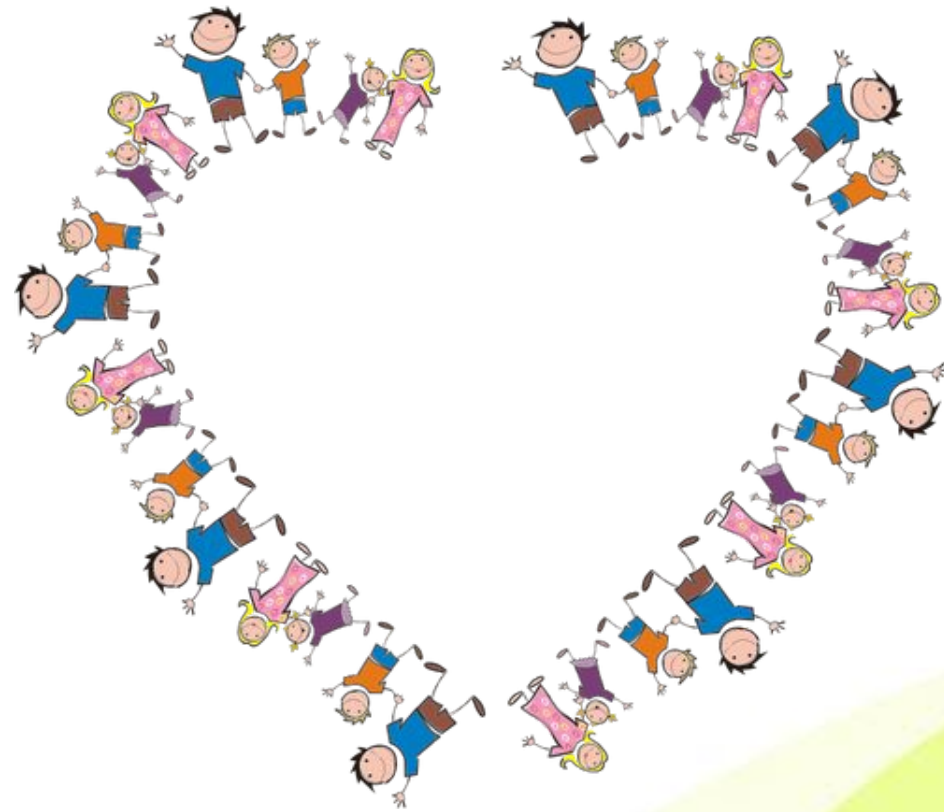




Family Members



How many different combinations did we come up with?

