

Relationships and Growing Up Education



PSHE



Year 3

Relationships Education

- 1) What is Relationships Education?
- 2) Why is Relationships Education important?
- 3) Age appropriate resources- What is covered in Relationships Education?
- 4) 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)
- **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

Respect

Emotions

Friendships

Saying No

Good and bad touch

Differences

Families and people who care for me

Puberty

Empathy

Keeping safe

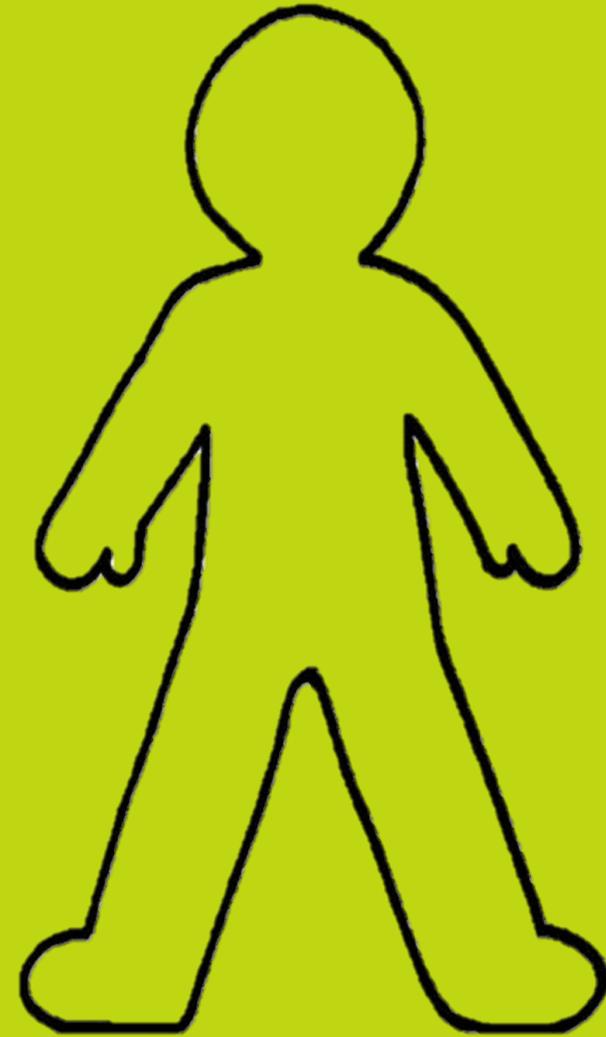
Communicating

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) 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.
Private	The area of our body covered by own pants.
Positive thinking	A positive way of thinking about life.
Self-talk	What you say to yourself in your head.
Healthy/good friendship	A positive relationship between friends which has good boundaries.
Skills and attributes	Things that you are good at.
Good influence	Someone who is a positive person in your life.
Differences	Ways in which people are different to each other.
Personal space	The physical space immediately surrounding a person whereby they feel threatened/ uncomfortable if someone goes into it. e.g invading your personal space.
Personal boundaries	The rules we set out for our bodies. e.g boundaries in friendships.
Peer pressure	Influence from members of one's peer group.
Unhealthy friendships	A relationship between friends that is not positive.

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.

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

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



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 identify positive thoughts and how positive thoughts can affect us
- To explore the concept of self-talk and identify how this can help us
- To identify what makes a healthy relationship and explain what makes a good friend
- To understand peer pressure and saying no

Relationships Education lessons

- To understand how boys and girls are different and to name boy and girl body parts
- To explain personal boundaries
- To identify the people in my family, while recognising that not all families look like mine
- To explain where I can get help and support
- To understand good friendships

FGM lessons

- To know you can say no to bad touch
- To understand that FGM is not a rite of passage

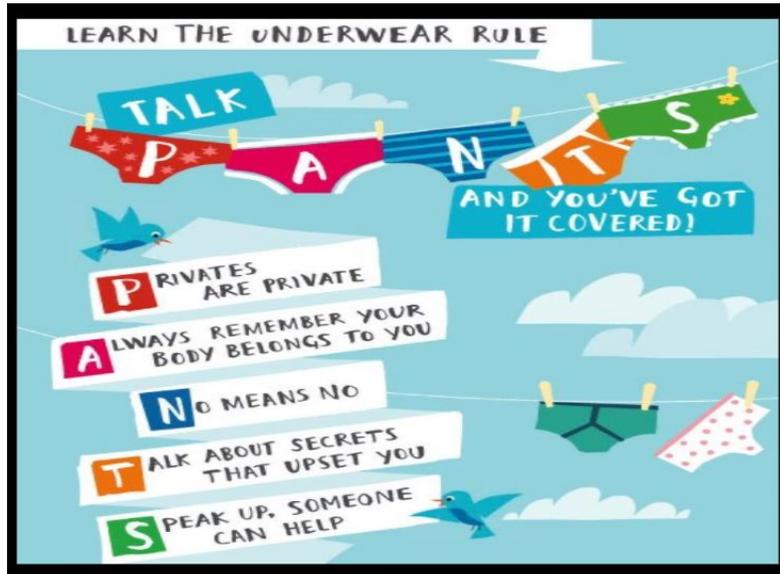
PSHE

What does PSHE stand for?

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PSHE



R - Respect

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LQ: Can I understand how boys and girls are different and to name boy and girl parts?
Can I explain personal boundaries?

I can:

- Name the body parts for boys and girls.
- I explain what personal boundaries mean and how to respect them.





What does this mean to you?

Personal boundaries links to the PANTS rule, it refers to remembering our bodies belong to us.

Remember- you set the rules for your own bodies, and as long as your rules keep you healthy and safe nobody else can set or change your rules.

What are your personal boundaries?

E.g no hugging, no touching hair.

We must respect other people's personal boundaries too. We don't all like the same things.



Activity- sorting task- Boys and Girls (group work)

- Sort the cards into the boy only, girl only and both columns. You can add your own word cards too if you wish.
- Share as a class.
- **What parts are boy/male only?**
- **What parts of girl/female only?**
- **What parts are for both male and female?**
- Both boys and girls have nipples. Often women and mammals use nipples to feed their young e.g. breastfeeding or a mummy cat feeding her kittens.

Plenary- Body part BINGO!

How to Play

- You will each get a blank bingo sheet.
- Choose any 8 body parts from the main activity. Write the name of one body part in each box.
- I will then call out different body parts. You will check them off as you go. The first child with all 8 body parts checked off wins.

LQ: Can I identify the people in my family?

Can I explain where I can get help and support?

I can:

- Explain that families look different
- Explain that families love and protect us.



Activity- Find someone who...

Today we are learning about families around the world.

Our first activity is to find someone in the class who matches the statement in each box. You must find a different person for each box and you cannot write their own name.

The first child who completes the sheet wins!

What did you learn about other people's families?

How is your family similar to someone else's?

How is your family different to someone else's?

What do all families have in common?

Love, support and helping each other is what is important in families, not what the family looks like.

Find someone who:

Has a brother...	Is an only child...
Lives with their mum...	Lives with a grandparent...
Has a pet...	Has a sister...
Has more than one sister or brother...	Lives with their dad...

Muluken's story

My name's Muluken and I'm seven years old. I live in a village called Gerba Sefer which is high in the mountains in Ethiopia. My house is made of earth and wood and there are trees all around. (Slide 61)

Near my house is a canyon. I go there with my sister or friends. We climb on the rocks and I can see for miles around. We watch the monkeys that live up there.

I live with my family all around me, in a group of houses called a compound. I live with my dad, my older sister Esketsenaf and my younger sister Mekdes. My grandmother also lives with us. (slide 62)

She's special because she does all the cooking and everything for us in the house. My mum works as a teacher in a school which is 20 kilometres away. It is difficult to travel so far every day, so she comes home at weekends and in the holidays.

My uncle and his family live in the same compound. I see them every day. Sometimes my uncle lets me ride his mule. My cousin Zebawork is like another big sister. Another special person who lives near my house is the village elder. He is old and wise and kind to us children.

In my village it's easy to find someone to join in my games. (slide 63) My favourite game is playing 'shop'. We also play a game called Segne maksegno. This means Monday and Tuesday and it is a sort of hopscotch.

I started school this year. After breakfast, I walk to school every day with my sister. It takes about 15 minutes. I go to school in the mornings from 7.30 to 12.30. In the afternoons a whole new group of children come to school. That's because the classrooms would be too small to hold all of us children together. Many children don't come to school all the time. That's because most families here are farmers. When it is time to plough the land or harvest, lots of children are needed to help out at home.

There's no running water in my house so one of my jobs is to fetch clean water from a pump and carry it back home. We always have to wash our hands before we eat (slide 64) . There's no electricity so we use paraffin lamps at night and cook over a wood fire. Another of my jobs is to collect firewood.

Before I go to bed I like to draw. When my mum is home, I cuddle up with her to sleep, while she has a cup of tea. (slide 65)

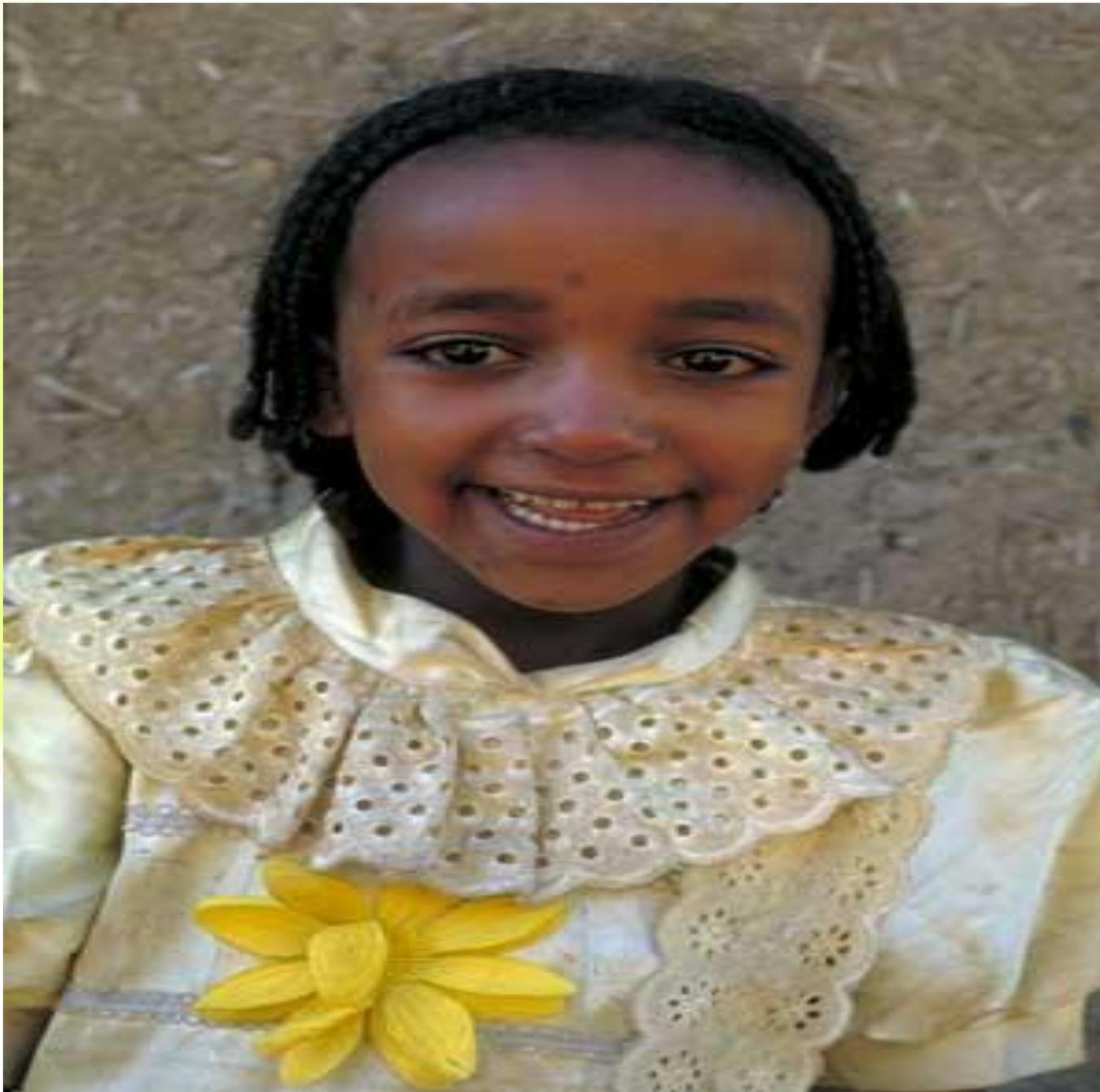
Time to reflect on Muluken's family and your own...

What ways do the members of her family help each other? (fetching water and firewood, cooking food, giving each other cuddles etc.).

What are the similarities with your own family?

What other relatives/ carers are involved in your family life?

Who do you get together with for special occasions?













Meg lives with her grandparents.



Shakeel lives with his mum and dad, and his brother and sister.



Luke and Anna live with their dad.

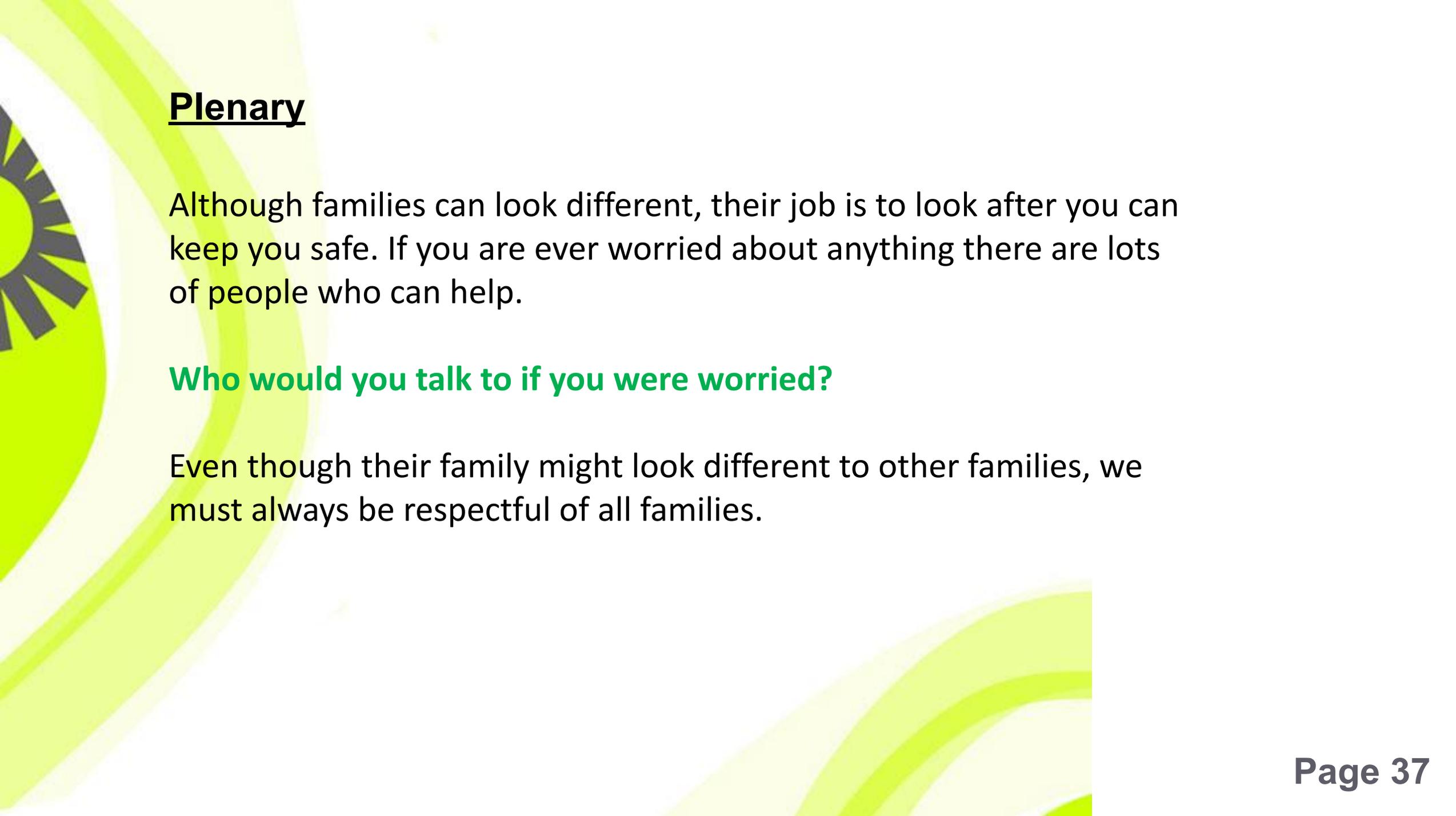


Mason lives with his mum and his dog Bruno.



Gigi's mum and step dad are married, do all families have people who are married?

Gigi lives with her mum, step dad, brother and sister. Her stepbrothers live in a different house.



Plenary

Although families can look different, their job is to look after you can keep you safe. If you are ever worried about anything there are lots of people who can help.

Who would you talk to if you were worried?

Even though their family might look different to other families, we must always be respectful of all families.

LQ: Can I understand good friendships?

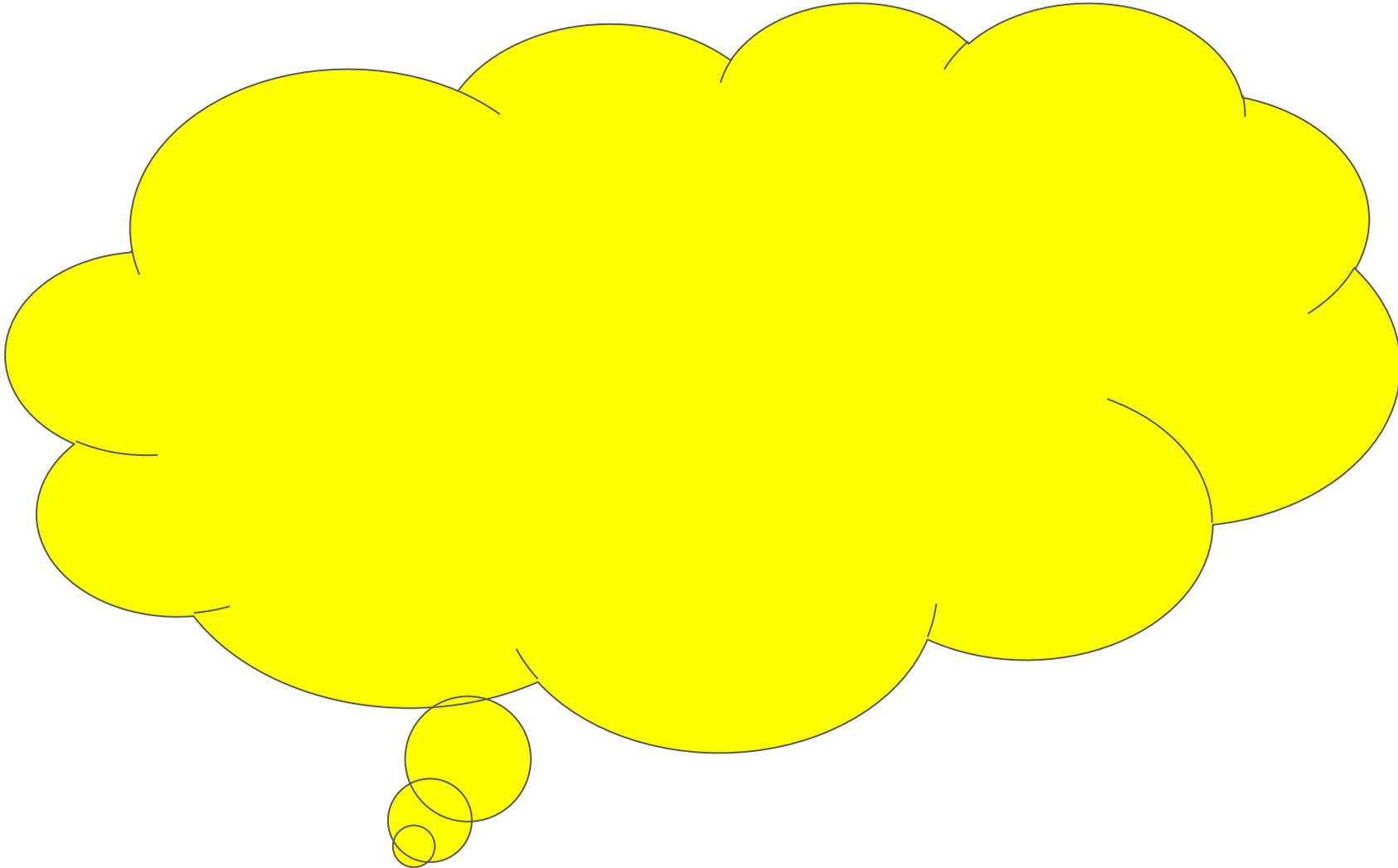
I can:

- Explain what makes a good friend.
- Discuss ways to support your friends.



Relationships and Growing up

What makes a good friendship? (recap)



Ashley's story...

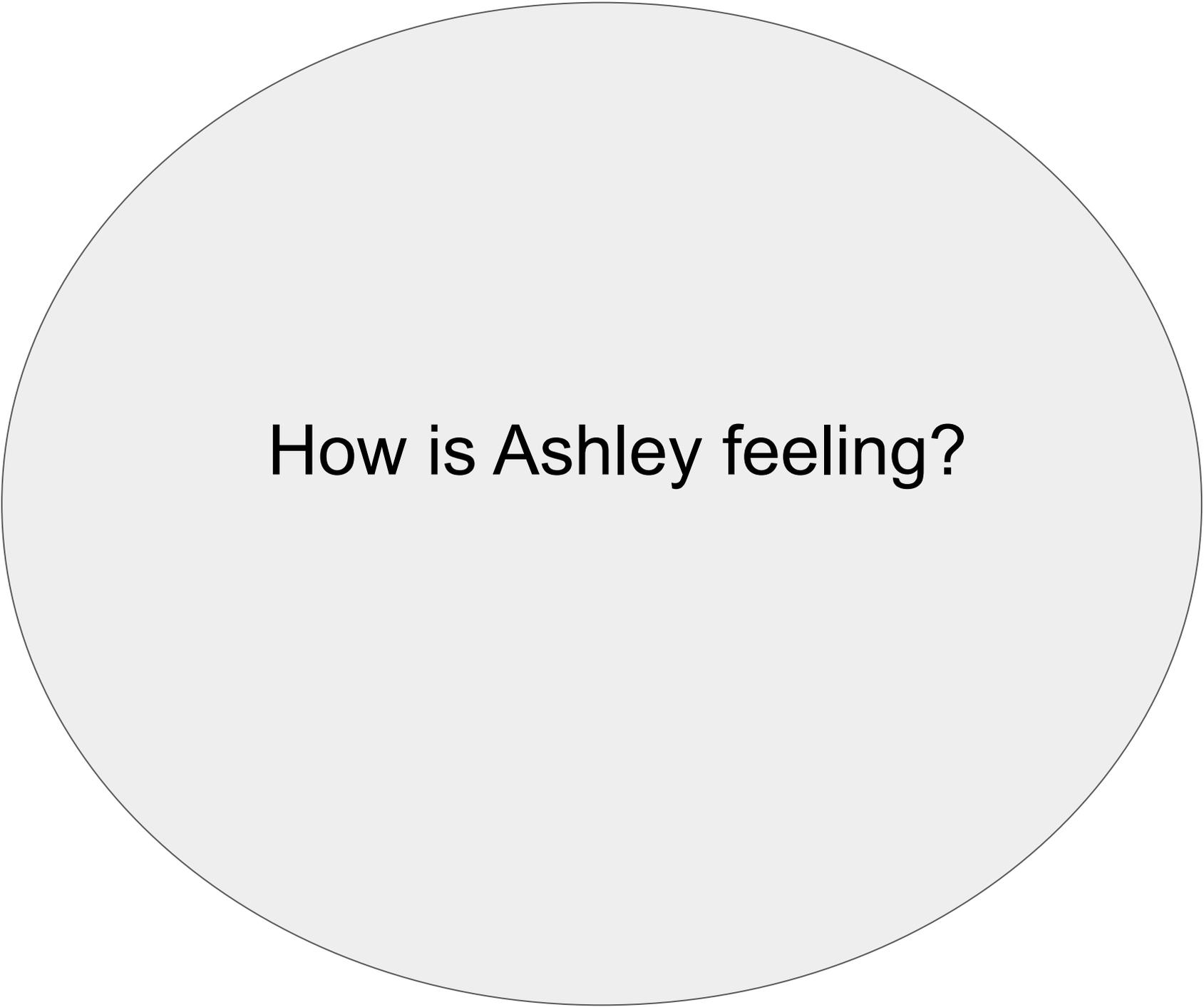
Ashley has been to four different schools because she has moved to a new house a lot.

In this clip, she talks about her fears of starting a new school and meeting the children and teachers. She talks about how the children made friends with her and the things she does to make new friends. Ashley talks about the important things to know when helping a new child in class.

<https://www.bbc.co.uk/bitesize/clips/zjstsbk>

Duration 03:00





How is Ashley feeling?

Are these positive or
negative feelings?

Who could Ashley share
these feelings with?

Activity- Moving home and school

- What would it be like for you if you were moving home and school.
- **What would you find hard?**
- **What if you had to do this several times?**
- In small groups write a list of ways in which you could make someone coming new to the school feel comfortable.
- **What was similar on all the lists?**
- **Were there things that were different?**
- **What are the most important parts of the lists?**

<https://www.childline.org.uk/info-advise/school-college-and-work/school-college/moving-schools/>



Plenary

What can we all do to be a welcoming class to anyone coming to visit or starting new in our school?

LQ: Can I understand that I can say no to bad touch?

FGM
lesson 1

I can:

- Explain the difference between good and bad secrets.
- Understand what bad touch means.



Relationships and Growing up

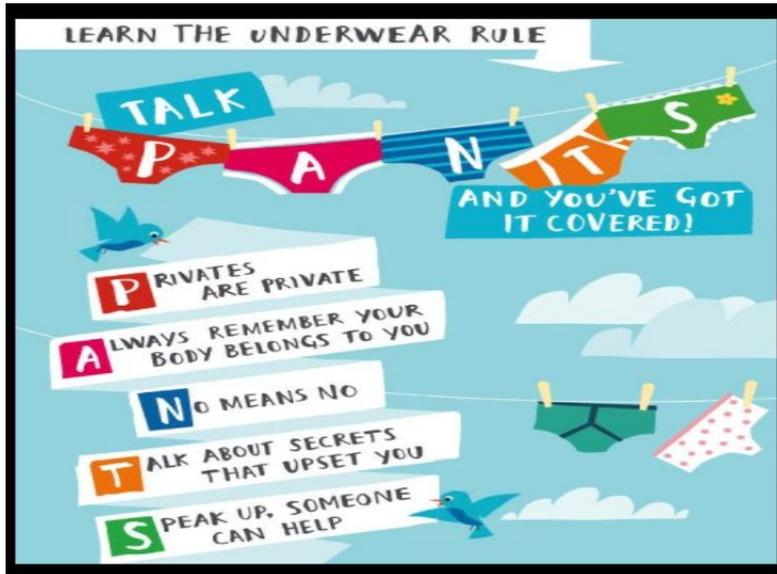
PSHE

What does PSHE stand for?

- Personal
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PSHE



R - Respect

O - Openness

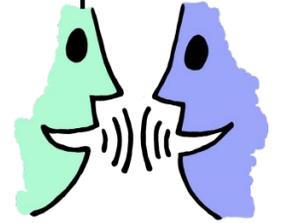
C - Confidential

K - Kind



What does this slogan mean to you?

Talk partners



What are rights?

- “Rights” are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what the best is for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.

**The right to a
childhood**



**The right to be
healthy**



**The right to be
heard**



**The right to be
treated fairly**





UN Convention on the Rights of the Child



Survival



You have a right to life, good food, water, and to grow up healthy

Development



You have a right to an education and time to relax and play

Participation



You have a right to say how you feel, be listened to, and taken seriously

Protection



You have a right to be treated well and not be hurt by anyone

<18



1 Everyone under 18 has these rights



2 All children have these rights



3 Adults must do what's best for me



4 The Government should make sure my rights are respected



5 The Government should respect the right of my family to help me know about my rights



6 I should be supported to live and grow



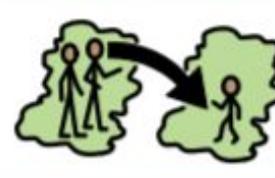
7 I have a right to a name and to belong to a country



8 I have a right to an identity



9 I have a right to live with a family who cares for me



10 I have the right to see my family if they live in another country



11 I have the right not to be taken out of the country illegally



12 I have the right to be listened to, and taken seriously



13 I have the right to find out and share information



14 I have the right to have my own thoughts and beliefs and to choose my religion, with my parents' guidance



15 I have the right to meet with friends and to join groups



16 I have the right to keep some things private



17 I have the right to get information in lots of ways, so long as it's safe



18 I have the right to be brought up by both parents if possible



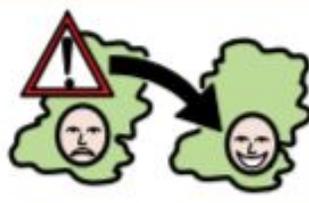
19 I have the right to be protected from being hurt or badly treated



20 I have the right to special protection and help if I can't live with my own family



21 I have the right to have the best care if I am adopted



22 If I am a refugee, I have the same rights as children born in that country



23 If I have a disability, I have the right to special care and education



24 I have the right to good quality health care, to clean water and good food



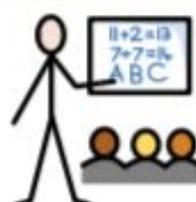
25 If I am not living with my family, people should keep checking I am safe and happy



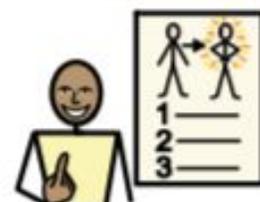
26 My family should get the money they need to help bring me up



27 I have the right to have a proper house, food and clothing



28 I have the right to an education



29 I have the right to an education which develops my personality, respect for others' rights and the environment



30 I have a right to speak my own language and to follow my family's way of life



- Do any of the rights surprise you? Why?
- Does every child get these rights around the world? Why? Why not?

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 Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.



Article 6 All children have the right to life. Governments should ensure that children survive and develop healthily.



Article 7 All children have the right to a legally registered name, and nationality. Also the right to know and, as far as possible, to be cared for by their parents.

Article 8 Governments should respect children's right to a name, a nationality and family ties.



Article 9 Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

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 adults are making decisions that affect them, and to have their opinions taken into account.



Article 13 Children have the right to get and to share information, as long as the information is not damaging to them or to others.

Article 14 Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

Article 15 Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.



Article 16 Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 17 Children have the right to receive 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 if both parents work.

Article 19 Governments should ensure that children are properly cared for, and protect them from violence, 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 concern must be what is best for them. The same rules should apply whether the children are adopted in the country where they were born, or if they are taken to live in another country.

Article 22 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.

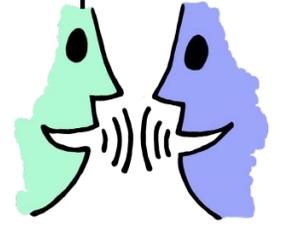
Article 30 Children have a right to learn and use the language and customs of their families, whether those are shared by the majority of people in the country or not.

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



What is a good surprise?

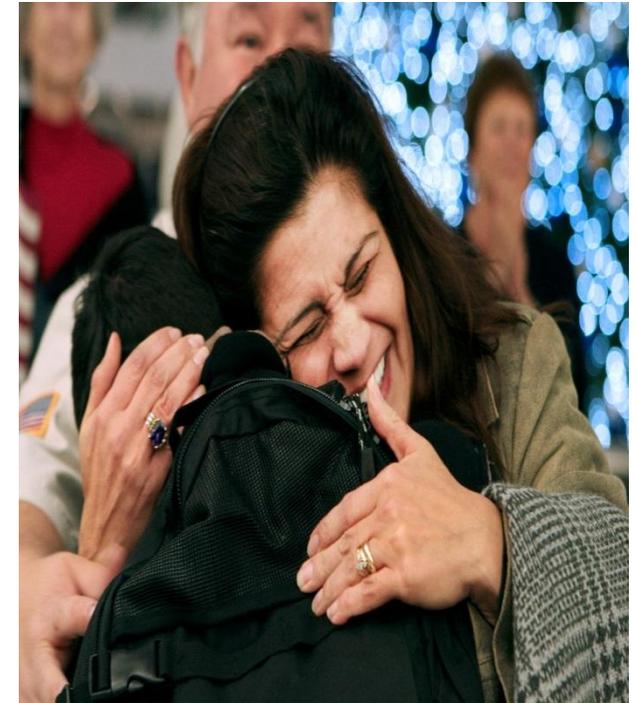
Talk partners



Dad surprising mum with flowers, asking you to keep it secret



Surprise birthday party or keeping birthday presents a secret from the person who's birthday it is



Keeping a relative's visit a secret so that they can surprise the family

Good secrets



Good secrets are things you will find out soon.

How should secrets make you feel?

GOOD Secrets

- Any secret that has a specific point in time when it will be revealed.
- Good secrets are **always** temporary.



BAD Secrets

- Any secret that you are expected to keep for a long time or forever.
- Nearly all bad secrets keep something hidden that is bad.



Bad secrets

No secret should make you feel worried, sad or scared. If it does make you feel like this then it is a bad secret.

Who would you talk to if a secret worried you?

How would you know if a secret was a good secret or a bad secret?



Plenary- Personal space and boundaries experiment

- Stand in pairs facing each other a generous distance apart. One of you will take a step closing to partner and to ask” do you feel comfortable with this distance?”
- If child answers with a yes then partner to take another step forward and repeats question. This is to continue until the partner says no you are too close.
- ‘Uh-Oh’ feeling, one can’t always describe how they feel, just something isn’t quite right. Child to take a step back. They are to acknowledge the ‘safe’ distance.
- **Why is it important to know your safe distance? Why is it important to recognise the uh oh feeling?**

LQ: Can I understand that FGM is not a rite of passage?

FGM

Lesson 2

I can:

- Explain the difference between religious and non-religious rites of passage.
- Explain what FGM means.



PSHE

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PSHE



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Let's recap from last lesson...

What does 'My body, my rules' mean to you?

What are good secrets?

What are bad secrets?

How can we tell the difference?

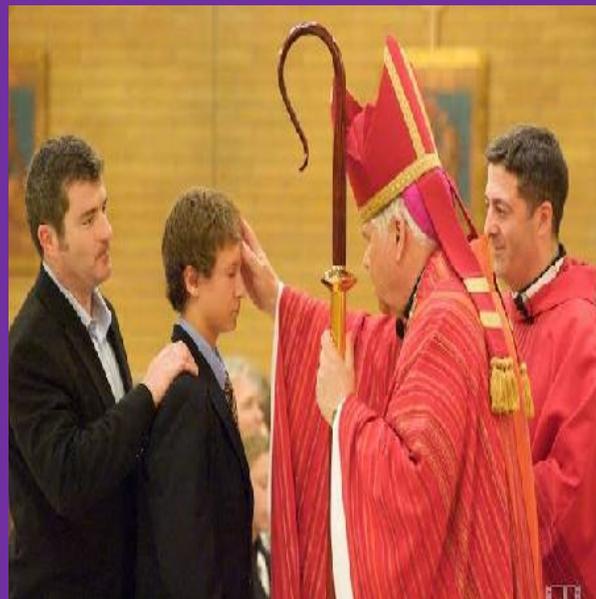
What is the uh oh feeling?

What should we do if we get this feeling?

What is Rites of passage?

A time when a person reaches a new stage in his/her life. It is natural to want to celebrate important events in our lives with a special ceremony. There are some Rites of passage that are religious and some that are not religious.

Can you think of important events in your lives?



Religious OR non-religious rites?



FGM

- A harmful practice that people call a Rite of Passage that has been continuing for thousands of years called Female Genital Mutilation.
- **What does FGM stand for?** Ask pupils to define what each letter stands for in the acronym FGM and sum up:
- F = Female (girls or women)
- G = Genital (private parts - vagina)
- M= Mutilation (changing or altering)
- FGM is the changing of girl's private parts to make them look or work differently. Explain that even though people call it a rite of passage, it is not. It is harmful and illegal. **What does illegal mean?**
- **Why do you think we are discussing this harmful and illegal practice?**
- This is happening to some girls in the UK, it is important that you are aware you know what to do if it's happening to a friend/ you /or if you are worried. **Who can you talk to about this?**

CUTTING

Ibi

KHITAN

Absum

Halalays

Kutairi

FGM Glossary

gudni

Bondo

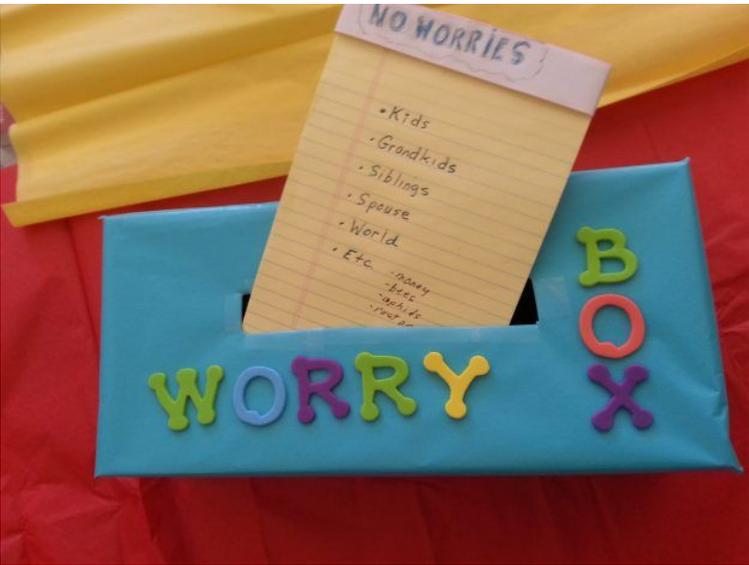
Sunna

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](#).

