

# Year 6 Relationship and Sex Education Programme (RSE)

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# Agenda and Aims

- What is R.S.E?
- Why is it important?
- Links to Student Safeguarding
- Overview R.S.E programme in Year 6 & recap of Year 5 learning
- Parental Role

# What is R.S.E?

- **R**elationships and **S**ex **E**ducation - student entitlement.
- At Y6, this includes Puberty and the basics of Human  
Reproduction
- Age Appropriate & Matter-of-fact
- Changing emotions during puberty
- Personal hygiene

# Y6 R.S.E Why is it important?

- To give Y6 students factual information about changes at puberty.
- Knowing that their development is a natural process.
- Knowing who to reach out to if and when support is needed.
- To give them the language to talk about their bodies, including their genitals (penis, vulva, vagina, testicles, nipples).



# Why is R.S.E taught in schools?

**The 'Sex Education Forum' conducted a survey of UK secondary school students - 55% wished that they had had the information sooner as it would have stopped them from worrying.**

- Some students may already be searching for content online. We aim to give them information that is accurate.
- All receive key information at the same time as their peers.
- All receive the same reassuring message that children experience puberty at different times and in slightly different ways - and that's okay.



Pre Lesson 1 & Ongoing  
Introduce the Question Box

**Success Criteria:**

- I can ask questions about changes that occur during puberty
- I know who I can speak to if I have any concerns about the changes humans experience during puberty



## Pre Lesson 1

### Introduce the Question Box

#### Why?

- Students may prefer to ask a question anonymously
- They can request whether they would like a whole class or an individual response
- We would rather the student does not make an unguided search on the internet where misinformation is rife. A search with parents is to be welcomed.



## Lessons 1 & 2

### LI: Can I understand the changes that happen during puberty?

#### Success Criteria:

- I can define 'puberty'.
- I can ask sensible questions and talk about the changes that occur during puberty.
- I know who I can speak with if I have any more questions about puberty and relationships.





