



Relationship and Sex Education Policy

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Document Control

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Approval		
Meeting	Date	Chair
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T and L committee	15.06.23	H. Brocklehurst

Background

This school policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (Feb 2019). Relationships Education and Health Education are taught in this school as statutory subjects. Elements of sex education, though non-statutory are also part of an integrated PSHE programme of work. For the purposes of this policy we will refer to Relationships Education and Sex Education as combined subjects, as any learning about the physical and sexual aspects of growing up is taught in the context of positive healthy relationships.

Relationships and Sex Education make a significant contribution to the school's legal duties to

- prepare pupils for the opportunities, responsibilities and experiences of adult life, and
- promote the spiritual, moral, social cultural mental and physical development of pupils

Relationships and Sex Education is defined by the PSHE Association as 'learning about the emotional, social and physical aspects of growing up, relationships, human reproduction, human sexuality and sexual health'. This content is delivered in an age appropriate way in our school with regard to the age and stage of pupils.

Aims and Objectives of the RSE Curriculum

The aim of Relationships and Sex Education in our school is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their health and wellbeing.

We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement and future success. We aim to put in the key building blocks of healthy respectful relationships, focussing on family and friendships, in all contexts, including online. Our programme also aims to support pupils in their personal development with regard to attributes such as kindness, integrity, generosity and honesty. These approaches support our wider work of building resilience in our pupils.

In this school we deliver age appropriate sex education as an integrated part of our PSHE programme. We recognise the prevalence of information and attitudes about relationships and sex that children and young people are exposed to and aim to provide an environment where they can receive reliable information about their bodies, and feel comfortable to ask questions, rather than turn to inappropriate sources. We take a rights-based approach to relationships and sex education.

We focus on attitudes and values, skills and as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be discerning in their relationships and sexual behaviours and to have fulfilling relationships.

As a school we recognise the impact of social media, the media and the digital world on our children and young people. We aim to deliver an RSE programme that recognises and addresses this to ensure that pupils know how to keep themselves and their personal information safe.

Organisation of our RSE Curriculum

The DfE recognises 5 elements to Relationships Education. These are:

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

We recognise the prior learning that should have taken place in Key Stage 1 and aim to build upon that by checking knowledge and understanding and revisiting key concepts. In Key Stage 1 (age 5-7) children should have learned about recognising, naming and managing their emotions; what makes them special; what makes a good friend; how to be kind to others; what's special about them and their families; how families are different; life cycles; about changes and how they have changed since babyhood; how boys and girls bodies are different; the correct names for sexual body parts; that some parts of their body are private; how to ask for help if they are worried or concerned.

In Lower Key Stage 2 (age 7-9) pupils learn about change in friendships, relationships and families; how to be a good friend online and offline; managing conflict in friendships; how and why their bodies are changing; staying safe online; about gender stereotypes and their impact; about feelings and how to cope with them; that a male and a female are needed to make a baby; what a baby needs, about privacy, boundaries and secrets and who to talk to if they feel anxious or unhappy.

In Upper Key Stage 2 (age 9-11) pupils learn about the important relationships in their life; about how to show love to others; the different kinds of families and partnerships ; about marriage and stable loving relationships and their importance for having babies and bringing up children; how to recognise healthy and unhealthy relationships; the different types of bullying, why they are unacceptable and how to respond; the physical and emotional changes in puberty, including menstruation, and how to cope with them; how babies are conceived, how they develop and are born; the impact of social media on self-esteem, body image, health and safety and ways to manage this.

Some elements of sex education are statutory. Learning about 'the changing adolescent body' is part of statutory Health Education. Children will learn key facts about puberty including physical and emotional changes, about menstruation and the key facts about the life cycle.