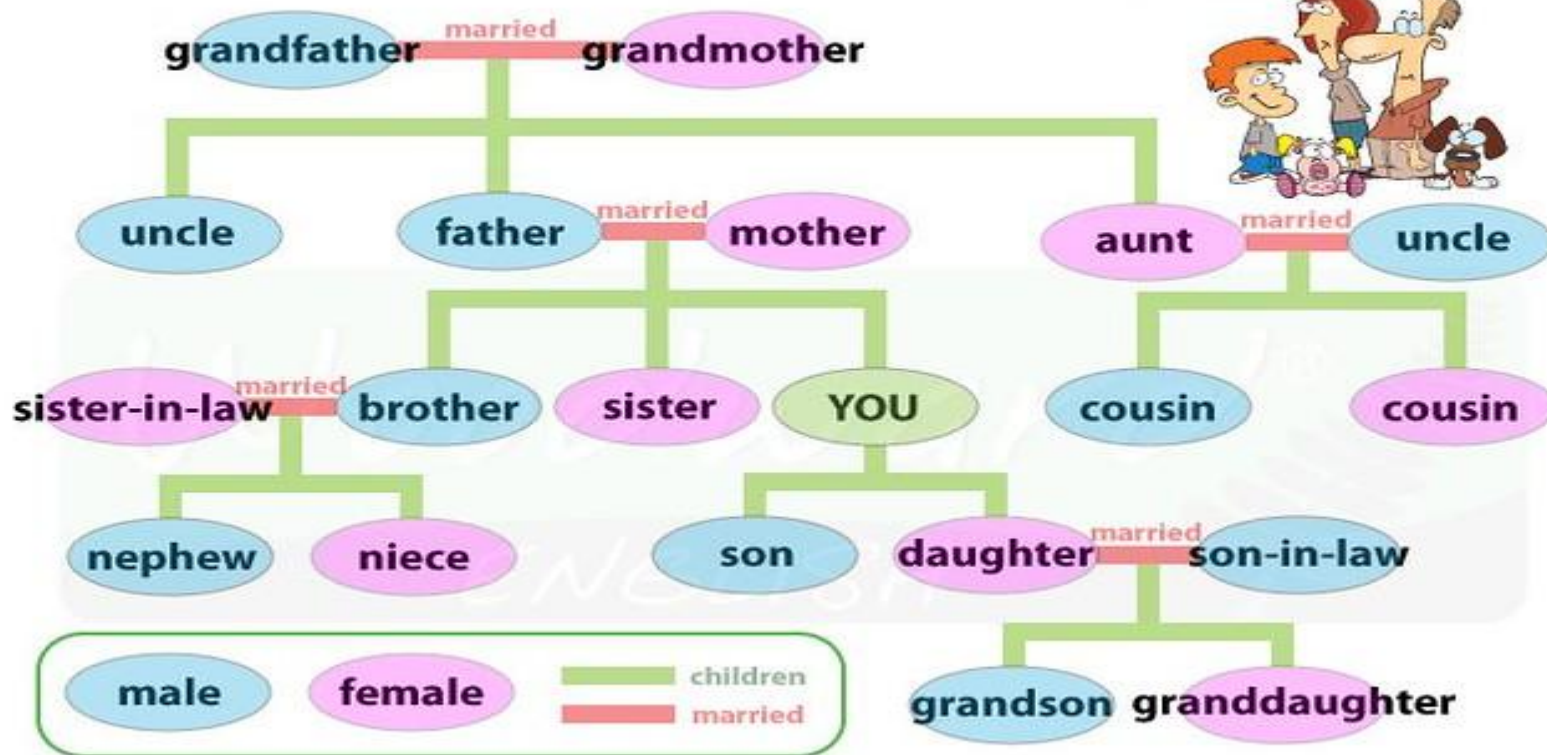


A family is...

