



'Life Skills'



Changing Adolescent Body

Definition of RSE:

Relationship and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.



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January 2024

'Life Skills' (RSHE) Curriculum at Mattishall Primary School Changing Adolescent Body

Our school prides itself on delivering effective, age appropriate Life Skills (RSHE) that meet the needs of all our pupils within an inclusive and supportive learning environment, using non-biased resources. RSHE is taught by experienced and skilled teaching staff who are committed to preparing your child to live and learn safely in the modern world; negotiating the transition into increasing independence with the development of knowledge, values and skills to make positive, healthy and safe choices.

Our 'Life Skills' teaching delivers a 'spiral curriculum' that enables pupils to build on prior learning by revisiting some themes in subsequent years to further develop knowledge, values and skills in an age and stage appropriate manner. Each class has an 'Ask it Basket' or 'Question Box' that the children can use. This allows for anonymity if required. All questions are responded to sensitively by staff.

Talking about and recognising the changes in our bodies as we grow and develop is an important life skill. As adults we will have lots of differing experiences about our own Relationship and Sex Education. Our children are exposed to a variety of sexualised material from television programmes, advertising, song lyrics, social media including the internet and hearing information from others including their peers etc. It is important that children are taught the correct vocabulary for body parts from an early age, understand what consent means and are taught correct information.

We are registered with the **DfE Period Product scheme** so we receive period products so we can provide free period products for all children who need them. We have a stock in school which are accessible to the children, should they need them.

This leaflet gives you the information on what we currently teach about changes in the human body in each year group including the science content. It also has some top tips for talking to your child, supporting websites for you to visit and some suggested children's books. We have many of the suggested books in school if you wish to have a look at them.

Please contact the school if you would like to discuss our 'Life Skills' curriculum on an individual basis. We are happy to share the resources that we use with you. We welcome any suggestions or updates from yourselves that address the current needs of our children including any useful resources. Please contact Mrs Findlay via the office email or in person.

Yours sincerely,

C Findlay

Mrs Findlay
Deputy Headteacher, DSL & RSHE/Life Skills lead

Some Statistics

Too little, too late, too biological

10% rated their SRE as 'very good'

16% had not learnt the correct names for genitalia at primary school

60% had not learnt 'about the difference between safe and unwanted touching'

66% had not learnt 'how to get help if you experienced sexual abuse'

19% of children and young people reported that they 'had learnt all they need to know' in SRE

50% of young people reporting that they obtained SRE from their friends, 20% from over-18 internet sites.

50% of young people had not learnt enough about managing emotions and feelings.

"Our SRE at primary school was next to non-existent and included solely periods and names for genitals"

"We got a talk on periods after most of the girls had started their periods"

Educator Solutions

And that's where babies come from.

someecards
user card



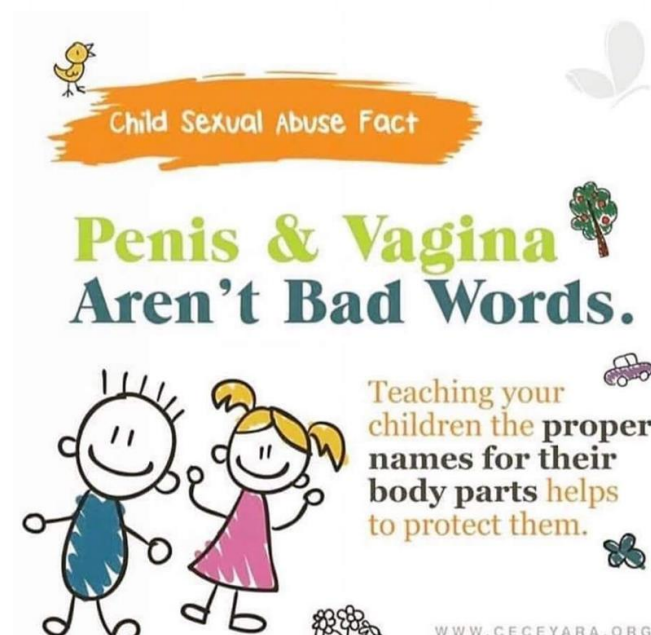
Statistics from Rethink Periods

- 1 in 4 menstruators did not know what to do when they started their periods
- 1 in 3 menstruators are not told about periods by their parents, and 10% receive no preparation before their first period
- 1 in 7 menstruators didn't know what was happening when they start their period
- 48% of menstruators in the UK feel embarrassed by their period

LGBT people and their relationships. I've done nothing on that so far and my brother is gay and I think we need to know about it. (11 yrs)

I was sexually abused...He was my Grandad. I didn't like it but I didn't know it was wrong and that I could say something and someone would've listened...It might have stopped earlier than it did if I had known more. (16 yrs)

They are coming up from primary having done very little. It's difficult to talk about any topics with year 7s as they don't really have the language and there is so much silliness. (secondary school teacher)