National Curriculum Science is also statutory. This includes:

Key Stage 1

- Identify name draw and label the basic parts of the body and say which sense the part of the body is associated with each sense
- That animals, including humans, have offspring that grow into adults

Key Stage 2

- Describe the differences in the life cycle of a mammal, an amphibian and insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise the impact of diet exercise drugs and lifestyle on the way their bodies function

Equality

This school delivers RSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that children have varying needs regarding RSE depending on their circumstances and background. The school believes that all people should have access to RSE that is relevant to their particular needs. To achieve this, the school's approach to RSE will take account of:

- Girls tend to have a greater access to RSE than boys through the media and at home. We will consider the particular needs of boys, as well as girls, and use approaches that will actively engage them. We shall also be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying. We will foster healthy and respectful peer-to-peer communication and behaviour between boys and girls.
- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSE needs at times which we will support. It may also mean that they have difficulty accessing the RSE curriculum. We will ensure that RSE is accessible to all pupils through high quality teaching that is differentiated and personalised. We will also be mindful of preparing for adulthood outcomes as set out in the SEND code of practice when teaching these subjects to those with SEND.
- Different ethnic cultural and religious groups may have different attitudes and beliefs with regard to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for and understanding of the views of different ethnic, cultural and religious groups in line with safeguarding and schools' statutory duty to keep pupils safe and deliver certain elements of the statutory RSE curriculum.
- Some of our pupils will go on to define themselves as Lesbian, Gay, Bisexual or Trans (LGBTQ+). Some pupils may have LGBTQ+ parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBTQ+ people both now and in the future. Our approach to RSE will reflect this and teaching will be sensitive and age appropriate both in content and approach. This content will be integrated into the programme rather than as a stand-alone lesson or unit. We actively tackle homophobic bullying. The school is also aware the terms for LGBTQ+ are changing often and we will continue to update our vocabulary to meet the needs of our community.
- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

How is RSE Provided?

1. This school has a caring ethos that models and supports positive relationships between all members of the school community.
2. Within the taught, age-appropriate, spiral RSE programme: *PSHE Matters* within Personal Social and Health Education (PSHE).
3. Within Science as stipulated by the national curriculum and/or as negotiated with the PSHE coordinator.
4. Through other curriculum areas for example Drama, English etc.
5. Through assemblies.
6. Through pastoral support.
7. By the provision of appropriate leaflets and other information sources.
8. Via targeted intervention, where appropriate, with vulnerable individuals.

9. Delivery in response to incidents.
10. Through Computing and online safety- images online.

Teaching Methods, Resources, Training and Monitoring

All the following elements of teaching methods, resources, training and monitoring are essential elements in providing quality RSE.

A Safe Learning Environment

In order for PSHE or RSE to be conducted safely the following will be in place:

- Group agreements or ground rules are negotiated, explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules/group agreement.)
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled.
- Pupils will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Pupils at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues.

Teaching and Learning Methods

Teaching and learning best practice will be applied. Active learning methods that support participation and encourage reflection will be used including group work, talking, negotiation and using thinking skills

Asking and Answering Questions

Teachers will attempt to answer pupil's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use that a skill and discretion in these situations, and if necessary, refer to the PSHE coordinator for advice and support.

Teachers will apply the following principles:

1. Clear guidance will be established about what is appropriate and inappropriate in a whole class setting-group agreement/ground rules will help to achieve this.
2. If a pupil's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
3. Personal questions should be referred to the ground rules/group agreement.
4. Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupil's discuss issues in a way which encourages thoughtful participation.
5. If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.

Groupings

RSE takes place within mixed gender classes or single gender groups as deemed appropriate and relevant with the pupil's usual teacher. There may be times when choosing particular mixes of genders may be useful. It is important to note that although separated genders may have different activities on occasions the messages and information they receive will be consistent. It is important that genders learn about each other's changes etc. It is also important to note that at times, friendship groupings may be the safest way for pupils to discuss an issue. It will be left to the teacher's discretion to make these decisions.

Visitors

A visitor can enrich, but not replace, the RSE curriculum. Care is taken to ensure that the visitor's contribution fits with our planned programme of work and policy, and that the content is age appropriate and accessible for the pupils. It is particularly useful when visitors have expertise and/or provide a service to pupils. Please see the External Contributors Policy for the best practice in this context.

Resources

Teaching resources will be selected on the basis of their appropriateness to pupils and their impact. Care will be taken not to use materials or have discussions that could be 'instructional' e.g. regarding self-harm.

Progression and Assessment

Our school has the same high standards of the quality of pupils learning in RSE as in other curriculum areas. RSE will be delivered through a sequenced planned programme of work. Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and understanding developed in response to the needs assessment of pupils existing knowledge, experience and understanding.

Pupils' existing knowledge needs to be the starting point for all RSE work. Needs assessment will be built into some lesson planning as each group may have different knowledge, experience and understanding. Baseline, formative and summative assessments will contribute to the effective delivery of RSE

The elements of RSE that form part of the Science curriculum are assessed in accordance with the requirements of the national curriculum. Learning from other elements of RSE is assessed as part of the PSHE provision and builds on existing school systems.

Parental engagement in RSE

We recognise the prime role of parents/carers in the development of their child's understanding about relationships and sex. We work in active partnership with parents/carers in the development and review of RSE. The school will ensure that parents/carers are: made aware of the school's approach and rationale for RSE through the policy; involved in the review of the RSE policy; made aware of the school's PSHE curriculum; and encourage them to support their child is learning at home through shared learning activities, if appropriate. Resources are available for parents/ carers to borrow to reinforce learning at home and support them in managing conversations with their children on these issues.

Parents/carers have a legal right to withdraw their children from dedicated sex education lessons delivered outside the science curriculum. They do not have a right to withdraw their children from those aspects of RSE that are taught in national curriculum Science, Relationships Education or Health Education.

If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw, we will document this process and ensure a record is kept.

Child Protection

Any issues raised by children with staff are addressed on an individual basis with appropriate confidentiality. However, where there is cause for concern regarding a disclosure by a child which results in a member of staff considering that the child might be at risk, this should be reported to a Designated Safeguarding Lead as outlined in the Child Protection Policy.

Monitoring and Evaluation

There is a PSHE coordinator who is regularly trained and updated in this fast-moving subject area. They are responsible for RSE.

RSE is delivered by class teachers. To ensure quality delivery of RSE, the staff who deliver RSE have appropriate and regular training to keep them updated to. The school is committed to ensuring that everyone involved with teaching, or supporting the teaching of RSE receives appropriate and ongoing professional development in order to maintain a whole school consistency and high standards for the children/young people in our care.

All new staff will receive a copy of the RSE policy.

The programme is regularly evaluated by the PSHE coordinator. This takes place through a variety of methods, including learning walks, observation, scrutiny of annotated lesson plans, and pupil feedback. The views of the pupils and teachers who deliver the programme, will be used to make changes and improvements to the programme on an ongoing basis. The needs assessment is built into the lessons and will also inform any changes to the curriculum.

PSHE staff receive the same teaching and learning monitoring and support as other subjects. The PSHE coordinator receives time in order to carry out this process.

Consultation, Policy Development and Review

In order for everyone to be consulted effectively, it may be necessary to ensure that governors and parents receive awareness training and/or information about RSE on occasions.

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff, governors and any other appropriate stakeholders. This policy has been approved by governors. This document is freely available to the entire school community. It has also been made available in the school newsletter/website/prospectus. It will be reviewed on a biannual basis.

Policy Links

[Antibullying policy](#)

[Drugs and Harmful Substances policy](#)

[Child Protection and Safeguarding policy](#)

[Confidentiality and Reporting policy](#)

[Curriculum policy](#)

[E-safety policy](#)

[External Contributors policy](#)

[PSHCE policy](#)

Appendix 1

Advice for parents

Talking to your child about relationships and sex:

- Don't wait for the 'big talk'.
- Start early. You will find it much less embarrassing if you introduce the topic when your child is young.
- Use an even tone of voice. Answer questions simply and naturally, as if you were talking about ice cream or cars.
- You don't have to say much. Most children are happiest learning in small steps. Small bits of information are best.
- Use everyday situations to start conversations. Television programmes are often an opportunity to talk about relationships.
- Have books or leaflets for our child to read or for you to look at together.
- Ask your child what they think about such issues. This tells you how much they know and helps you give answers they can understand.
- Remember to talk to boys also. Boys are often left out of sex education and they can find it difficult to get the information they need about feelings, relationships, contraception and parenthood.

Appendix 2

Curriculum content

The core resource material for delivery of lessons to Years 3, 4, 5 and 6 is *PSHE Matters*, which was produced by Derbyshire County Council and includes modules on 'Relationships', 'Growing up' and 'Changes'. Examples of work from these modules are shown below.



Lower Key Stage 2 Growing Up

Core Themes: Health and Wellbeing:

H4, H5, H8, H12, H18, H20

Relationships: R4, R8, R13, R16

Learning

H4 - That images in the media do not always reflect reality.

H5 - Celebrate our strengths/qualities.

H8 - About the kind of changes that happen in life and the associated feelings.

H12 - That simple hygiene routine can prevent the spread of bacteria.

H18 - About the changes that happen as they grow up.

H20 - The right to protect our bodies.

R4 - About differences and similarities between people, but understand everyone is equal.

R8 - About the difference between acceptable and unacceptable physical contact.

R13 - Knowing the names of the body parts.

R16 - Recognise and challenge stereotypes.

Activities

- Read the story *'Your Mummy Ate My Football'* by Lynwen Jones, Sandra Passmore, Jessica Mikhail. This non-fiction book uses clear language and cartoons to explain how babies are made and how they need to be cared for once they are born. Provide the children with 3 boxes with different headings:

1. What do parents/carers need?
2. What does a baby need?
3. What do the brothers/sisters need?

Imagine a new baby has been born into a family. Think about what each of the family member's needs might be - emotionally and physically. Create lists. Draw a cartoon strip for either the parent, baby or sibling. Share ideas.

Useful book: *'True Love'* by Babette Cole.

(H8, H18, R4, R13)

- Use some of the words from the book, *'Your Mummy Ate My Football'*, to create a game to ensure children understand the vocabulary e.g. womb, breast, umbilical cord, ovaries. Give each group a set of cards with these words on. Read out the definition from the book. Ask the group to decide together and hold up the correct word card. Use the book with the class to check for the correct answers. Play it again but this time put the labels 'male', 'female' and 'both' in different parts of the room. Ask the children to move to the correct part of the room.

(H18, R4, R13)

- (It is important that children are prepared for puberty before they experience it. If you feel that it is relevant to the girls in the cohort include the following lesson.) Refer to the book *'Your Mummy Ate My Football'*. Explain that a woman's body gets ready for the baby to grow by developing a safe place in the womb. If a baby doesn't grow there the body gets rid of some extra blood that is not needed. This happens for a few days every month and is called a period. Ask the children to list all they know and all they want to know about periods. Show them some sanitary towels and how to use them. Alert them to who to ask for help if they start in school and how/where to dispose of products.

(H12, H18)

- Show children the covers of two comics - one aimed at boys and one at girls. Ask them to identify the differences in presentation e.g. font, colours, pictures etc. What ideas would the covers give an alien from another planet about boys and girls for example their interests, qualities, aspirations? Are these ideas accurate? How might these comics influence children? Can everyone like Spiderman or Cinderella? Ask the children to design magazine covers that could appeal to both boys and girls.

(H4, R4, R16)

- Develop a list of employability skills. www.stem.org.uk/system/files/elibrary-resources/2017/09/A4%20employability%20fold%20out_Interactive_v4.pdf Discuss a range of jobs/aspirations. Allocate a job to each group/pair in the class and ask them to list the skills needed. Talk about how both boys and girls can acquire these skills. Use a range of images (showing diversity) of jobs and careers to display along with the lists of skills. Make a list of the top 5 skills you have and which you would like to develop further. Finish with a round: When I grow up, I want to be a...

(R4, R16)

PSHE Matters: Growing Up



Upper Key Stage 2

Growing Up

Core Themes: Health and Wellbeing:

H4, H6, H7, H12, H13, H18, H19

Relationship: R2, R5, R13

Living in the Wider World: L1

Learning

H4 - Exploring how images in the media and online do not always reflect reality.

H6 - Identify the intensity of feelings.

H7 - Recognising conflicting feelings.

H12 - That simple hygiene routine can prevent the spread of bacteria.

H13 - Identify pressures and influences.

H18 - Understanding changes that happen at puberty.

H19 - Understanding what puberty and human reproduction is.

R2 - Identifying qualities of a healthy relationship

R5 - About committed loving relationships.

R13 - About differences and similarities between people, but understand everyone is equal.

L1 - Debate topical issues.

Activities

- 🕒 What is puberty? Brainstorm in pairs. Using a body outline (see page 106) ask the children to add what sort of physical and emotional changes might happen during puberty. Is this different for boys and girls? Provide cards describing the changes and in pairs ask them to sort them into boys' changes, girls' changes and/or both. Give out thought bubbles (see template).

Puberty card ideas:

www.abovethewaist.org/sites/default/files/6th_pondering_puberty.pdf

www.loudmouth.co.uk/storage/app/uploads/public/5919ac/e51/5919ace515fa6309994748.pdf

Ask them to add any worries or questions that a child of their age may have about going through puberty. Place them in a worry box. Take the box away and use these to address any concerns or questions in another session where children have the opportunity to be split into boys/girl groups.

(Ensure that children are aware of facilities in school in school for supporting menstruation.)

(H7, H18, H19, R13)

- 🕒 Organise pupils into boy/girl groups. Provide each with a bag of objects/pictures/words. For example: deodorant, shaving cream, mirror, tweezers, leaflets about changes, questions with answers from the previous activity, socks, books about how babies are made, wet dreams, sanitary towels. Ask pupils to take an object from the bag. What is it? What might it be used for? Who uses it? How does it relate to puberty/growing up?

Useful leaflets: www.fpa.org.uk/sites/default/files/4you-growing-up-primary-school-booklet.pdf

www.fpa.org.uk/sites/default/files/periods-what-you-need-to-know.pdf

(H12, H18, H19)

- 🕒 Read the book *'Where Willy Went'* by Nicholas Allan. In groups ask them to review which parts of the book were fact and which were fiction.
- There are 300 million sperm in a man's testicles
 - Sperm go to school
 - Sperm race to reach the egg
 - Eggs live inside women's bodies
 - Sperm wear goggles and have a number, and use maps to reach the egg
 - Men and women make a baby by joining together
 - When the egg and sperm join they develop into a baby
 - Children are usually good at the same things as their parents

Is there any information missing from this book? Why do you think that is? Why does the book combine fact and fiction? What age group is the book aimed at? Should be a review or guide for the teacher of that age group on how to use this book. **(H18, H19, R5)**

- 🕒 Explain that sometimes during puberty, an adolescent goes through many emotional, as well as physical changes. Why might young people often going through puberty start to feel more self-conscious or embarrassed? List ideas. Explain that being embarrassed is a normal emotion. Use an emotional thermometer (see page 110).

Lower Key Stage 2

Changes

Core Theme: Health and Wellbeing:
H6, H7, H8, H14

Learning

H6 - Understanding good and not so good feelings including their range and intensity.

H7 - Developing an understanding that change can cause conflicting emotions.

H7 - Acknowledging, exploring and identifying how to manage change positively.

H8 - Exploring changes.

H14 - Knowing where to go for help and how to ask for help.

Activities

- ☑ In groups of 4, ask the class to brainstorm changes that children of their age might have typically experienced e.g. moved house, moved countries, changed school, got taller, got better at reading, made a new friend, etc. Ask each group to move round in a clock wise direction to look at what other groups have included on their brainstorm. Collate ideas and create a class list of changes. Using the ideas, ask children to record this; and then next to each example mark whether they think the emotion would be comfortable or uncomfortable. Use it to point out that changes are normal. They can be positive, difficult and sometimes create conflicting emotions. Why do you think being able to identify how we are feeling can often help us to manage change/situations better?
(H6, H7, H8)

Warm Up and End Game

Changes

Someone goes outside, 2 people in the circle swap places, and the outsider tries to guess who has moved.

- ☑ Firstly, using an A-Z list (see page 97), in pairs brainstorm an A-Z of emotions. For example, angry, brave, courageous, disappointed, etc. Afterwards draw out a life journey time line on paper of an imaginary child, Alex, who is 10 years old. Use a road to represent the journey, drawing the events on the road, to show different changes such as being born, learning to talk, walk, rid a bike, etc. Ask the class to complete the life journey and explore how these changes made Alex feel by labelling each event with the appropriate emotions (use the A-Z list to support). Ask the children to rank the different changes according to the intensity of Alex's feelings: 1. Being very comfortable to 5. Being very uncomfortable. Compare and share.
(H6, H8)
- ☑ In pairs, explore why change can feel uncomfortable using different scenarios.
Scenario 1. Moving Class
Scenario 2. A pet dies
Scenario 3. Your best friend leaves to go to another school
Scenario 4. Leaving home
List 10 different reasons for each scenario why it might feel uncomfortable for that person. List 10 ways that might help that person to manage the difficult feelings/prepare them for the change?
Using newspapers and words create a collage of supporting statements that could help someone who is struggling with the changes that are happening to them. Choose 3 ideas from the presentations that you would like to put in your pocket - metaphorically speaking!
(H6, H7, H8, H14)

Upper Key Stage 2

Changes

Core Theme: Health and Wellbeing: H6, H7, H8, H14

Learning

H6 - Explaining intensity of feelings.

H6 - Exploring and managing the difficult emotions.

H7 - Acknowledging and managing change positively.

H8 - Managing transition to secondary school.

H8 - Exploring and managing loss, separation, divorce and bereavement.

H14 - Practising asking for help and knowing where to go for help.

Activities

- Explore the question - Is it normal to have conflicting feelings in new situations?

Provide 4 scenarios relevant to your class:

Scenario 1: SATs test

Scenario 2: Trial for a new team

Scenario 3: New School

Scenario 4: Moving to a different country

Warm Up and End Game

Belonging game

Make 4/5 sets of cards numbered from 1-5. Make enough cards for each child to have a number. Children must not talk, but must find the others in their groups. When they find a fellow number, they must act very pleased to see them and continue walking as if a group, when all members are found sit down...

Provide each child with a gingerbread outline (see page 101) and a scenario. Ask them to think about how a child of their age might feel in that situation by adding the emotions inside the outline. Are the emotions conflicting? Which emotions can be grouped together? Are some more positive than others?

What might happen to a child's body inside and out when they are experiencing these emotions?

Ask the children to think how the body might behave and record ideas in metaphor and as drawings.

For example: butterflies in the stomach; tongue tied;

dry mouth; as quiet as a mouse; stomach in knots; etc.

Why is understanding how emotions may affect us inside and outside important in helping us manage situations/changes?

(H6, H7, H8)

- Using the scenarios from the previous activity think about and discuss strategies to help children your age to regulate how they are feeling when feelings are conflicting or getting out of control.

Think of 5 examples of self-talk strategies.

Give out thought/speech bubbles (see page 103) for the children to add their ideas. For example: it's normal to feel like this; all I can do is try my best; I can do this; deep breaths; etc. Share and record ideas.

(H7)

- Introduce the scenario: Felix and Mo have just got a new little brother. Felix is really happy and is spending lots of time looking after his little brother. Felix is struggling when he has to leave his mother and brother because he is worried that something might go wrong and he won't be there to help. He can't concentrate at school.

In groups of 4, draw an outline of Felix and fill the inside with the feelings he is experiencing.

Mo is feeling jealous because the baby is getting more attention than him. He is also expected to help more.

He is behaving badly at home. In the same groups, draw an outline of Mo and fill the inside with the feelings he is experiencing.

Fast forward... Mo and Felix are now feeling much happier.

Can you explain what/who might have helped them to cope with the changes?

Discuss this in pairs and record ideas.

(H6, H7, H8, H14)

Upper Key Stage 2

Relationships

Core Theme: Relationships: R2, R3, R4, R5, R6, R12, R20, R21

Learning

R2 - Recognising what a healthy relationship is.

R3 - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.

R4 - Recognising different types of relationship, including those between acquaintances, friends, relatives and families.

R5, R6 - Understanding the true meaning behind civil partnerships and marriage.

R12 - Resolving conflicts.

R20 - Recognising that forcing anyone to marry is a crime.

R21 - Understanding about confidentiality and about times when it is necessary to break a confidence.

Activities

- Ask the class to think of different qualities of a good friendship. In pairs, discuss and decide on 9 key attributes and record each one on a separate square or post-it. Rank them in order of importance to create a diamond 9. Invite pairs to share their thinking, giving reasons for their choices. Ask pupils to repeat this activity if it was a 'grown up' relationship - what could change? Share and compare. **(R4)**

- Jago is taller than everyone else and his voice has started to change. Why might this be? Most people get confused how old Jago is because he is so tall. His family always ask him if he has a girlfriend but he doesn't even think of girls in that way. What does it mean to have a girlfriend/boyfriend in year 6? Brainstorm ideas. How would you make sure the relationship is healthy? What responsibilities does each person in the relationship have?

Split the class in half, one group to write an acrostic poem for a healthy relationship and the other group an unhealthy relationship using the word 'Relationship.' Compare and celebrate ideas. What could someone do if their relationship was unhealthy?

(R2, R3, R4)

- Graham and Amara are going up to a new secondary school in September. Although they already have some good friends, they are looking forward to making some new ones. In groups of 4, ask the children to create 10 tips on making new friends for Graham and Amara. Create a wanted poster advertising for a new friend including all the qualities/values that you would expect.

(R2, R4)

- In groups ask the children to discuss the meanings of the words, 'passive', 'aggressive' and 'assertive.' Give each group a scenario and ask them to consider what a 'passive', 'aggressive' or 'assertive' response might look like. Ask them to draw the different responses. Share the drawings with the class and ask them to identify which response is illustrated. The scenarios could include:

- Hamish is playing football with John and Daisy, but John keeps hogging the ball and never passes it.
- Ruby is working in a group with Maxine and Arya but feels like she is doing all the work and the other two are just messing around.
- Mo is feeling uncomfortable because her friend Alex keeps picking up his phone, reading the texts and laughing at his photos.

Consider the different body language for each response. Role play different responses.

Why is the way we respond important in a relationship?

(R2, R3, R7)

- Show a picture of things stamped with the word 'confidential'. What does this mean? If a person has something that is 'confidential' why might they often not want to share that information? Explore reasons. Introduce scenarios:

- Jake asked his mum not to tell his dad that he had lied.
- Kai's golf coach had asked him not to tell anyone that he had driven him home.
- Omari's friend on social media had asked her to keep their relationship confidential - it was their secret.
- Adam's brother had bought his mum some flowers and asked his sister to keep it to herself.

Which situations feel okay? Which situations could be a warning sign?

How does someone know if they are making the right decision? Which trusted adults do we know or we could talk to?

Appendix 3

List of Vocabulary used in school

	Expected Prior Knowledge (KS1)	Y3/Y4	Y5/Y6
penis	/	/	/
vagina	/	/	/
clitoris			/
pregnant	/	/	/
womb		/	/
breasts	/	/	/
testicles		/	/
genitals		/	/
foetus		/	/
sperm		/	/
egg	/	/	/
ovaries			/
fallopian tube			/
ovary			/
ovum			/
pubic hair		/	/
period		/	/
menstruation		/	/
hormones		/	/
urethra			/
sexual intercourse			/
conception		/	/
semen			/
erect			/
erection			/
ovulation		/	/
labia			/
cervix			/
anus		/	/
foreskin		/	/
wet dream			/
masturbation			/
ejaculation			/
condom			/
lesbian		/	/
gay		/	/
trans gender/trans		/	/
bi-sexual- bi		/	/
Binary/non-binary		/	
queer		/	