Family Members

Members of the Family in English

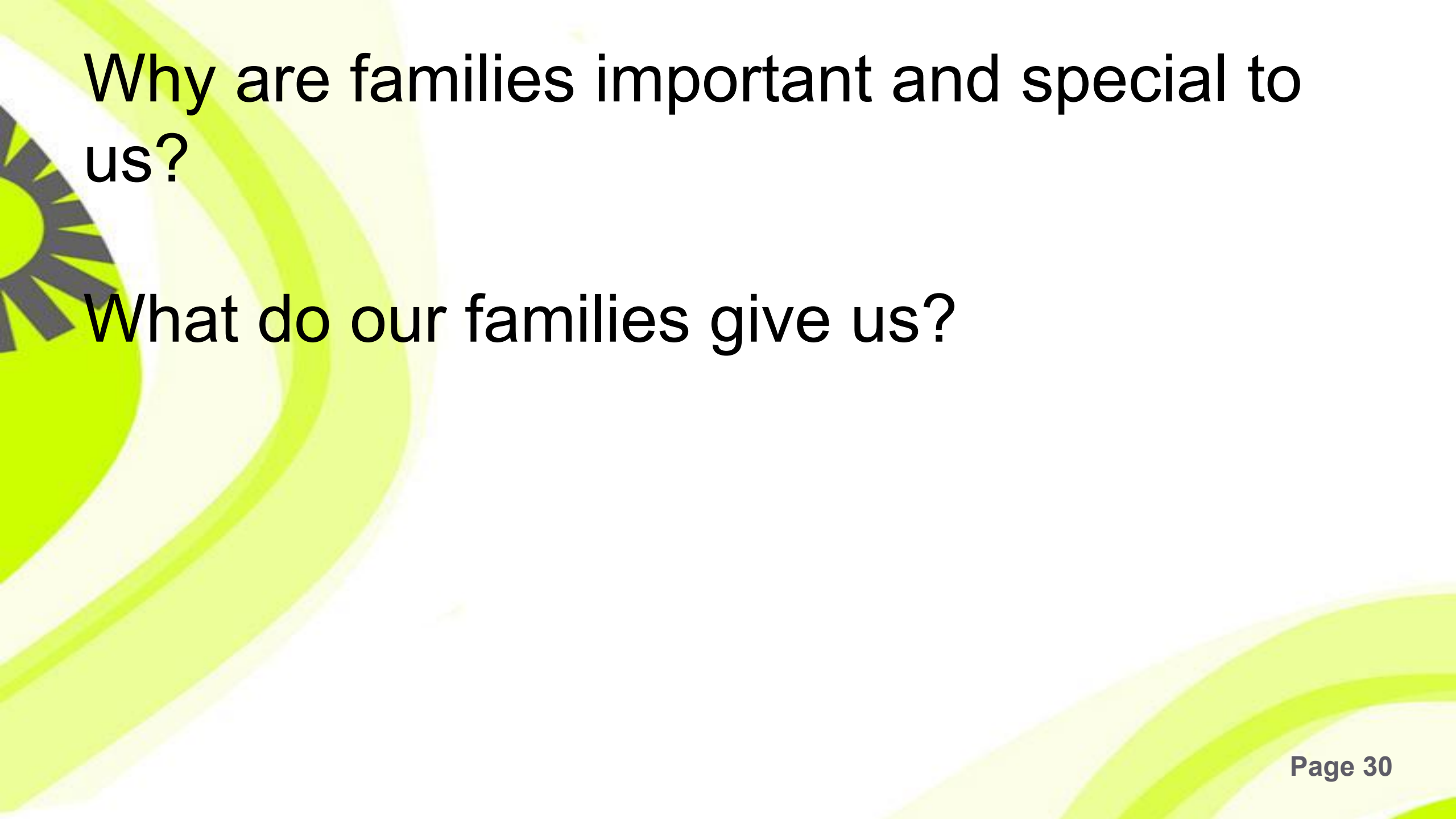
Woodward
ENGLISH



www.grammar.cl

www.woodwardenglish.com

www.vocabulary.cl

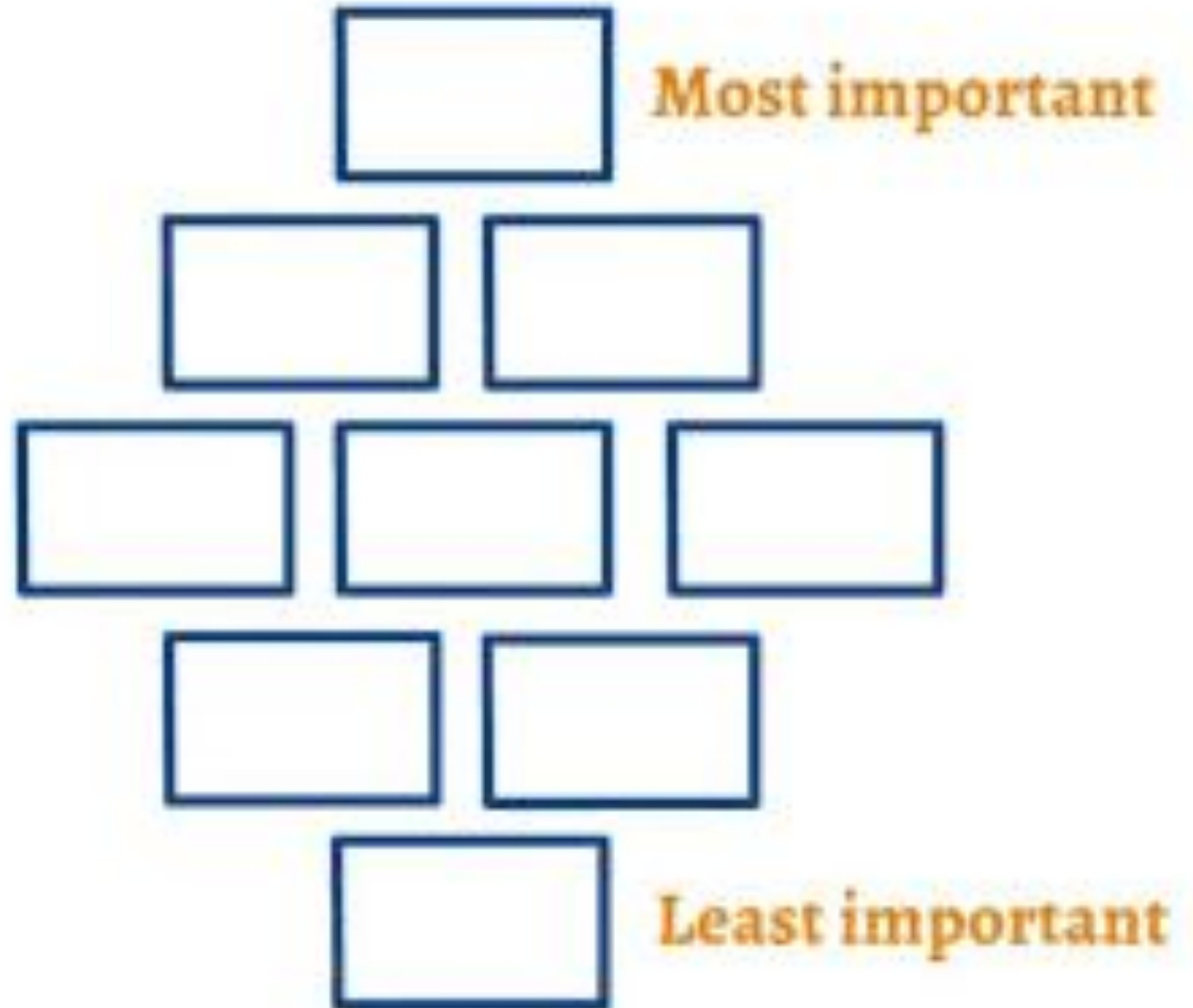


Why are families important and special to us?

