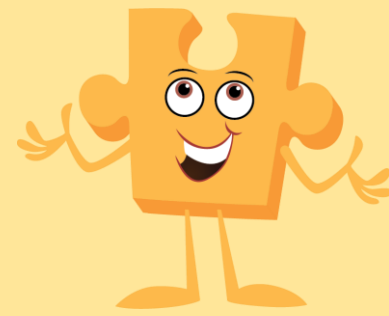


**Changing Me**

# Changing Me



- Summer 2 - every year group learns about the body
- Learning about the body – Puberty Changes
- We do not teach sex education  
*(No intercourse, pregnancy, conception, birth)*

# Why?

## RSE Framework

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1090195/Relationships Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf)

### **Relationships Education, Relationships and Sex Education (RSE) and Health Education**

Statutory guidance for governing bodies,  
proprietors, head teachers, principals, senior  
leadership teams, teachers

# Why? - Legal

- *“Primary schools should teach about relationships and health, including puberty” p.23*
- *“ensure both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science –” p.23*

P.35

## Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li><li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li></ul>
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# Why? – Moral Duty

- Safeguarding
- We want all children to be safe, happy and healthy
- Beat stigma
- Combating other influences  
*Social Media, Body Image, Advertising etc.*

As a small yet unique part of God's Big family, we will inspire and nurture all to become the very best they can be. Opening up the world, we will celebrate our Father's (God's) wondrous, diverse creation. We will all live, love, laugh and learn in the light of Christ.

I can do all things through Christ who strengthens me'  
Philippians 4: 13



St Stephen's  
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TeachProles

THE DIOCESE  
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# Why?



## Experiences of Relationships and Sex Education, and sexual risk taking

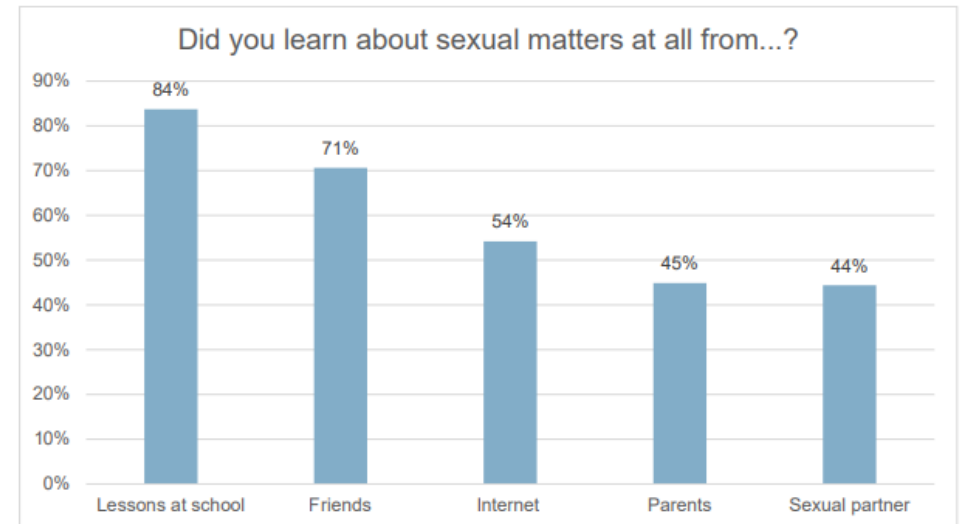
Young people's views from LSYPE2

Research brief

November 2021

Hazel Stewart, Marguerite Adewoye, David Bayliss, Rushda Khandker

Department for Education



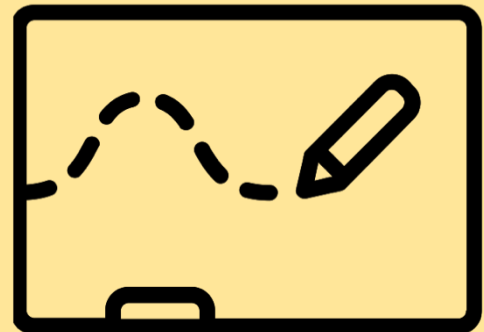
Source: Longitudinal Study of Young People in England: cohort 2, wave 6. Unweighted base = 6839.

