

Relationships and Growing Up Education



PSHE



Parent workshop

Summer 2 term

Wednesday 16th June 2021

4:15pm

Teacher: Mrs Kanval

Year 5

- 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



Relation-
ships and
family life

Relationships Education themes Year 5

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

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
% 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

Puberty	A time when someone's body begins to develop and change as they mature from being a child to an adult.
Penis	A special part of a boy's body that is covered by his pants.
Testicles	Male part that grows during puberty.
Sperm	Boys develop sperm as they go through puberty.
Vagina	A special part of a girl's body that is covered by her pants
Period/sanitary products	Used to keep clean and healthy during a period- sanitary towels.
Hygiene	Keeping clean.
Belonging	The feeling of being part of a situation or in place.
Growth mind set	A positive way of thinking when you show determination.
Fixed mind set	A negative way of thinking when you give up.
Physical body changes	The changes that happen to your body during puberty.
Emotional changes	The changes that happen to your feelings during puberty.
Voice deepens	A physical change during puberty, as the larynx gets bigger and the vocal cords lengthen and thicken, your voice gets deeper.
Body hair	Hair that grows on the body of girls and boys during puberty. e.g on legs and underarms.
Pubic hair	Hair that grows on the private parts of girls and boys during puberty.
Internet	A global computer network providing a variety of information about the world.
Social media	Digital tools that allow users to quickly create and share content with the public.
Critical thinking	To question things or ask questions and not just accept what we see or hear.
Keeping safe	The feeling of being protected from danger or harm. This is in person and online.
Getting help	When you seek someone else's advice or guidance.

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 - Confidentiality
- 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 online pressure
- To explain how to use games and apps safely
- To understand peer pressure and saying no online
- To understand benefits of a growth mind-set and explain how to develop a growth mind-set
- To understand healthy friendships
- To understand how to identify good friendships

Relationships Education lessons

- To explore the emotional and physical changes that occur during puberty
- To understand male and female puberty changes
- To explore the impact of puberty on the body and the importance of physical hygiene
- To explore ways to get support during puberty
- To understand what makes a family and who to turn to for help and support

FGM lessons

- To understand the difference between religion and culture
- To know I have the right to say no

PSHE

What does PSHE stand for?

- Personal
- Social
- Health
- Economic



PSHE



R - Respect

O - Openness

C - Confidential

K - Kind



LQ: Can I explore the emotional and physical changes that occur during puberty?

Do I understand male and female puberty changes?

Can I explore the impact of puberty on the body and the importance of physical hygiene?

Can I explore ways to get support during puberty?

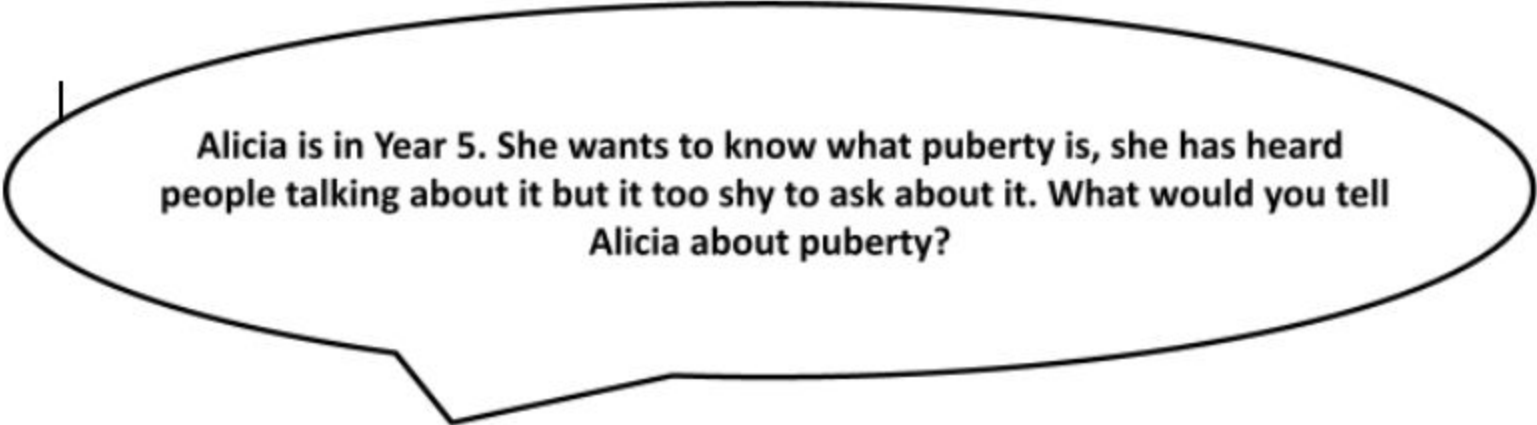
I can:

- Name the emotional and physical changes that happen to boy, girls and both during puberty.
- Explain how puberty can affect physical hygiene.



Relationships and Growing up

Baseline



Alicia is in Year 5. She wants to know what puberty is, she has heard people talking about it but it too shy to ask about it. What would you tell Alicia about puberty?

What is puberty?

- Puberty is changing, growing and maturing from a child to an adult.
- What are the stages of the human lifecycle?

- 
- Baby
 - Toddler
 - Child
 - Teenager
 - Adult
 - Elder

- Puberty happens between the child and teenager stage. It prepares us for becoming an adult

What is puberty?

- Puberty is the time when your body changes from being a child to a young adult.

Why does it happen?

- Puberty starts when extra amounts of chemicals called hormones start to be produced in the body.
- The body produces the hormones **OESTROGEN**, **PROGESTOGEN** and **TESTOSTORONE** which are responsible for many different changes in the body.

Physical Changes

- Physical changes happen because the body starts to produce chemicals called hormones; oestrogen, progesterone and testosterone.
- Puberty can happen anywhere **between 8 and 18 years of age.**

Physical Changes

- The female body mainly produces progesterone and oestrogen which start the changes of puberty.
- Usually starts between 8-13 years.
- The male body mainly produces testosterone which start
the changes of puberty.
- Usually starts between 10-15 years.
- Sperm is produced

What changes happen to girls?

- Get taller
- Bones grow bigger and heavier
- Hips get wider and more curvy
- Hair and skin can become oily and you may get spots
- Body sweats more
- Face changes shape
- Voice gets a little deeper
- Hair grows under the armpits, around the genitals (pubic hair)
- Hair on arms and legs grows darker
- Breasts and nipples get larger
- May have mood swings
- Period starts

What changes happen to boys?

- Get taller
- Bones grow bigger and heavier
- Hair and skin can become oily and you may get spots
- Body sweats more
- Face changes shape - Nose and jaw get bigger and face gets longer
- Get more muscles
- Hair grows on the face, under the armpits, around the genitals (pubic hair).
- May get more hair on arms, legs and chest.
- Voice gets deeper
- Penis and testicles grow bigger and longer
- May have mood swings

Periods

What Happens & Why?



When will my periods start?

Usually when you are between 10 - 16 years but you could be anything from 8 to 18 years.

Your periods will start when your body is ready. You can't make them start or stop them from starting.



Why do I have periods?



Periods are caused by hormone levels changing within your body.

It is nature's way of preparing your body for adulthood.