What do our families give us?

Lets create a diamond 9

- The card at top is most important, card at bottom is least important. Place what you think is the most important aspect of a family might be at the top and the least important at the bottom, with the other aspects in between.
- You must discuss each one and agree it as a group before placing, and you can change your minds and the order around as they go.



LQ: Can I understand basic facts about puberty and to begin to understand menstruation ?

I can:

- Identify the changes that happen during puberty.
- Understand what menstruation is.




Relationships and Growing up

Can you guess the word?

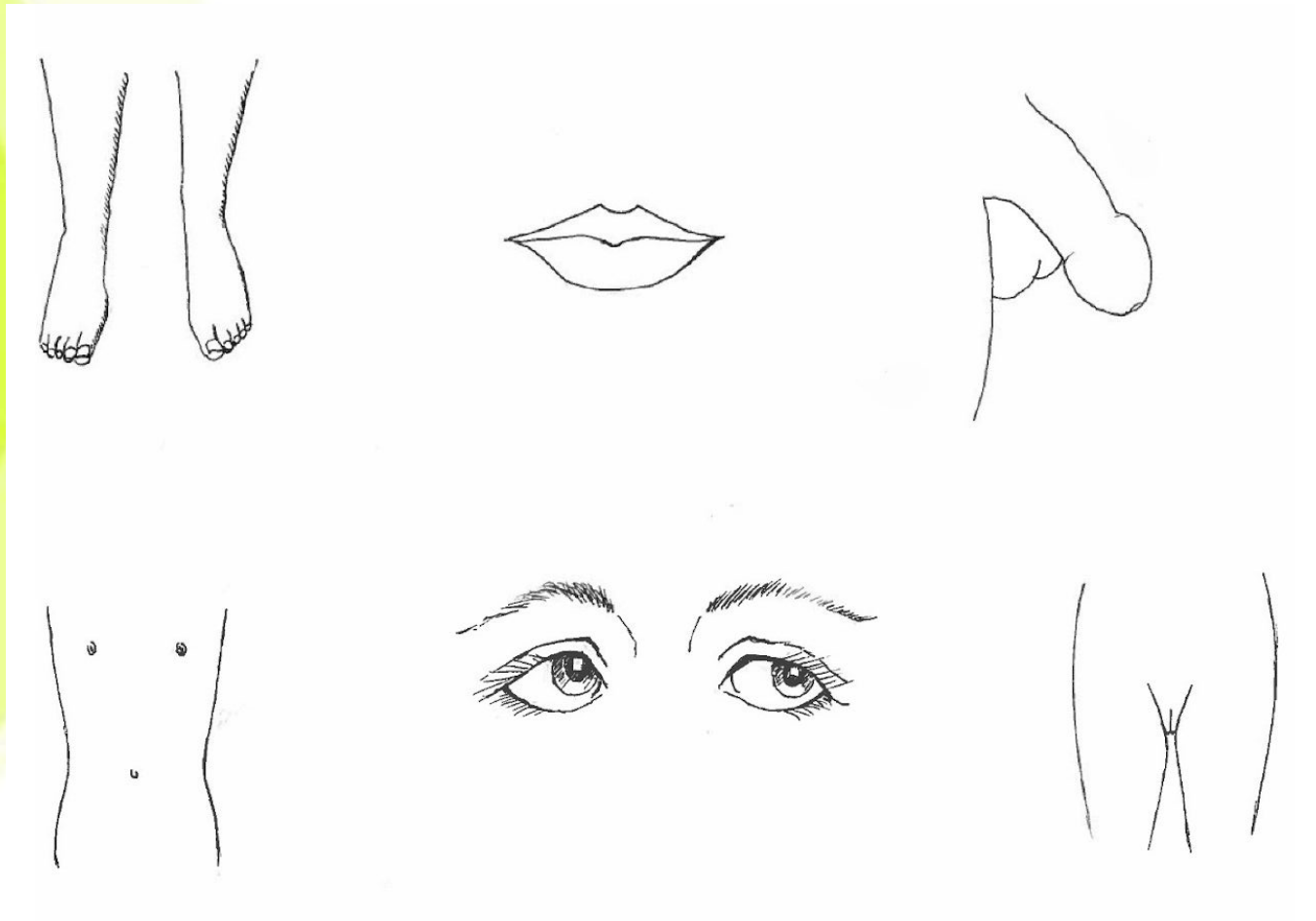
Puberty

- Puberty relates to change, growing and maturing from a child to an adult

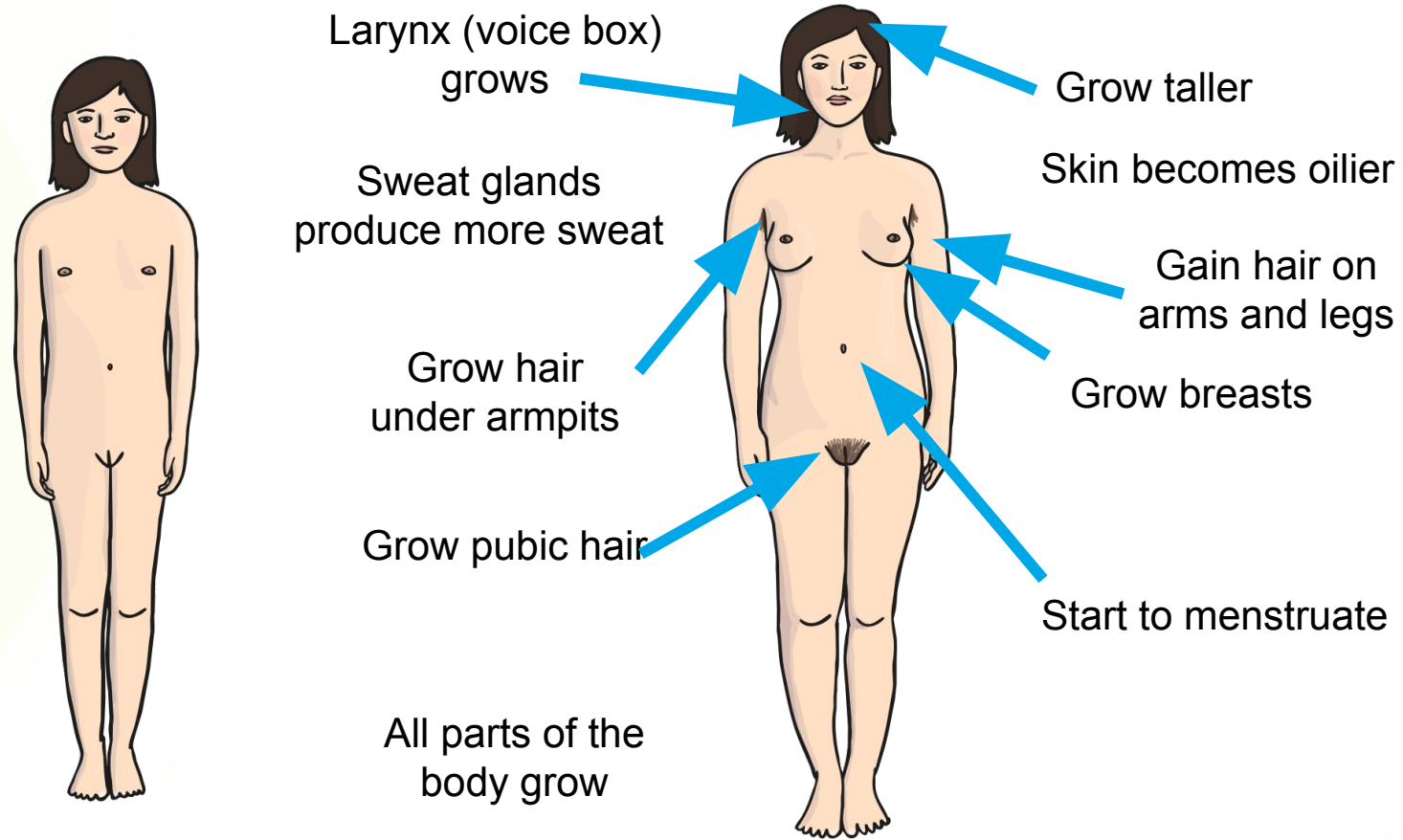


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- **Does everyone start puberty at the same time?**
 - **Will these changes happen to everyone at the same time?**
 - **Why are these changes happening?**

Body parts

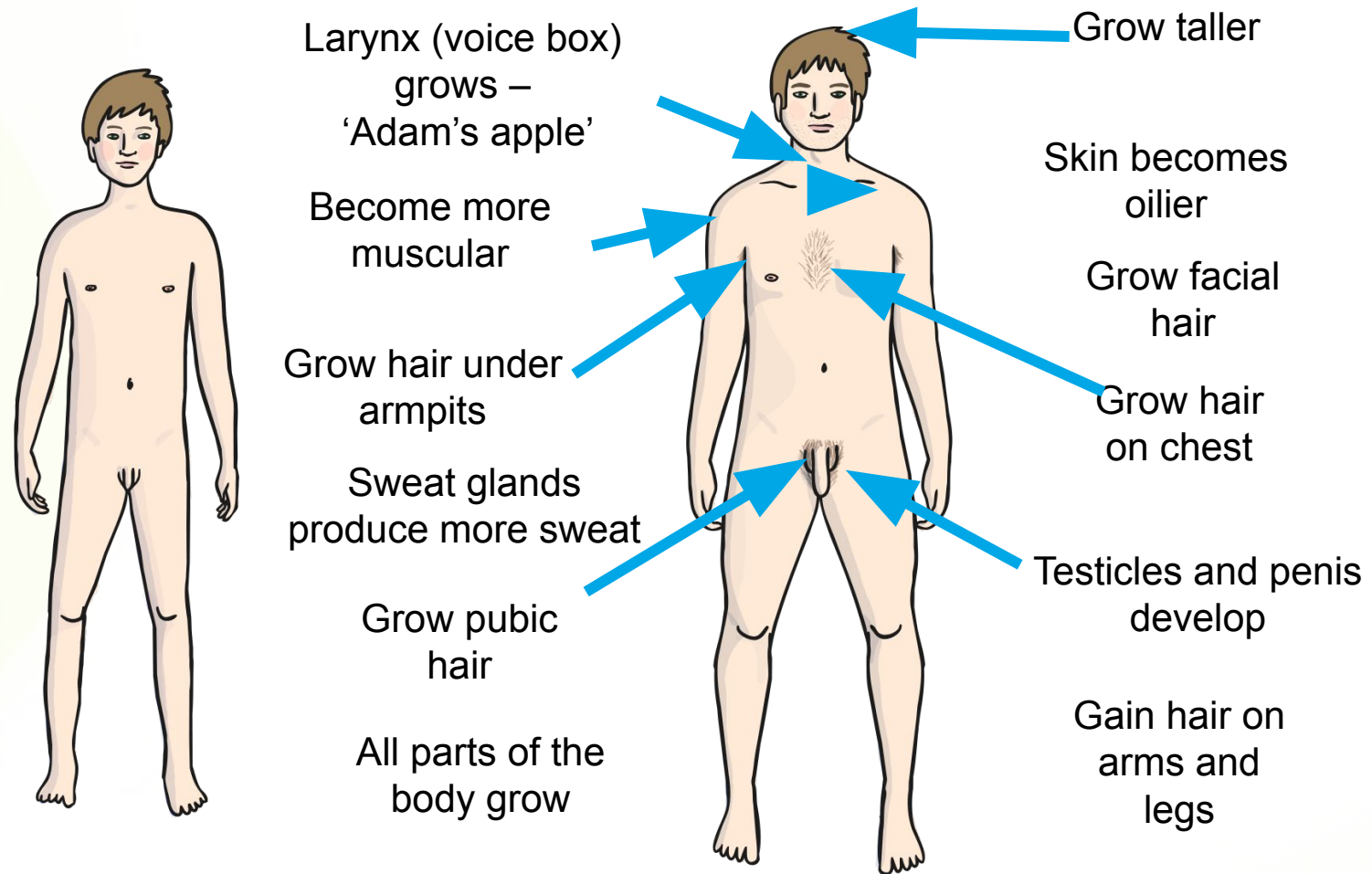


Puberty for Girls



Remember that everybody's body looks different!

Puberty for Boys



Remember that everybody's body looks different!

What is a period?

A period is monthly bleeding and will start at some time during puberty for girls.

This is part of a female body's monthly cycle.

