

## **Kingston School Health Team Relationships, Sex and Health education (RSHE) KS2 lessons 3 and 4**

The School Health Team offer four lessons on Relationships, Sex and Health Education in Kingston primary schools.

Lessons complement the school curriculum. This document provides information about the content of lessons 3 and 4 which include:

- Recap on emotional and physical changes in puberty
- Different types of relationships in people's lives
- Features of positive relationships
- Sex, gender, sexuality and other factors that may form someone's identity
- How a baby is made and born

### **The emotional and physical changes of puberty**

Lessons build on prior knowledge of puberty. This includes why people go through puberty, physical and emotional changes. Puberty changes include periods, breast development, penis and testicle development, wet dreams, sweating, spots, growing taller, pubic hair.

The range of emotions that people might experience is discussed including mood swings as well as feeling excited about increasing independence and changing into an adult.

It is explained that it is normal for people to develop feelings of attraction towards others although not everyone will experience this.

The uniqueness of every individual is highlighted and while everyone will experience some of the changes in puberty not everyone will experience them all, in the same way or at the same time.

### **Relationships**

Lessons build on prior learning and support pupils to understand the different types of relationships people experience including family, friends, teachers and romantic relationships as children become adults.

As young people grow up and become adults, feelings of attraction to others might result in thinking more about sexual activity, which is one way that adults might choose to show love and attraction to a partner; this should feel good in the right

relationship and at the right time. The age of consent and the importance of being ready for a sexual relationship is also discussed.

Similarities and differences in different types of relationships are explored with the aim of building an understanding of core qualities important in all relationships.

An activity to develop understanding of what qualities are in healthy relationships, helps to inform the discussions and explores what qualities are needed for strong relationships. Discussions explore what might happen if some qualities are removed and rupture and repair of relationships is discussed. It is acknowledged that if a relationship doesn't feel positive anymore it might end and that is okay.

A scenario-based activity supports pupils to explore behaviours in relationships and how these might reflect a good or bad relationship.

Discussion supports understanding of the meaning of consent and the place it has in different types of relationships. This is supported by a video clip [consent for kids - YouTube](#)

## **Sex, Gender and Sexuality**

Puberty is a time when children can think more about their identity. The concept of identity is introduced including the many aspects of identity which make each person unique; what is important will be different for everyone, so for some people it might be about where they are from, their beliefs or religion or important things about their personality and how they feel inside.

Sex, gender and sexuality may be an important part of identity for some people and not for others.

Pupils are informed that sex is a person's biological make up and gender is how they feel about themselves. They are often the same but sometimes they are not. Some people do not consider that gender forms part of their identity while others do. Everyone is different and what is important is that people are respectful of others.

The lesson discusses how stereotypes should not be confused with gender and/or biological sex. Just because a person might conform to a stereotype of a gender does not mean they will identify with this gender.

Sexuality is defined as romantic attraction to others. Attraction can be between people of the same or opposite sex, any sex or gender or no one at all.

## **How a baby is made and born**

Conception and the development of the baby up to birth is discussed.

Conception is when the male and female sex cells come together. This usually occurs through sexual intercourse between a male and a female. The male puts his penis into the female's vagina which is something both people must have given their consent to and should feel nice. The male ejaculates sperm into the female's vagina and if this meets an egg a baby is sometimes made. Conception through IVF is also briefly covered.

A baby isn't always made when a male and female have sex. It is also noted that adults do not just have sex to conceive a baby – they might choose to have sex for pleasure in an adult relationship. Children are informed about the age of consent and why we have a law to keep children safe because it is important to be ready for sexual relationships so that it is a positive experience.

Contraception is not included in the lessons but if questions are asked they will be answered briefly, honestly and in an age appropriate way. If schools do not want questions on contraception to be answered they will tell the School Health practitioner before the lesson and if any pupils ask questions they will be encouraged to ask their parents and informed that there will be further teaching in secondary school.

Development of the baby from conception to birth is discussed including a brief discussion of the function of the umbilical cord and placenta and the process of labour.

A basic explanation of how multiple births occur is given.

### **Delivery of the lessons**

The lessons are delivered by skilled practitioners who receive regular training, and updates.

The lesson content is based on evidence and government guidance and is reviewed regularly.

Pupils are taught in mixed sex groups because it is important to understand the changes for all people.

### **How can parents/carers support their child**

Lessons encourage pupils to talk to their parents/carers and ask any questions that arise. Establishing good communication and creating an environment where children can ask questions will help them to explore their family values and beliefs and to navigate their journey to adulthood.

A little and often approach is better than one 'big talk'.

Parents can discuss curriculum content with the school.

There are several good websites for further information. The School Health Team recommend the following:

These websites that are useful in explaining puberty to primary school age school children. <https://www.childline.org.uk/info-advice/you-your-body/puberty/puberty-body/> and <https://www.brook.org.uk/resources>

This website has ideas on activities parents can do at home and also advises on how to answer questions [Outspoken Sex Ed \(outspokeneducation.com\)](https://www.outspokeneducation.com)

The 'Every Mind Matters' campaign has some useful information on supporting children with their emotional health <https://www.nhs.uk/oneyou/every-mind-matters/childrens-mental-health/>