



Relationships & Health Education

Year 5 & 6

Relationships & Health Education

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Department of Education, 2019

Relationship Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

Department of Education, 2019

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

Department of Education, 2019

St Agnes Curriculum

Our curriculum is a bespoke curriculum created in collaboration with Manchester Healthy Schools iMatter Version 3, schools within our cluster and our Parent Ambassador Group.

We have adapted resources provided by MHS to align with our values and ethos along with the community we serve.

By the end of Year 5, children will have been taught content on:

- ▶ Families and people who care for me
- ▶ Caring friendships
- ▶ Healthy relationships
- ▶ Managing feelings and emotions
- ▶ Diversity and celebrating differences
- ▶ Correct body part name
- ▶ Key changes during puberty for boys and girls
- ▶ Right to privacy and unwanted touch
- ▶ Personal hygiene
- ▶ Main changes to occur during puberty
- ▶ Positive body image
- ▶ Healthy diets
- ▶ Keeping safe at home and online

Lesson 1: Our bodies during puberty

This lesson will be delivered to all children but children may be separated into girls and boys.

Lesson 1 looks at labelling the parts of our body using factually correct terminology. There are videos outlining how our bodies change during puberty with an emphasis on what parts of our body will need extra attention in terms of hygiene. The children then learn about personal hygiene.

This lesson has been further adapted from the MHS scheme to fit our needs.

Relationships Education

Let's look at the male and female bodies in more detail. We'll review our diagrams together as we go along.

The Male Reproductive Organs. (Answers)

The Female Reproductive Organs

Relationships Education

Task 2

Which parts of the body may get more smelly during puberty?

In groups, draw an outline of a young person.

Label all the different body parts that they will need to pay special attention to during puberty in relation to personal hygiene.

Describe how to look after each part carefully.

Use the Puberty Hygiene Fact Sheet to help you

Worksheet 2

Puberty Hygiene Fact Sheet

RSE 5.3

Use this fact sheet to help you add notes to your body drawing

Hair	Why: It often becomes more oily during puberty	How: Warm water & shampoo When: Regularly		
Armpits	Why: During puberty, more sweat is produced which can make it smell under the arms	How: Shower gel or soap with warm water. Wear deodorant and wear clean tops. When: Every day		
Feet	Why: During puberty, more sweat is produced which can make it smell between the toes	How: Shower or bathe and wear clean socks. When: Every day		
Vulva	Why: To stop it becoming itchy, smelly or sore between the legs	How: Using just water or unperfumed soap to wash the area around the vulva. Wear clean pants every day. When: Every day		
Penis & Testicles	Why: To stop it becoming infected or smelly	How: Warm water with mild soap. If the penis has a foreskin, gently clean underneath. Wear clean pants every day. When: Every day		

Lesson 2: Puberty

Relationship Education

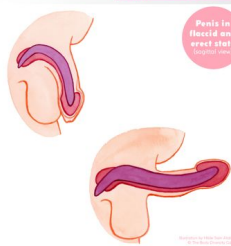
What are erections?

"Erections are when the penis gets stiff.


The penis is usually soft and hangs down but when sexually excited, (and sometimes without noticing), it sticks outwards and upwards from the body.

Erections occur at all ages from babies to old men, but can happen a lot during puberty.

My advice: It's normal, healthy and often unavoidable. They often go away after a few minutes. Erections should never hurt; if they do, tell a trusted adult or doctor."



Penis in flaccid and erect state (top and bottom)



Nic

For this lesson, children will be separated into boys and girls and only taught about puberty in line with their gender.

Boys will learn about erections and wet dreams, what they are and how to approach them.

Relationship Education

Periods

- ✓ Some people have light periods and some people have heavy periods.
- ✓ Their flow may change over time or from month-to-month.
- ✓ Most people bleed around the same time each month.
- ✓ People can track when their period is coming up on a calendar or app.
- ✓ Some people will have regular periods and some people will find them irregular; periods usually become more regular after puberty.



Girls will learn about periods.

Relationship Education



What are wet dreams?

"You often notice if you've had a wet dream when you wake up. It might feel wet or sticky.

For boys, the penis may release semen (sperm). For girls, they might feel wet between the legs. Some people don't have them and that's normal too.

It usually happens after a sexually exciting dream.

My advice: Sleep in underwear, clean up with tissues and then have a shower. Wash your sheets regularly."



Nic

This is part of the Year 6 curriculum that has been adapted and simplified in response to a need within our cohort.

Relationship Education

Review the answers

Using a disposable pad (sanitary towel)

 <p>Every 3-4 hours, go to the bathroom.</p>	 <p>Wash hands.</p>	 <p>Remove the used pad from the pants.</p>	 <p>Wrap up the used pad in toilet tissue or a wrapper.</p>
 <p>Put it in the bin. Never flush down the toilet.</p>	 <p>Take a new pad out of the wrapper and unfold it.</p>	 <p>Stick the new pad inside the pants.</p>	 <p>Wash hands.</p>

Lesson 3: Diversity

Relationships Education

Where do our differences come from?



Cultures
Genes
Life experiences

Origins
Religion
Parental influence

Lots of people in this country originally came from other countries – or their ancestors did, and this can often mean that we can share new ideas and find out things about other places, beliefs and customs.
This is **diversity** and it makes life more interesting!

Lesson 3 looks at the different parts of our identity and how Manchester is a diverse city.

Children will look at how our religion, families, country of birth and relationships make us part of who we are.

Relationships Education

Country of Birth



Linh



Hope

Linh and her family come from China. Hope's parents come from Nigeria. Sam's dads are from Poland.



Sam

Where were you born?
What country does your family come from?

Children will be encouraged to celebrate what makes them different and challenge discrimination based on someone's identity.

Lesson 4: Unwanted Touch

Task 1
Worksheet 1
RSE 5.10

Draw a line to which you think would be appropriate touch for each of these relationships

Uncle	Tickling
Friend	Handshake
Parent	Kiss on the cheek
Brother	Pat on the back
Carer	Holding your hand
Dinner Supervisor	Putting an arm around you
Grandparent	High five
Cousin	Hug
Team mate	Helping you up from a fall

Lesson 3 is about unwanted touch and where to find support if a child needs it. This is very much inline with our 'Pantosaurus' approach promoted by the NSPCC.

Children will look at how we greet different people in our lives, which parts of their body are private and examples of acceptable and unacceptable touch.

Worksheet 4
RSE 5.13

Acceptable/unacceptable touch

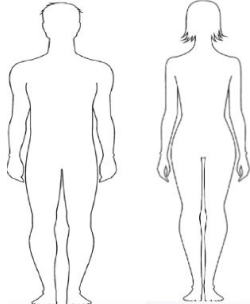
Somebody hits you	A married couple holding hands	Your sister high fives you
Your dog jumps on your knee	Your brother squeezes your arm	A family member hugs you
Your parent kissing you	A doctor asks you to show them a part of your body	A stranger on the opposite team touches you during a football match

This lesson then relates back to our RRSA articles and what rights they hold as a child.

Task 2

The red zones are private parts of my body

1. Colour the safe touch zones in green.
2. Colour the unsafe touch zones in red.



My body belongs to me

What do you do if a person touches or asks to look at your private/unsafe touch zones?

You have a right to say 'No'

On the UN convention of human rights sheet, circle which right may be linked to this lesson.

1 RIGHT TO LIFE -18	2 NO DISCRIMINATION	3 BEST INTERESTS OF THE CHILD	4 MAKING RIGHTS REAL	5 FAMILY GUIDANCE AS CHILDREN DEVELOP	6 LIFE, SURVIVAL AND DEVELOPMENT	7 NAME AND NATIONALITY
8 IDENTITY	9 KEEPING FAMILIES TOGETHER	10 CONTACT WITH PARENTS ACROSS COUNTRIES	11 PROTECTION FROM KIDNAPPING	12 RESPECT FOR CHILDREN'S VIEWS	13 SHARING THOUGHTS FREELY	14 FREEDOM OF THOUGHT AND BELIEF
15 SETTING UP OR JOINING GROUPS	16 PROTECTION OF PRIVACY	17 ACCESS TO INFORMATION	18 RESPONSIBILITY OF PARENTS	19 PROTECTION FROM VIOLENCE	20 CHILDREN WITHOUT FAMILIES	21 CHILDREN WHO ARE ADOPTED

Lesson 5: FGM

Lesson 4 of the Manchester Healthy School iMatter Curriculum, which we follow in school, is looking at FGM and where to go if more support is needed.

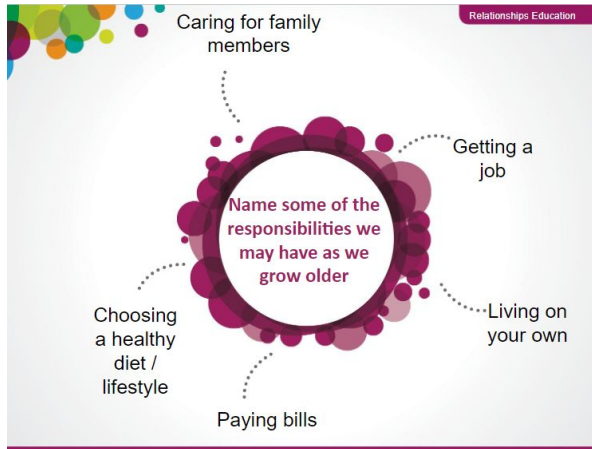
At present, we are exploring different avenues of how to cover this subject through external agencies. We feel it is important for the children to receive input on the matter and are navigating the best way to do this as a school in conjunction with our PAGs.

Further details of this lesson will be released as and when a decision is made.

By the end of Year 6, children will have been taught content on:

- ▶ Similarities and differences between boys and girls
- ▶ To understand periods
- ▶ To learn about puberty and what it means for me.
- ▶ What is unwanted touch?
- ▶ To learn about how responsibilities, rights and duties are part of our lives now and how they will change in the future
- ▶ To learn about how a loving relationship might result in marriage and what is meant by 'forced marriage'.

Lesson 1: Changes in life



Lesson 1 looks at how responsibilities, rights and duties are part of our lives now and how they will change in the future.

Children will explore what responsibilities they held of will hold at different ages throughout their life, how to keep safe whilst becoming more independent and how to prepare for the move to secondary school.



Relationships Education

What do you think might help with the transition to secondary school?

1. Find out who you could speak to if you were finding things difficult
2. Keep a map of the school in your pocket
3. Make a homework timetable
4. Find out when the after school clubs run
5. Write down the names of your teachers on your timetable
6. Talk to an adult at home if you are worried

Can you think of other examples?

Lesson 2: Loving Relationships

Relationships Education

Think about all of the relationships you have with other people.
Friends, parents, relatives, siblings, teachers...



What makes them different/similar?
What are the characteristics of a positive relationship?



Relationships Education

Task 2
Worksheet 1
RSE 6.4

Colour the positive characteristics of a relationship

Commitment	Affection	Friendship	Respect	Fairness
Honesty	Unkind	Shared interests	Caring	Considerate
Disloyal	Funny	Patient	Kindness	Helpful
Dependence	Compromise	Attractive	Sharing	Thoughtful
Acceptance	Loyalty	Sense of Humour	Disrespect	Communication

In this lesson, children will look at what happens in a loving relationship (incl. marriage) and what is forced marriage.

They will look at the different relationships they already have in their life and highlight what positive characteristics of a relationship are.

They will use those same characteristics to look at similarities and differences between friendships and intimate relationships.

They will look at different statements and decide whether they are true or false.

Children will also look at the differences between an arranged marriage and a forced marriage.

Relationships Education

Task 3
Worksheet 2
RSE 6.5

Explain the similarities and differences between friendships and intimate relationships

Friendship	Intimate Relationship

List the characteristics for both friendship and intimate relationship to explore any similarities and differences.

Relationships Education

True or false

A civil partnership is a legally recognised relationship between two people.

Lesson 3: Puberty physical and emotional changes

For this lesson, children will be separated into boys and girls.

This lesson is a repeat of the Year 5 puberty lesson.

All children will learn about erections and wet dreams, what they are and how to approach them as well as what periods are.

In addition to Year 5 content, children will look at what aspects of puberty similar or different for both girls and boys.

Relationship Education


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Relationship Education



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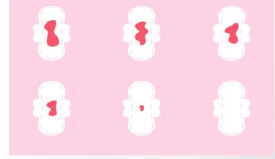
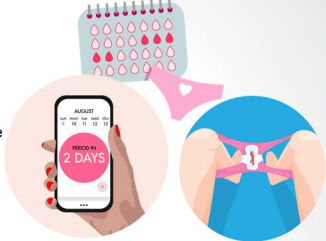


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Lesson 4: How to make a baby

As a school, we have made the decision to remove this lesson from our curriculum.

Frequently asked Questions

When will my child be taught Relationship and Health Education?

These lessons will take place in the Spring term.

Can I withdraw my child from Relationship and Health Education?

No. This is a statutory part of the curriculum.

Will my child be taught Sex Education?

No. This is non-statutory and have made the decision not to teach these lessons.

Where can I find more detail on the content of the lessons?

Please attend a parent workshop, contact the class teacher or visit our website for more information

If you have any additional questions please feel free to stay and speak with a member of staff.