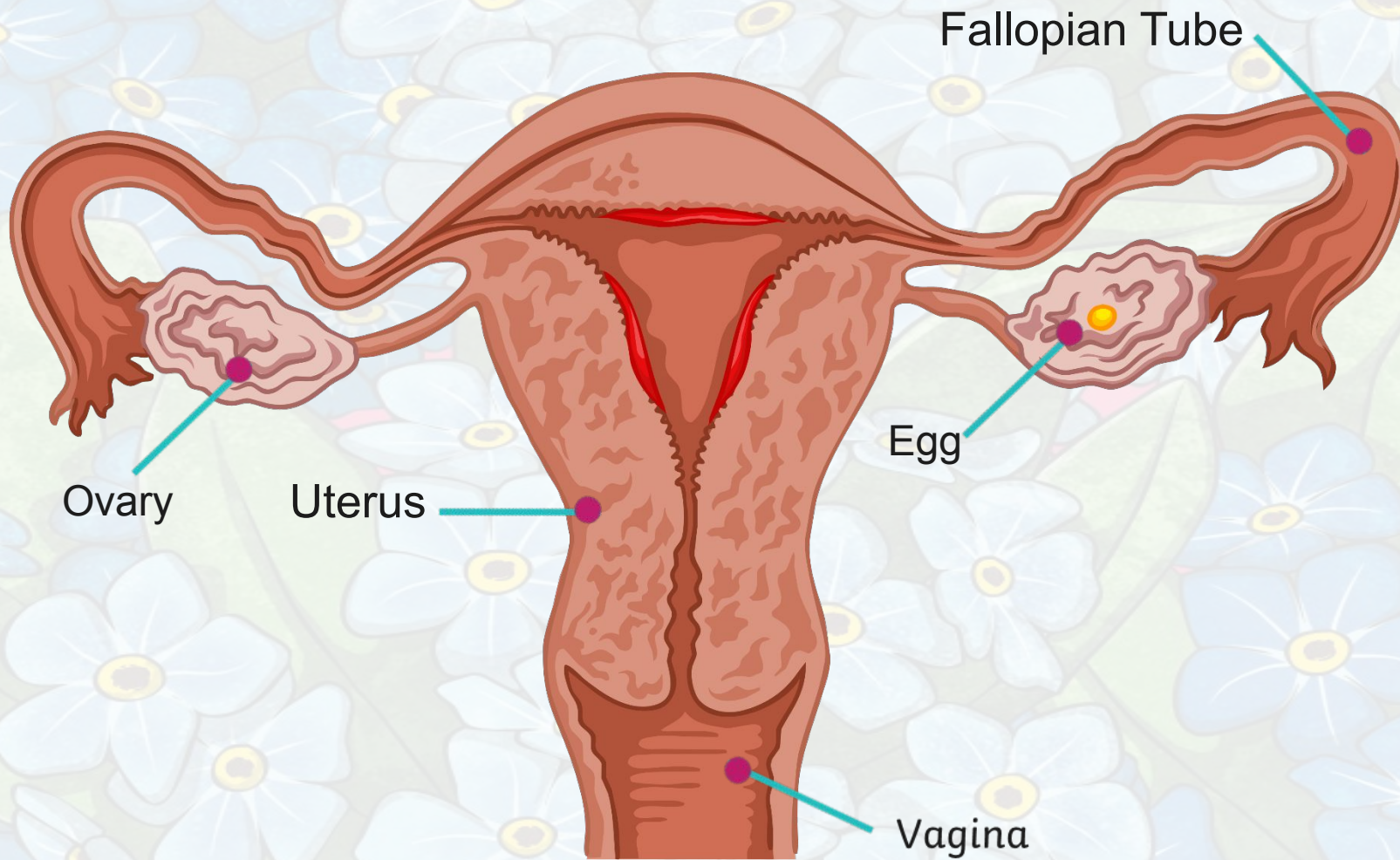
The average is to have a period every **28 days** which **lasts 3-4 days**, but this can be different for different women.

Sometime it takes a while for periods to become regular every month

What are period?

- Periods (menstruation) happen due to the hormones changing in your body.
- When puberty is reached, an egg is released each month from a girl's ovaries
- The egg moves from the ovary and along the fallopian tube and down into the uterus (womb).
- This is a girls body starting to prepare for becoming an adult.

The Female Reproductive System








Period

Menstrual cycle

- 1. When a girl reaches puberty, she will have lots of hormonal changes (chemical changes) happening in her body. These chemical changes are causing her body to grow and change during puberty.
- 2. These hormones will also cause a girl's period to start.
- 3. All girls start their period during puberty, some start sooner than others.

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- 4. These hormones cause an egg to be released from a girl's ovary.
 - 5. This egg then travels down the fallopian tube and into the uterus.
 - 6. When the egg reaches the uterus, the uterus lining (the muscular tissue) becomes thicker to protect the egg.

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- 7. When the egg does not need to be protected anymore (usually by day 28 of a girl's monthly cycle) the uterus sheds (gets rid) of its lining.
 - 8. this causes a period, or monthly bleed for girls. The blood lost during a period is not the same as the blood in our veins and arteries, it is waste blood and tissue that our body no longer needs.
 - 9. Once a girl has had her period (shed the lining of her uterus, which usually lasts 3-4 days) the cycle begins again.

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- 10. A period may not happen every month, but eventually the cycle usually becomes regular and will happen every month.
 - 11. To keep ourselves clean and healthy when we have a period, girls use sanitary towels (pads)

Sanitary Towels

- These are worn outside your body in your underwear
- Some have sticky tabs called wings which help provide extra protection to the sides of your underwear
- They should be changed frequently to keep fresh and dry, generally every 4 – 6 hours.



LQ: Can I understand aspects of discrimination?

I can:

- Explain the importance of my body my rules.
- Recognise that we all have rights.
- Understand what discrimination is and why is it unfair.