Life Skills - Changing Adolescent Body Curriculum Overview



| Year Group | Pupils should know... | Learning objective | Learning outcomes | Key questions | Key words | Signposting for support |
|------------|---|--|---|--|--|----------------------------|
| Reception | The names of some body parts | Pupils can correctly position body parts. | I know what some parts of my body are called. I know what some parts of my body do. | Do most people's bodies have the same parts in the same places? Are all bodies the same shape and size? Do some people need help to make their bodies work better? | Body parts: arm, leg, head, feet, hands, mouth, nose, eyes | Childline PANTS |
| | How to keep themselves clean | Pupils can manage their own basic hygiene and personal needs, including dressing, going to the toilet (Managing Self) | I know when I need to go to the toilet I know when and how to wash my hands I know how to brush my teeth I know how to get myself dressed/undressed | When do we need to wash our hands? When do we need to brush our teeth? How do you wash your hands? How do you brush your teeth? What order should we get dressed/undressed? | Hygiene Toilet Teeth toothbrush | Dentist/Oral Hygienist |
| Year 1 | The names of some body parts and that there are some differences between males and females. | Pupils can correctly name the main parts of the body, including external genitalia using scientific terms | I can correctly name the main parts of the body. I know the scientific words to describe the private part of the body that boys have. I know the scientific words to describe the private part of the body that girls have. | Do you know if there are any differences between the body of a boy and the body of a girl? | Penis; Vulva | Childline PANTS |
| Year 2 | How they grow and change as they become older | Pupils can recognise how they grow and will change as they become older. | I know how a baby grows. I know how I have grown and changed. I know how I might change as I grow older. | What things can a new-born baby do? What things can you do now that you could not do when you were born? What things are you looking forward to being able to do when you are older? | New-born; Developing; Growing; Vagina | Childline Police |
| Year 3 | How they grow and develop | Pupils know how their body may change and develop and how to celebrate their uniqueness. | I understand how my body might change as I grow and develop. | | Similar; Unique; Penis, Vulva, Hygiene | Childline Doctor/ nurse |

| | | | | | | |
|--------|--|---|--|---|---|--|
| Year 4 | Key facts about puberty and the changing adolescent body from age 9 through to age 11, including physical and emotional changes. | Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty. | I know how a baby develops. I know how I have changed and developed, including how my body has changed so far, and how it might change in the future. | What can you do now that you could not do a small baby? How might your body change as you grow and develop? How might your emotions and feelings change as you grow and develop? | Developing; Growing; Foetus; Puberty | Childline |
| Year 5 | Key facts about puberty and the changing adolescent body from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle. | Pupils can anticipate how their body may change as they approach and move through puberty. | I know how the body can be affected by puberty. I have considered how these body changes might make people feel about themselves. | How might puberty cause a male body to change? How might puberty cause a female body to change? What do you think might be the hardest change of puberty to cope with? What do you think is good about how puberty changes the body? | Puberty; Penis; Testicles; Erection; Wet dream; Vulva; Vagina; Period | www.becomingateen.co.uk/home www.childline.org.uk/info-advice/you-your-body/puberty/ |
| Year 6 | How a baby is conceived and born | Pupils can explain what sexual intercourse is and how this leads to reproduction using the correct terms to describe the male and female sexual organs. | I can name the sexual organs of a man and a woman. I know how a man and a woman have sexual intercourse. I understand how sexual intercourse can lead to reproduction. | How does puberty prepare the body for reproduction? Does sexual intercourse always lead to reproduction? | Sexual intercourse; Conception; Reproduction | Childline |

Science National Curriculum

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|--|--|--|---|
| <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement. | <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions | <ul style="list-style-type: none"> describe the life process of reproduction in some plants and animals describe the changes as humans develop to old age. | <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans. recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents |

By the End of Primary School

Pupils should know:

- 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.

Statutory RSHE Guidance 2020

How You Can Help at Home:

- Talk to your child about their Life Skills lessons
- Normalise 'tricky' topics by discussing in the car, over washing up etc. to eliminate direct eye contact
- Don't have 'the chat', but discuss at regular intervals
- Be aware of what your child is doing online

NHS – Sexual Health:

<https://www.nhs.uk/Livewell/Talkingaboutsex/Pages/Talkingtoyourchild.aspx>

NSPCC – Sex and Relationships:

<https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/>



TOP TIPS FOR TALKING TO YOUR CHILD

about their;

feelings, bodies, relationships, puberty and sex

Talking to your child about their feelings, bodies, relationships, puberty and sex is important; building good channels of communication throughout childhood can help your child to communicate with you as future issues of increasing importance arise and may help to reduce risk taking behaviours as they approach adulthood.



Your child needs to know that it's OK to talk, and that you're happy to talk about it. They'll learn this through your body language, tone and manner when you talk, so try to behave as though you would in any other normal, everyday topic of conversation.

Simple strategies to make talking about bodies, relationships, puberty and sex more comfortable:

- Start off by talking about something that you both find more comfortable, such as feelings and emotions.
- Ask them what they think their friends know/think about the topic, as this provides a way to talk about your child's views indirectly.
- Avoid 'The Chat'. Talk about these issues little and often, over everyday events like washing up or watching TV. This can help to normalise the conversation, and ease uncomfortable feelings.
- Don't leave it too late. Start talking about puberty before you feel your child is approaching it so that you already have strong channels of communication established in readiness.
- Be prepared to listen. Your child will want to have their voice heard without feeling judged and feeling listened to will encourage them to come to you to talk about issues in the future.
- If they ask you a question that you are not sure how to answer, that is OK. Suggest that you find out the answer together and then you will both know!
- Try to listen calmly, even if what they say surprises or concerns you. Try to remember that it is good that they are comfortable to discuss issues with you, and that they need to trust you will not respond negatively.

**Make sure they know that they can always talk to you
anytime, about anything.**

**If you need any further support please do not hesitate to
contact the school.**

Some books you may find supportive to use as
a conversation
starter:

