

Changing and growing up

Teacher guidance for key stage 1-2



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Foreword

The Healthy Child Programme aims to ensure children who grow up in Medway do so in an environment that promotes health and wellbeing and allows them to thrive. Helping children to fulfil their potential is one of our most important ambitions.

One key focus of the Public Health Directorate related to this aspiration, is forging effective partnerships with local schools to improve outcomes for young people in Medway. We will work to ensure young people develop the necessary knowledge, skills and attributes to make positive health choices and negotiate challenging situations.

The revised resource is available to all Medway primary schools. Should they need to, local teachers are able to access additional bespoke support, directly from the Public Health Directorate. We have worked very closely with the PSHE Association and their specialist knowledge and experience has helped shape our RSE work. We believe this refreshed resource is based on current best practice. It offers a wide range of learning opportunities, to enable Medway's young people to access the high quality learning they deserve.

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Introduction

This guidance accompanies the Medway Public Health Directorate's primary pack: Changing and growing up, for key stages 1 and 2.

These lessons support pupils to recognise and develop positive, healthy relationships. They also prepare them for the physical and emotional changes that take place as they grow, including those that happen during puberty. The lessons should not be taught in isolation, but always as part of a planned, developmental PSHE education programme.

Please read this guidance carefully before teaching any of the lessons.

Statutory requirements

The lesson plans and accompanying guidance have been updated to reflect the Department for Education (DfE)'s statutory requirements to teach Relationships Education and Health Education at key stages 1 and 2¹. The lessons support schools to cover elements of statutory Relationships and Health Education, including the topic of puberty in years 4, 5 and 6. Parents and carers do not have the right to request to withdraw their children from the lessons on Relationships and Health education.

Note that in the DfE statutory guidance it states, 'puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset'. For this reason, the lesson plans on puberty are aimed at pupils in year 4 or year 5, so they are prepared for the changes they and their peers will experience.

In Year 6, Lesson 4 How a baby is made incorporates elements of Sex Education and has been included to provide a comprehensive programme of Relationships and Sex Education (RSE), to safeguard pupils effectively and to provide a foundation for later learning on healthy intimate relationships. While the Department for Education strongly recommends that primary schools deliver Sex Education, your school will probably judge that parents/carers have the right to request to withdraw their children from this lesson.

Supporting parents and carers

The Department for Education's statutory guidance for Relationships, Sex and Health education requires schools to engage with parents and carers on their policy and curriculum development. Many schools choose to hold a curriculum evening or workshop to introduce parents and carers to what their child will learn in Relationships education/RSE lessons (and may also include Health education including how puberty is taught), and to reassure them if they have concerns. This can be a good opportunity to share sample lesson activities and resources to demonstrate how this content is taught and what pupils of different ages will learn. This should be introduced to parents and carers through the context of relevant school policies, including the RSE and safeguarding policies. For further support, see the PSHE Association guide to [Engaging with parents about Relationships Education](#).

Key steps to safe, effective learning

Creating a safe learning environment

A safe learning environment helps pupils to feel comfortable about sharing feelings and opinions, exploring values and attitudes, and considering the views of others, without fear of negative feedback. It also helps prepare teachers to deal with unexpected disclosures or inappropriate comments should they occur.

1. Relationships Education is statutory in key stages 1 and 2 in all schools, and Health Education is statutory in all schools, except independent schools where PSHE education is already statutory. Sex Education is not statutory at key stages 1 and 2, although it is still recommended by DfE.

It is good practice for teachers to:

- ensure they are familiar with the school's Relationships (and sex) education policy and PSHE policy before they begin teaching
- offer opportunities for pupils to discuss issues in small groups as well as sharing views with the class
- provide access to balanced information and differing views to help pupils clarify their own opinions and values (while making clear that behaviours such as racism, discrimination and bullying are never acceptable in any form)
- always work within the school's policies on safeguarding and confidentiality (ensuring that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)

Before teaching the lessons, it may be useful to discuss how pupils might feel during them. These feelings might include embarrassment, or pupils may want to laugh. Explain that these feelings are normal and talk about strategies they can use to manage them.

Ground rules

Ground rules help to minimise unintended disclosures, disclosures at inappropriate times, or comments of a negative/hurtful nature made towards other pupils (whether intentional or not). Ground rules are most effective when they are developed by pupils and teachers together, re-visited at the start of every lesson and applied consistently in discussion and group activities.

Ensure ground rules cover:

- respecting what people say
- listening to others
- not asking personal questions or putting people 'on the spot'
- not making assumptions about other people
- having the right to 'pass' if someone does not wish to comment

Anonymous question box

An 'anonymous' question box or bag encourages pupils to ask questions with anonymity and without embarrassment. It can be introduced whilst agreeing the ground rules or at the beginning of each lesson. It should be accessible during and after every lesson. The purpose of the question box should be explained to pupils:

- Anyone can use it to post a question, at any time and as many times as they want.
- Questions can be anonymous, or they can put their name on their question so the teacher can follow it up with them individually.
- Only the teacher will see the questions, unless there are concerns about a pupil's safety or wellbeing that need to be shared with others – see the 'Limits of confidentiality' section below.
- Questions raised will be dealt with in the lesson if time allows or in following lesson (or in between, if relevant to a pupil's safety and wellbeing). Depending on the nature of the question, some may be answered in a small group session or one-to-one and will be treated anonymously so no-one knows who asked the original question.

Tip: To ensure that pupils do not feel self-conscious about being seen to ask a question, give each pupil a piece of paper and ask them to write down what they had for breakfast or lunch, and then add any questions they have. This means that everyone is writing at the same time. You could set some time aside at the end of each session to do this.

Inclusion

In the lessons, the terms 'sex' and 'gender' are not explored in depth, but language is used carefully, recognising that medical professionals observe and record a child's sex at birth based on their genitalia (though sometimes this is not clear in the case of children with differences in sex development (DSD), also referred to as intersex). We use the terms male/female and boy/girl to refer to biological sex/sex recorded at birth (for example in the lessons on puberty).

However, a child may not always identify with the sex recorded at their birth. It is important to be mindful of pupils' sense of their own gender and ensure the classroom environment is inclusive and provides equality of opportunity in Relationships, Health and Sex education. It is good practice for these sessions to be taught in mixed-sex classes, and all pupils should learn about the changes of puberty in both male and female bodies — ensuring that pupils, including trans and non-binary pupils, get access to the information that is relevant to them.

Use inclusive language which recognises the different ways in which children may experience their gender identity (for example, using gender neutral terms like 'person' or 'they', where appropriate) while also making clear which biological features relate to those with male or female reproductive systems. If you have pupils who identify as non-binary or trans, it may be advisable to discuss the lesson content and approach with them and their parent(s) or carer(s) before teaching the lessons.

An inclusive approach will also avoid heteronormative assumptions and will be sensitive to those with special educational needs and disabilities (SEND), and to the religious and cultural identity of all pupils.

Children and young people with limited access to period products

'Period poverty' can be distressing for pupils, and a potential barrier to education. It can be helpful to consider as a school how to make period products accessible for all pupils. The government website contains further advice on making products available to pupils and the pros and cons of different distributions options. Note that the term 'period poverty' can be stigmatising, so should not be used in lessons or when talking to pupils.

Safeguarding and the limits of confidentiality

These lessons do not focus on personal safety, though by teaching them you are of course, helping to safeguard pupils through topics such as understanding and caring for their own bodies and how to identify and foster healthy relationships. When talking about male and female genitalia, it may be useful to highlight the NSPCC 'underwear rule' but note that this does not need to be taught in-depth in these lessons as it should be covered in separate lessons on keeping safe.

It is important to be well prepared to deal with any issues arising from the lessons. Explain to pupils in simple terms that, whilst we usually try to keep everything that's said in the room, in the room; if concerned about a pupil's safety or wellbeing, you would have to tell one other member of staff. If a question, behaviour, or language arises that you find concerning, this should be discussed with the Designated Safeguarding Lead—in line with the school's safeguarding and child protection policies. Any situation that indicates knowledge about sex or sexual activity, which is inappropriate for the pupil's age, should be addressed.

There may be times when a question raised by a pupil should be referred to parents/carers (the school RSE policy should provide guidance regarding staff protocol on this). It is good practice to talk to the pupil(s) concerned before involving a parent or carer and explain that it is in their best interests. If a child refuses or rejects talking to their parent or carer, this should be taken seriously and discussed with the Head/Designated Safeguarding Lead and acted upon in accordance with the school's confidentiality policy. Note that whilst there might sometimes be safeguarding concerns about a child struggling with their sexual orientation and gender identity, a disclosure regarding sexual orientation or gender identity is not, in itself, a safeguarding issue and does not need to be reported to anyone, including parents/carers.

Female genital mutilation (FGM)

These lessons do not address female genital mutilation (FGM), which is a separate but important safeguarding issue. For additional information, see the [PSHE Association's lessons and guidance on teaching about FGM](#).

Forced marriage

These lessons do not discuss forced marriage. However, if discussing marriage (for example, during the Year 6 lessons on positive, healthy relationships and how a baby is made), this is a good time to flag up that marriage should be entered into freely – only if both the adults involved agree. If anyone ever felt they or someone else was at risk of being forced to marry, they should tell someone else they trust or seek help via a website or helpline such as ChildLine or [Freedom Charity](#).