<sup>5</sup> This broadly corroborates previous findings in the National Survey of Sexual Attitudes and Lifestyles (2013), which found that adolescents cited their main sources of sex education as lessons at school, friends of the same age, partners, the media and family. For more information, see the Natsal 3 reference tables here: <http://www.natsal.ac.uk/media/3935/natsal-3-reference-tables.pdf>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1035862/SRE\\_and\\_sexual\\_risk-taking\\_research\\_brief\\_Nov21.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1035862/SRE_and_sexual_risk-taking_research_brief_Nov21.pdf)

# Why do we teach puberty?

- a) The National Curriculum tells us to
- b) We need to fill some gaps in PSHE
- c) We follow the statutory RSE framework
- d) The Science curriculum tells us to



# How? – Integrated Curriculum Drip-Drip

- Keep it low key
- Normalise it
- Spiral
- Explore as they mature
- Revisit: give time to forget, remember and probe



# How? - Clear expectations

We take turns to speak

We use kind and positive words

We listen to each other

We have the right to pass

We only use names when giving  
compliments or when being positive

We respect each other's privacy  
(confidentiality)

# How? - Clear expectations

- It's ok not to know
- No personal information
- Correct names for body parts
- Respect preferences and beliefs
- It's ok to giggle

We take turns to speak

We use kind and positive words

We listen to each other

We have the right to pass

We only use names when giving compliments or when being positive

We respect each other's privacy  
(confidentiality)

# How? – Pedagogy

- Teach the lesson like any other
- Dispassionate like a Science lesson
- Speak in facts/ check understanding
- Appropriate tasks
- No cold calling – asking children to answer a question when they don't have their hand up

# How? - Groupings

- Children will only access the learning from previous year groups (consolidation and recap) or from their current year group.

# How? – Questions: Ask it Basket

- Basket to be available in class where children can place questions.
- Pupils ask questions. Teacher's discretion whether a whole class discussion or one-to-one.
- Children may write names on post-it-note.

# How? – Questions: On the spot

- Answers will be kept straight and factual
- Age-appropriate answers (guided by the year group content)  
*“That is something you will discuss later in school”*

# How? - Withdrawal

Parents can only withdraw from sex education.

Therefore, parents cannot withdraw in our school.

<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li><li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li></ul>
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# What? – Content

How do we know what to teach?

- Curriculum Overview
- Medium Term Plans
- Knowledge Organisers

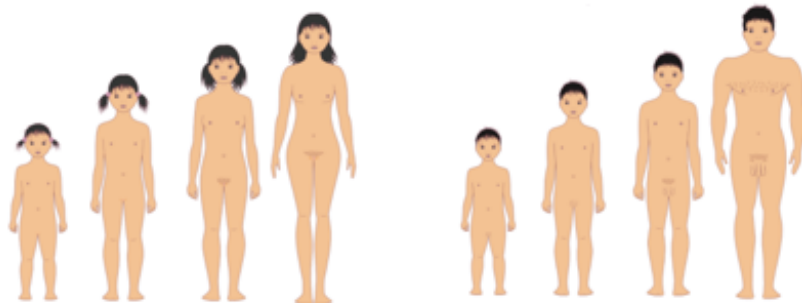
# What? - Content

<p>Can express how they feel when change happens</p>	<p><b>2a. Having a Baby (Alternative lesson for Piece 2)</b></p> <ul style="list-style-type: none"> <li>• <i>Feelings</i></li> <li>• <i>Responsibilities</i></li> <li>• <i>Carers</i></li> <li>• <i>Characteristics</i></li> <li>• <i>Language</i></li> <li>• <i>Mannerisms</i></li> <li>• <i>Influence</i></li> </ul>	<p>I understand what responsibilities there are in parenthood and the joy it can bring</p> <p>I can consider what has influenced my life and what might influence the lives of other people</p>	<p>I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult</p>	<p><b>Glass/clear container, Milk, Red and Blue food dye, Jigsaw Chime, Jigsaw Journals, Jigsaw Jaz, Jigsaw Jaz's post box, My Jigsaw Journey, Learning Steps/Reflection sheet, Jigsaw Jerrie Cat.</b></p>
<p>Understand and respect the changes that they see in themselves</p>	<p><b>3. Puberty and Menstruation</b></p> <ul style="list-style-type: none"> <li>• <i>Puberty</i></li> <li>• <i>Menstruation</i></li> <li>• <i>Menstrual Cycle</i></li> <li>• <i>Periods</i></li> <li>• <i>Menstrual Pads</i></li> <li>• <i>Period Pants</i></li> <li>• <i>Tampons</i></li> <li>• <i>Vagina</i></li> <li>• <i>Vulva</i></li> <li>• <i>Ovaries</i></li> <li>• <i>Oestrogen</i></li> <li>• <i>Fallopian Tube</i></li> <li>• <i>Fertilised</i></li> </ul>	<p>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p>	<p>I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>	<p><b>How do I feel about puberty?' cards, Jigsaw Chime, 'Calm Me' script, A 'bag of tricks' - a mystery bag containing a collection of items relating to puberty and growing up- see lesson plan for suggestions, Animation: The Female Reproductive System - (Check version!), Sets of Menstruation Cards for card-sort and/or sticking into Jigsaw Journals, Jigsaw Journals, Jigsaw Jaz, Jigsaw Jaz's post box, My Jigsaw Journey, Learning Steps/Reflection sheet, Jigsaw Jerrie Cat.</b></p>

# What? – Medium Term Plans and Knowledge Organisers

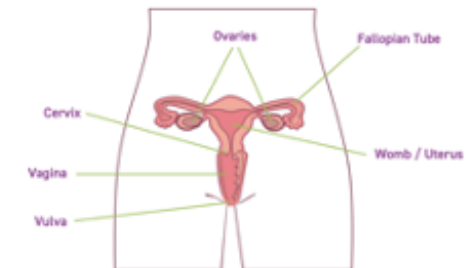
## Year 3: Changing Me

Vocabulary	
<b>Nutrients</b>	Important substances that you get from food that help your body survive and grow.
<b>Affection</b>	The feeling of liking or loving somebody/something and caring about them very much.
<b>Puberty</b>	Time in your child's life when they transition from a child to an adult.
<b>Testicles</b>	External body part (male genitalia) Male gland part of the reproductive system.
<b>Ovaries</b>	Make hormones that control your menstrual cycle.
<b>Vagina</b>	Internal part of the body (female genitalia) Function is to pass menstrual blood through the vulva.
<b>Stereotypical</b>	An idea or belief people have about how someone/something may look on the outside.



## Year 4: Changing Me

Vocabulary	
<b>Unique</b>	Is being the only one of its type. There is nothing else like it.
<b>Mannerisms</b>	A person's particular way of moving or talking. A way of doing something.
<b>Carers</b>	Someone who looks after a family member, or friend who suffer from an illness.
<b>Puberty</b>	Time in a child's life when they change from a child to an adult.
<b>Menstruation</b>	Menstruation is often called having a period. It is when a girl/woman has her menstrual flow when blood leaves the body through the vagina.
<b>Menstrual Cycle</b>	Is the recurring cycle of menstruation that happens around every <u>28 days</u> .
<b>Periods</b>	A period is when blood comes out through a girl's vagina.
<b>Menstrual Pads</b>	Pads are rectangles of absorbent material that attach to the inside of a girl's underwear and catch menstrual blood. They are sometimes also called sanitary pads or sanitary napkins.
<b>Period Pants</b>	Are specially designed knickers/underwear to use with or instead of sanitary pads during a girl's menstrual period.
<b>Acceptance</b>	Accepting is the first step to learn to love our differences, understanding and appreciating what others bring to our lives.



**Next:**

Teaching will take place on Monday 17<sup>th</sup> July.

Please see our website for more information.

[Relationship and Health Education \(RSE and PHSE\) | St Stephen's Tockholes CE Primary School \(tockholesschool.org.uk\)](https://tockholesschool.org.uk)