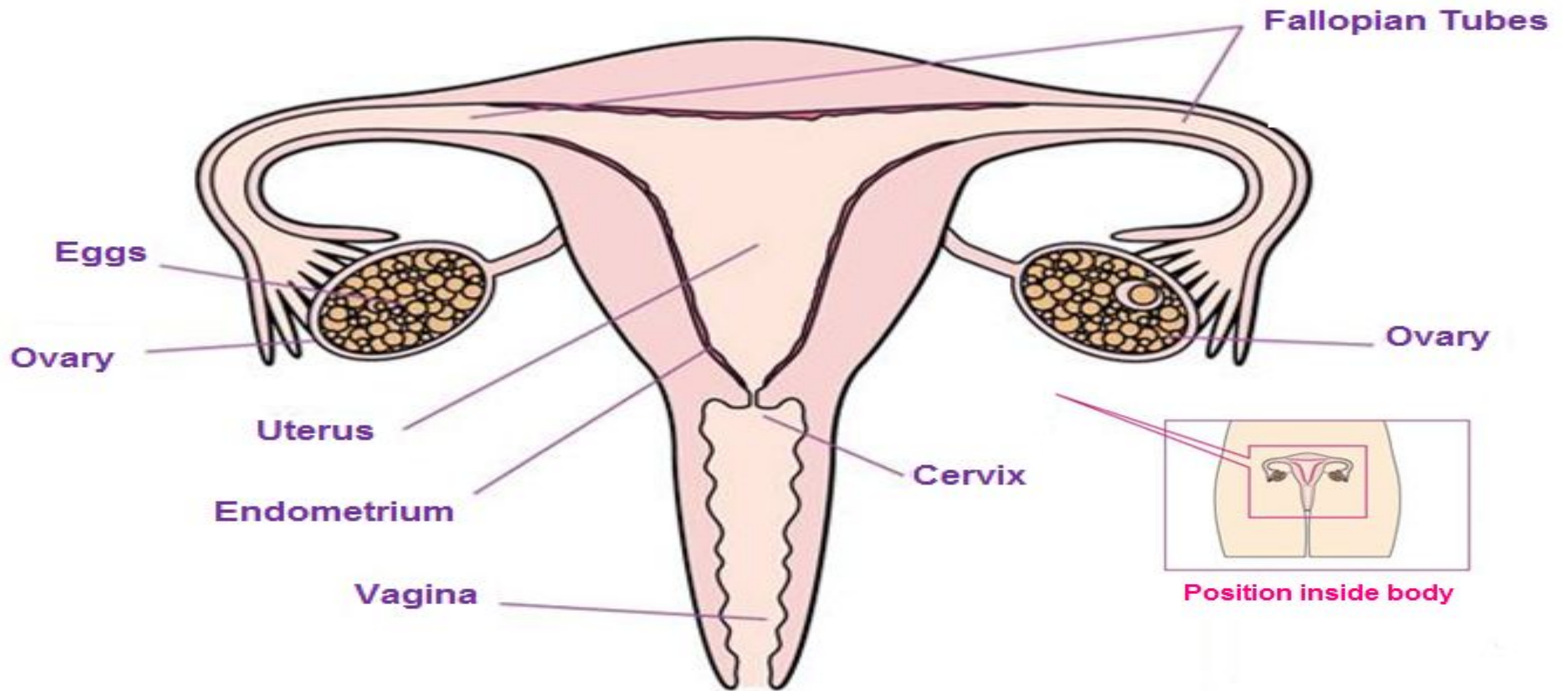
What happens?

Even before birth, a girl has 1-2 million tiny eggs in her ovaries. When puberty is reached usually an egg is released each month from her ovaries.

The egg moves from the ovary and along the fallopian tube and down into the (womb) uterus.

The lining of the womb is thick and gets thicker to protect the egg. When the egg does not need to be protected anymore and the egg and uterus lining leave your body through your vagina; this is your period.

The Female Reproductive System



The Period

Bleeding can last between 3 and 8 days.

Blood flow may be heavier in the first few days.

The average blood loss is only around 80ml (roughly 3 tablespoons)

The Menstrual Cycle

- Days 1-7 are the beginning of the cycle when the lining of the womb is shed (Period).
- Days 7-14 are when the egg is being produced within the ovary. It is then released into the fallopian tube to make its way down to the womb
- Days 14-28 are when the lining of the womb becomes thicker in blood supply to protect the egg.



1

An ovary gets ready to release an egg.



2

The egg is released. The soft lining starts to thicken inside the uterus.



3

The egg travels along the fallopian tube to the uterus. The lining of the uterus gets thicker.



4

The lining is not needed and most of it is shed through the vagina. This is your period.



When will my period start?

- Usually between 10-16 years old
- About 2 years after your breasts develop
- Soon after you grow pubic hair

REMEMBER – every girl is different!

What symptoms are there?

Many girls will feel other symptoms during or before their period. These can include:

- Tender breasts
- Headaches
- Mood swings
- Stomach cramps
- Tiredness
- Spots
- Food cravings
- Difficulty concentrating

Planning



- Periods will not have a set pattern in the beginning, they will eventually settle into their own pattern.
- Periods happen once a month but your body takes time to get into a routine so for the first year or so the time between each period may vary.
- You should carry some spare underwear and sanitary towels in your bag in case your period comes unexpectedly.

What do I use?

- Most girls will wear a sanitary towel when they have a period. It is placed within the underwear and it works by soaking up the blood.
- It is important to change the sanitary towels every 3-4 hours. This helps you to stay clean and fresh.



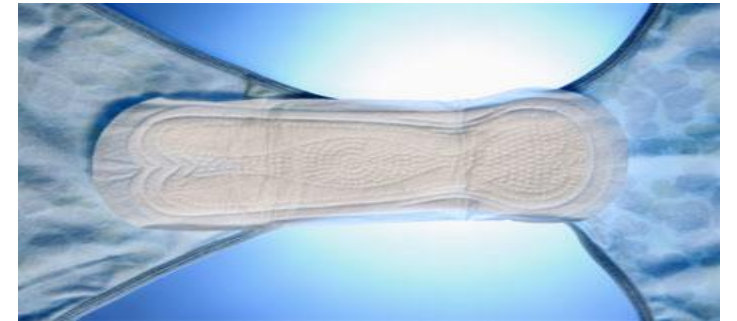
Pantliners

- Worn outside your body, in your underwear
Can be used:
- When your period is light
- As tampon backup
- In between periods to absorb discharge
- To help keep you fresh every day



Sanitary Towel

- Worn outside your body, in your underwear.
- Many different absorbencies.
- Wings provide extra protection.
- Change frequently to keep fresh and dry (generally every 4-6 hours, more often when your period is heavy).
- They will start to leak if you don't change them!



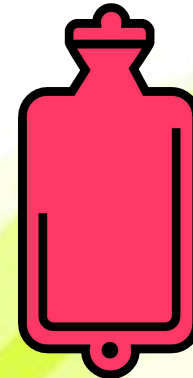
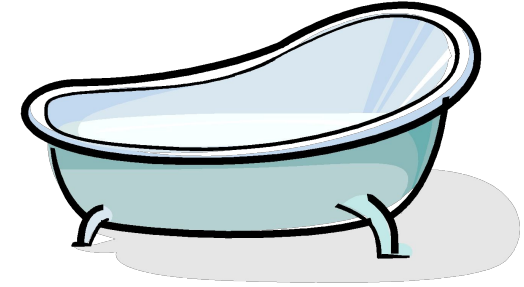
How to use a sanitary towel

1. Pull off paper strip or wrapper.
2. Attach sticky part securely to centre of underwear.
3. For wings, peel off paper strips and wrap around sides of underwear.



Things to try...

- Have a warm bath
- Massage your stomach
- Have a nice warm drink
- Use a hot water bottle or use a heat pad.
- Eat a well balanced diet.
- Exercise



Remember



- Having a period is a normal healthy thing to happen.
- It is a natural process for every girl/teenager/woman.
- It can take some time getting used to having periods and feeling confident about dealing with them.
- Periods are a sign that your body is working properly, they are a special part of being a female.

Questions

- I've just turned 11 but nothing is happening yet. When will I start puberty?
- Why are these changes happening to me?
- I feel a bit scared about puberty, is this normal?

LQ: Can I explore the emotional and physical changes that occur during puberty?

Do I understand male and female puberty changes?

Can I explore the impact of puberty on the body and the importance of physical hygiene?

Can I explore ways to get support during puberty?

I can:

- Name the emotional and physical changes that happen to boy, girls and both during puberty.
- Explain how puberty can affect physical hygiene.
- Identify people who i can speak to about puberty.



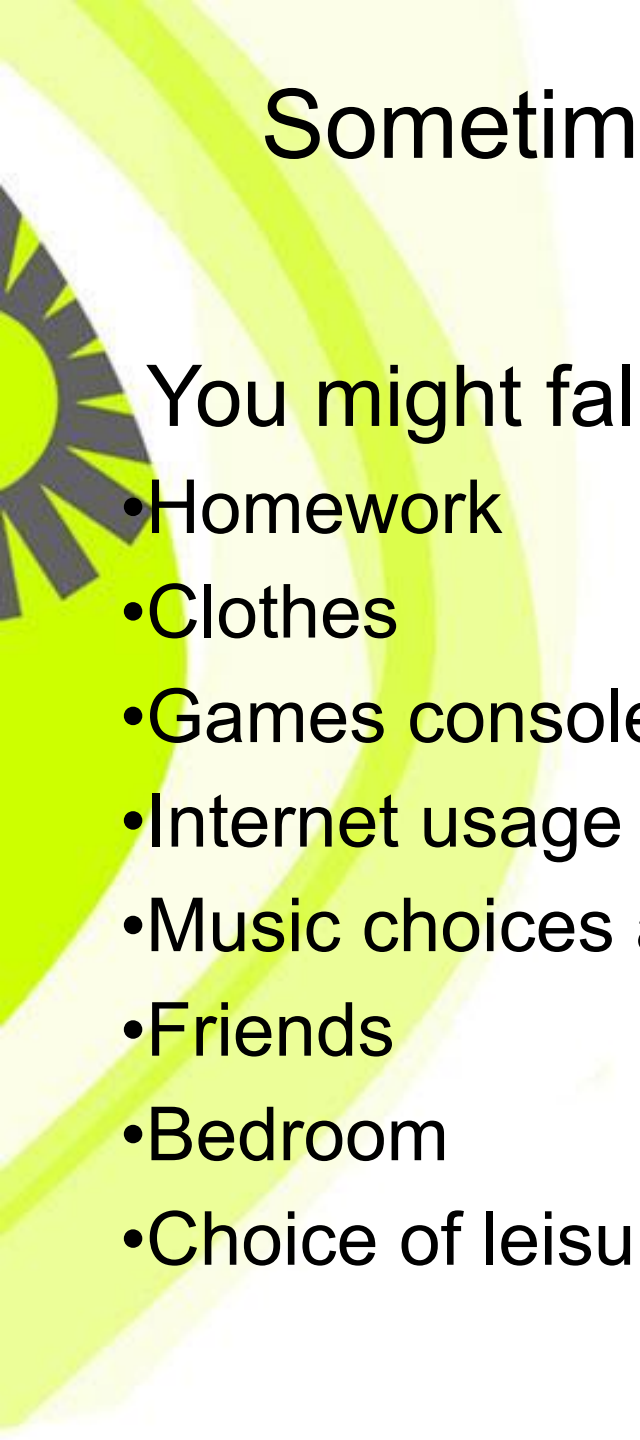
Relationships and Growing up

Emotional Changes

- It is not just your body that changes during puberty – your **mind and feelings** change too.

Sometimes:

- You may feel lonely and confused.
- You may have mood swings (including irritability, tearfulness, overwhelming happiness and confusion).
- You may want more independence.
- You may also become argumentative and bad tempered.



Sometimes these emotional changes can cause conflict with our parents.

You might fall out over things like:

- Homework
- Clothes
- Games consoles (i.e. X-Box, PlayStation)
- Internet usage
- Music choices and volume
- Friends
- Bedroom
- Choice of leisure activities

How can we resolve this conflict?

- Keep them involved, tell them how you are feeling about things.
- Ask their advice, listen and if you disagree tell them why.
- Accept that they have the right to lay down some rules, be willing to meet them halfway.
- Try not to lose your temper, if you show them you can accept when they say no, may be they will be willing to say yes in the future.
- Help more around the house, without waiting to be asked!

Conflict with friends

- Other friendships, new friends.
- Misunderstandings, arguments.
- Choice of things to do together.
- The way they talk to you, making you feel bad about yourself.
- They do not listen to you, they only talk about themselves.
- Jealousy.

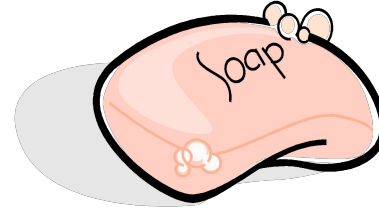
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Managing conflict with friends

- Try to not demand too much support and attention without giving some in return
- Show mutual respect.
- Be honest with them.
- Remember your expectations for a good friendship.

What are the different ways that we can keep ourselves clean?



Sweat

- Sweat is your body's natural way of helping you to cool down.
- Sweat can also sometimes become smelly when the chemicals it contains mixes with bacteria that live naturally on your skin.
- You will need to use a deodorant to manage sweat



Chris' story

- Do you think Chris is a boy or a girl, or are you unsure?



“THEY TELL ME I’M GOING THROUGH PUBERTY”

Hi, I’m Chris and I’d like to tell you about what’s happening to me. It seems that every day brings a new change. It’s almost like I’m getting a new body! They tell me I’m going through puberty.

One thing that’s happening is this new hair that’s growing in places it’s never been before. Like under my arms. I know this is normal and all, but it still takes getting used to.

I don’t mind some of the changes I’m seeing. In fact, some things I even like. I’m taller than I was last year. I know I’m smarter just because I’m able to think and write about what I’m going through now.

But then, there are some changes that aren’t so good. Like B.O; body odour. I didn’t understand why I was starting to smell but when I was told that it is because my sweat glands are reacting to my hormones I realise it’s not too bad if I wash and use deodorant.

What I really don’t like is acne. I remember I was getting ready to go to a party, when I looked in the mirror and saw this big spot staring back at me. I went to the party anyway. I noticed that many other kids had the same or worse luck with their spots. I wonder how common this is.

They tell me I’m going through puberty. That means I have to go to school with my spots and manage things like body odour. But, I’m taller and smarter and growing into an adult so I think I’ll survive.

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:

- Identify differences in families.
- Explain what makes a family.
- Explain how families can support each other.



Relationships and Growing up

- What can you see/what do these groups of people have in common with one another?
- What makes a group of people a family?
- What kinds of words and phrases would you use to describe a family/these images?



Things that make a family...

A group of people who are related to one another

Love



Care

Do things together



Have different interests and hobbies



Look after each other

Understand one another

Want the best for you



Want you to be happy

All shapes and sizes



Security



Parent(s) and child(ren)



Help

Kind

How do our feelings affect our thoughts and behaviour?

What feelings can you think of for each point of the thermometer?

Our feelings and behaviours can positively AND negatively affect family relationships.


Can you think of times when families might feel under pressure?

Feelings

Thoughts & behaviour

What might people say and do if they are feeling this way?



- 
- Leo is struggling with his homework. He asks his mum for help but she is busy working. He shows it to his dad but his dad is busy making dinner. Keisha tells him to stop being annoying. Leo deliberately knocks a drink over and it spills on his sister's book.

Group task

In groups, stick each thing that happened on the feelings thermometer according to how you think Leo would have been feeling when it happened. On the left hand side of the thermometer, write what Leo's feelings might have been.

Remember it is always good to talk about things and there is often reasons for people's behaviour.

























What pressure was Mum under?

How about Dad?

Why did this make them react the way they did to Leo asking for homework help?

Were the family's reactions helpful to Leo?

Managing your feelings...

Go outside and breathe in the air 	Think about a happy memory 	Do some yoga exercises or relaxing stretches 
Message or phone a friend for a chat 	Go to a favourite quiet place 	Lie down flat with your eyes closed 
Close your eyes and take deep breaths 	Sit in a quiet corner 	Read a good book 
Stroke a pet 	Close your eyes and think of somewhere you feel calm 	Meditate 
Do some exercise that makes you feel good 	Watch a programme that makes you laugh 	Bake a cake 
Have a warm bath or shower 	Do something creative – draw a picture, play an instrument, write a poem 	Tell yourself positive things 
Punch a pillow! 	Go for a walk/ run/bike ride 	Kick a ball very hard 
Cuddle a teddy 	Cuddle a person 	Talk to someone you trust 

Group discussion

What could everyone in the family have done differently to help the situation?