Signposting support

In each lesson, pupils should feel able to ask for more help, advice, and support if they want to. All pupils should be supported and encouraged to ask a teacher in school or adult who they trust out of school (such as a parent or carer) if they have further questions.

Children in upper key stage 2 could be signposted to Childline: 0800 1111; www.childline.org.uk/kids

Subject knowledge

For lessons where particular subject knowledge is required, a teacher support section has been included at the end of the lesson plan, with explanations of key vocabulary and concepts. This includes:

- Years 4 and 5, lesson 2 - *Puberty: menstruation and wet dreams*
- Years 4 and 5, lesson 3 - *Puberty: personal hygiene*
- Year 6, lesson 4 - *How babies are made*

In both the years 1 and 2 lessons and the years 4 and 5 lessons, pupils learn about the genitalia including the scientific names for male and female genitals. When teaching pupils about the female genitals, it is important to be clear on the difference between the vagina and the vulva — two terms that are often used interchangeably. The vagina is the muscular tube that connects the cervix and uterus to the outside of the body. The vulva describes the whole female external genitalia, including the opening of the vagina, and the urethra (the opening urine comes out of). Therefore, pupils should learn that most of the vagina is inside the body, but that the opening can be seen from outside the body, within the vulva.

Adaptive teaching

Effective assessment

Each lesson begins with a baseline assessment activity to gauge pupils' prior knowledge, understanding, skills, beliefs and/or attitudes. The lessons end with an end-point assessment to allow pupils to demonstrate progress from their starting point and to inform future teaching. For further information on assessment in PSHE education, see the [PSHE Association's guides to effective assessment in PSHE education](#).

Differentiating and adapting the learning

You will know best the needs of your pupils in relation to accessing this learning. However, the lesson plans do provide ideas for how some activities can be differentiated or adapted for pupils who need further support or additional challenge. Extension activities are also provided at the end of each lesson to deepen or embed the learning, should time allow. If differentiating or adapting further for individual pupils, wherever possible ensure they are supported to access the same key learning as others, in a way that is appropriate for their needs, rather than giving them less to learn, i.e. just a selection of the key learning points.

Appendix: curriculum links

These lessons will support you to address the relevant learning opportunities included in the [PSHE Association Programme of Study](#) and the relevant content outlined in the [Department for Education statutory guidance for Relationships Education/Relationships and Sex Education \(RSE\) and Health Education](#). The table below maps where the lesson plans address this content in each key stage.

	Lesson title and summary	PSHE education Programme of Study	DfE statutory RSHE guidance, key stages 1 and 2
Year 1 and 2	<p>1. <i>My special people</i> We are learning about the special people in our lives and how we care for one another</p> <p>2. <i>We are growing: human life cycle</i> We are learning about how we change as we grow</p> <p>3. <i>Everybody's body</i> We are learning to name different parts of the body, including genitalia</p>	<p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p>	<p>Caring friendships</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

<p style="text-align: center;">Year 3</p>	<p>1. <i>What makes a good friend?</i> We are learning about friendship, including why it is important and what makes a good friend</p> <p>2. <i>Falling out with friends</i> We are learning how to maintain good friendships and about solving disagreements and conflicts with peers</p>	<p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	<p>Respectful relationships</p> <ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships <p>Online relationships</p> <ul style="list-style-type: none"> that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. <p>Being safe</p> <ul style="list-style-type: none"> about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
<p style="text-align: center;">Year 4 and 5</p>	<p>1. <i>Puberty: time to change</i> We are learning about the physical changes that happen during puberty</p> <p>2. <i>Puberty: menstruation and wet dreams</i> We are learning about the biological changes that happen during puberty</p> <p>3. <i>Puberty: personal hygiene</i> We are learning about the importance of personal hygiene during puberty</p> <p>4. <i>Puberty: emotions and feelings</i> We are learning about emotional changes during puberty</p>	<p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p>	<ul style="list-style-type: none"> how to recognise and report feelings of being unsafe or feeling bad about any adult. how to report concerns or abuse, and the vocabulary and confidence needed to do so. where to get advice e.g. family, school and/or other sources. <p>Mental wellbeing</p> <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

1. Puberty: recap and review
We are learning about the changes that happen during puberty (recap from year 4-5)

2. Puberty: change and becoming independent
We are learning about managing change and becoming more independent

3. Positive and healthy relationships
We are learning about positive, healthy relationships

4. How babies are made
We are learning about how a baby is made

In addition to recapping on the Year 4 and 5 content:

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹

H35. about the new opportunities and responsibilities that increasing independence may bring

H36. strategies to manage transitions between classes and key stages

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

Changing adolescent body

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.