Girls and boys, women and men are treated differently in societies the world over including in the UK.

In the past women were not allowed to vote in the UK. Today this would be seen as a type of discrimination.

Discrimination is when someone is treated unfairly or differently. **Discrimination against** is when a **person** is treated unfairly or badly because the person is one of a particular group. The **Universal Declaration of Human Rights** affirms that all persons must be protected any kind of discriminations, or even its inciting.



Article 1 Everyone under 18 years of age has all the rights in this Convention.

Article 2 The Convention applies to everyone, whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.



Article 3 All organisations concerned with children should work towards what is best for each child.

Article 4 Governments should make these rights available to children.

Article 5

Article 10 Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

Article 11 Governments should take steps to stop children being taken out of their own country illegally.

Article 12 Children have the right to say what they think should happen, and to be listened to.



Article 17 Children have the right to obtain information from the mass media. Television, radio, and newspapers should provide information that children can understand, and should not promote materials that could harm children.



Article 18 Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially where parents work.

Article 19 Governments should ensure that children are properly cared for, and protect them from abuse and neglect by their parents, or anyone else who looks after them.

Article 20 Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.

Article 21 When children are adopted the first choice should be to find a family that is best for them. The same rules apply to children who are adopted in the country where they were born, or if they are taken to live in another country.

Article 23 Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

Article 24 Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.



Article 25 Children who are looked after by their local authority, rather than their parents, should have their situation reviewed regularly.

Article 26 The Government should provide extra money for the children of families in need.

Article 27 Children have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.



Article 28 All children and young people have a right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of.

Article 29 Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 30 Children have a right to learn and use the language and customs of their families, whether those are shared by the majority of people in the country or not.

Article 31 All children have a right to relax and play, and to join in a wide range of activities.



The right to a childhood

The right to be healthy

The right to be treated fairly

The right to be heard

- We make lots of choices everyday on our own but voting involves making a group decision. Voting gives everyone a fair chance to speak up and be heard. For example, every 4 years, adults aged 18 and over vote for who they want to run the country.



- The reason women were given the right to vote in 1918 is because in 1903, a lady called Emmeline Pankhurst set up a group called the Suffragettes. The word Suffrage means the right to vote and this is what women wanted.



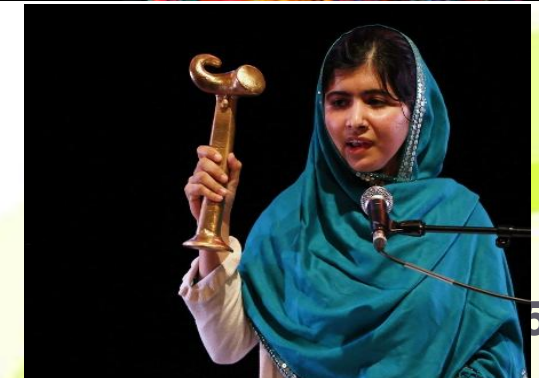




Malala Yousafzai

- Why is the work Malala doing so important? Why is she doing this work? Why is she so resilient?

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



LQ: Can I understand that every individual no matter what their gender should be treated with equal respect and opportunities?

I can:

- Explain what FGM means.
- Understand that FGM is an illegal practice.
- Explain what respect is.
- Explain that we all have rights, no matter what our gender is.



Recap

- **What is voting? What is discrimination?**
- **Who were the Suffragettes?**
- **Why are they so important?**
- Despite the huge efforts of the suffragettes here in the UK and other groups or individuals all over the world that, there is still some discrimination against women and girls.
- Can you think of times when boys and girls are treated unfairly or unequally? Use the rights of a Child resource to reinforce the rights that all children regardless of gender should have.



- One such way that girls and boys are treated differently is through a practice called FGM. FGM only happens to girls and FGM does not respect 'My Body My Rules'
- What does FGM stand for?

F = Female (girls or women) G = Genital (private parts - vagina) M= Mutilation (changing or altering)

- FGM is changing a girl's private parts to make them look and work differently.
- FGM will end one day but that like the Suffragettes, we have to be brave and stand up for our rights because the United Nations Convention on the Rights of the Child are there for the protection of all children whether you are a boy or a girl.
- FGM is illegal. **What does illegal mean?**
- If something is illegal, it should not be happening. That is why we teach boys and girls about things that are wrong, so they can stand up like to Suffragettes and like Malala and make a change.

CUTTING

Ibi

There are many words for FGM. Regardless of the word that is used, it is always illegal for someone to change or alter a girl's private parts.

Absum

KHITAN

Kutairi

Halalays

FGM Glossary

gudnii

Bondo

Sunna

Circumcision

THARA

Mutilation

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](#).