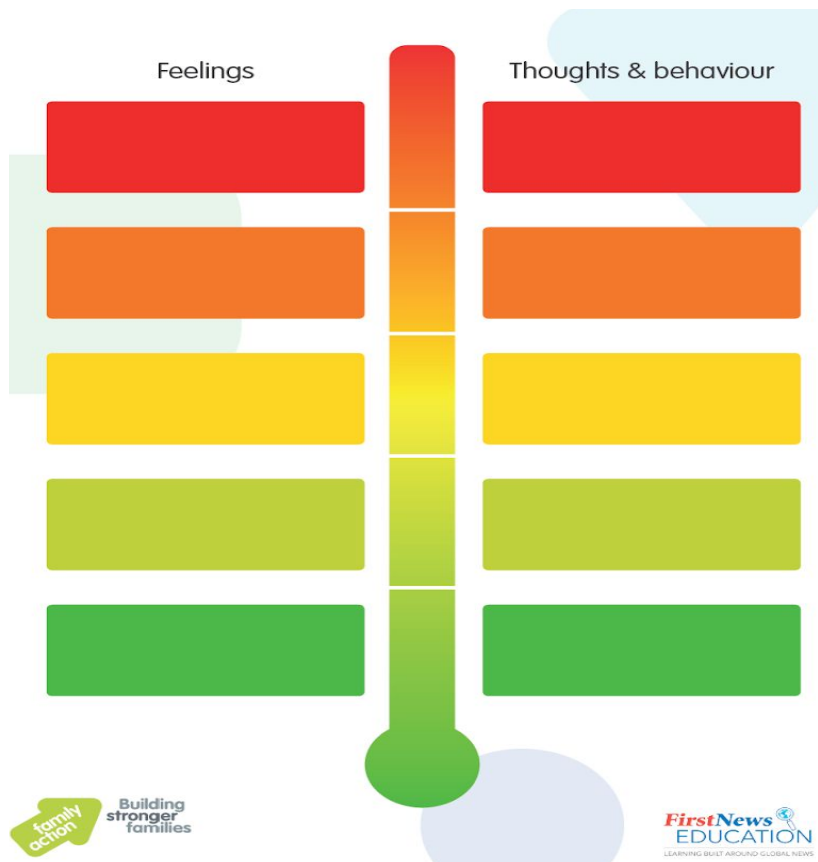
Mum could have...

Dad could have...

Leop could have...

Where on the feelings thermometer do you think it might be a good idea for someone to ask for help?

Who can you ask for help?



LQ: Can I recognise the difference between religion and culture?

I can:

- Explain what religion is.
- Explain what culture is.
- Recognise that we all have rights.
- Explain the difference between religion and culture.



Relationships and Growing up



What are rights? Why are they important?

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 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, when they are old enough to do so.



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 when both parents work.

Article 19 Governments should ensure that children are properly cared for, and protect them from abuse, 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.



When children are adopted the first thing that is best for them. The same rules apply to children adopted in their own country, or if they are taken to live in another country.

Children who come into a country as refugees should have the same rights as children born in that 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.

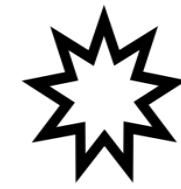
Article 30 Children have a right to learn and use the language and customs of their families, whether those are shared by the majority of people in the country or not.

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



Sorting task

In groups, sort the cards in to two columns that represent either religion or culture.



What is Religion?

A set of beliefs about how the universe was made and what its purpose is. Religion usually involves worship of a god or gods, and the belief in certain ideas about right and wrong behaviour.

Golden Rule of Religion

Hinduism: This is the sum of duty: Do not do to others, what would cause pain if done to you

Buddhism: Treat not others in ways that you yourself would find hurtful

Judaism: What is hateful to you, do not do to your neighbour. This is the whole Torah; all the rest is commentary

Islam: Not one of you truly believes until you wish for others what you wish for yourself

Christianity: Do to others what you want them to do to you.

Sikhism: I am a stranger to no one; and no one is a stranger to me. Indeed I am a friend to all

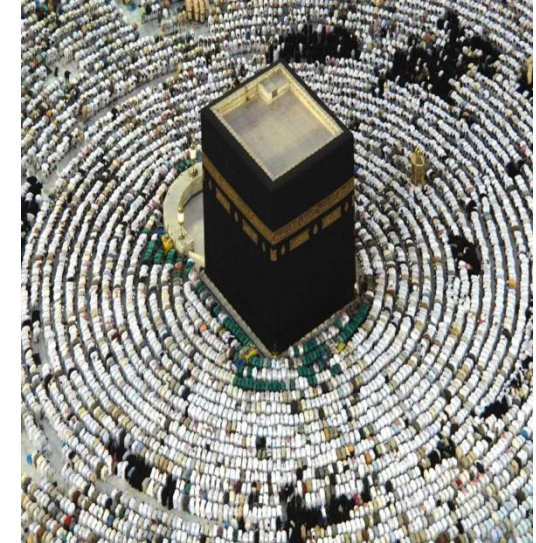
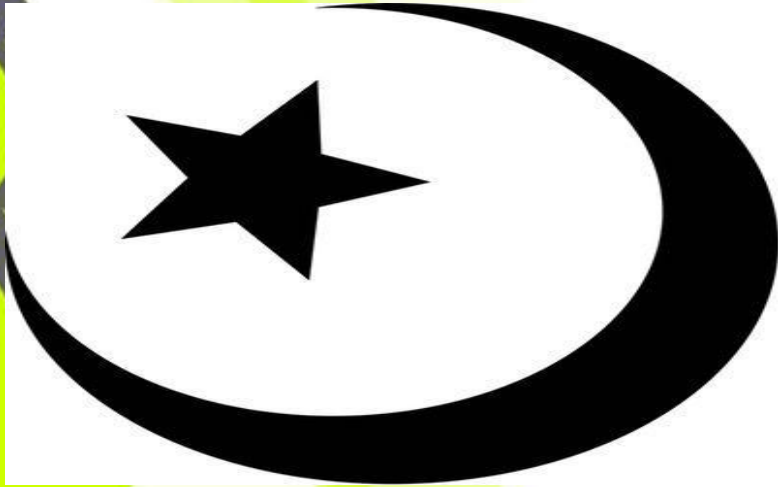
What is culture?

One definition of culture is the combination of human knowledge, beliefs and behaviour that we learn and pass on to future generations. We usually express our culture in certain ways, like how we dress, what we eat, what we believe, and how we play.

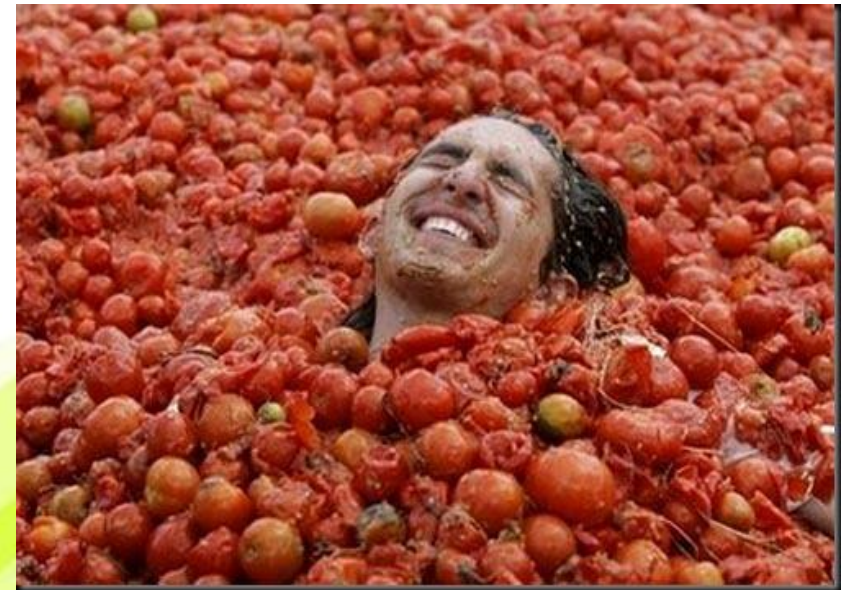


- 1.Foods**
- 2.Eating habits**
- 3.Celebrations**
- 4.Paintings**
- 5.Work ethic**
- 6.Styles of dress**
- 7.Literature**
- 8.Concept of fairness**
- 9.Child raising beliefs**
- 10.Hand shakes**

Which Religion is being identified in these images?



Whose culture is identified in these images?



LQ: Can I recognise that I have the right to say no?

I can:

- Explain what FGM stands for and that it is an illegal practice.
- Identify the rights we all have.
- Recognise that we all have the right to say no and stand up for the rights of others.



Recap

What is the difference between religion and culture?



- 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](#).