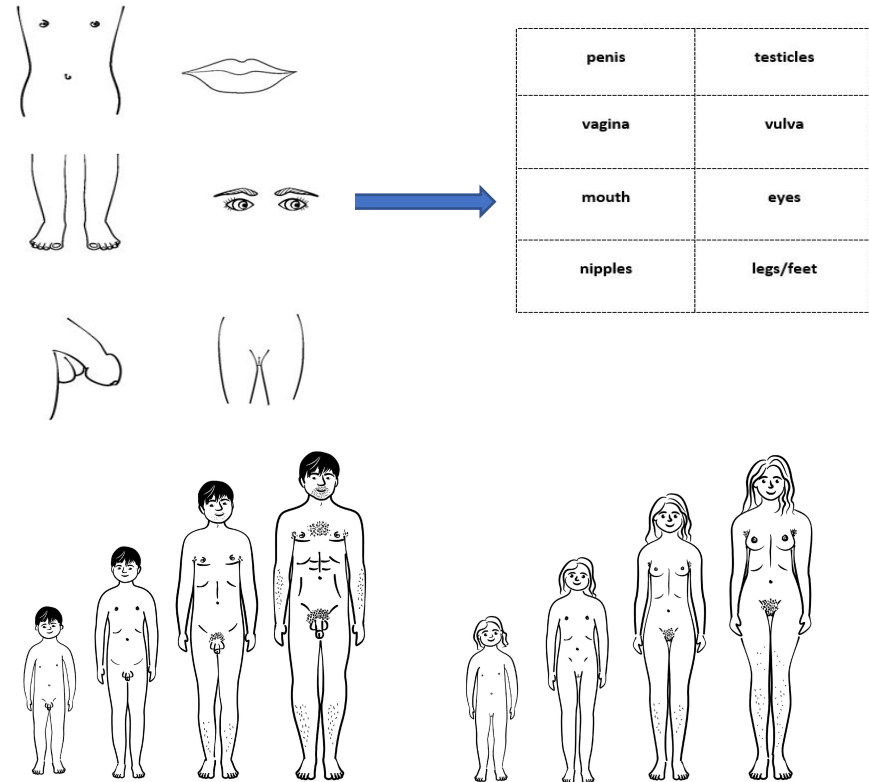
## Lessons 1 & 2

### LI: Can I understand the changes that happen during puberty

Taught in single (biological) sex groupings

### Success Criteria:

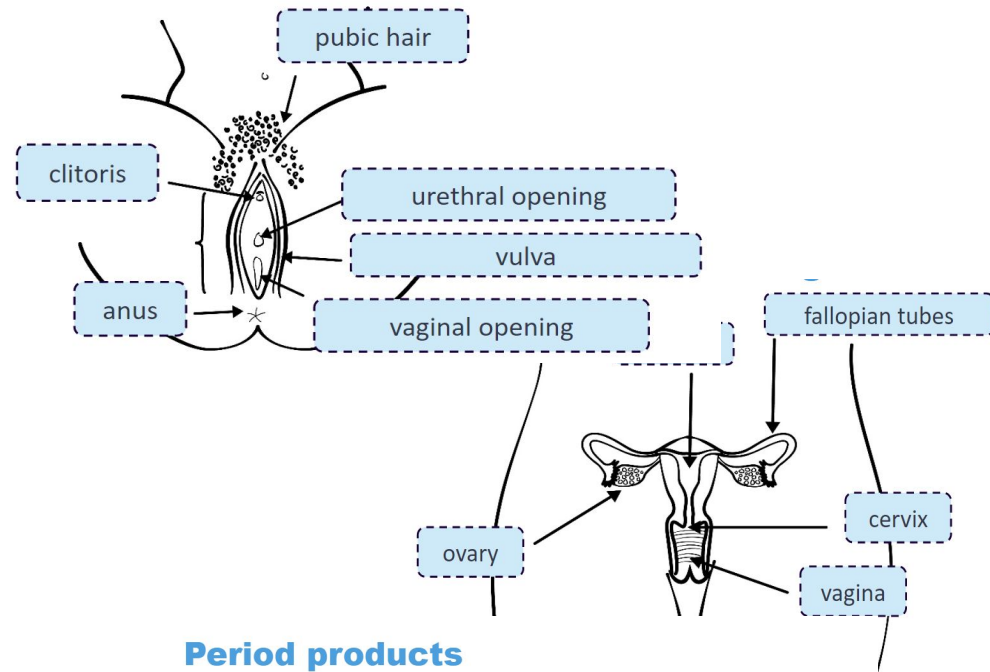
- I have an understanding of puberty, including when and why these changes occur (*recap*)
- I can use the correct vocabulary for external male and female body parts, including genitalia (*recap from Y4/5 plus new vocab*)



# Learning about the changes to female bodies during puberty

## Success Criteria:

- I can recognise what puberty is, including when and why it happens.
- I can identify some of the changes that happen to female bodies during puberty.
- I can use correct vocabulary for external female body parts, including genitalia.
- **These are private parts, not shameful parts.**
- I can explain what happens during menstruation (periods).



### Period products



Why do boys need to know?



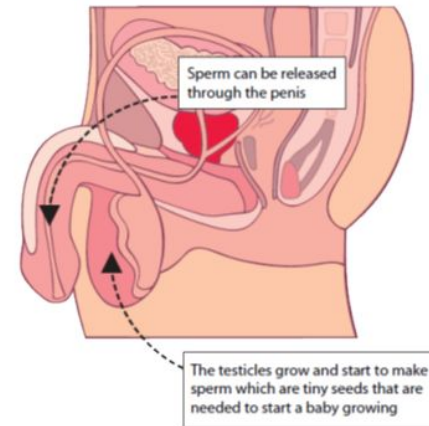
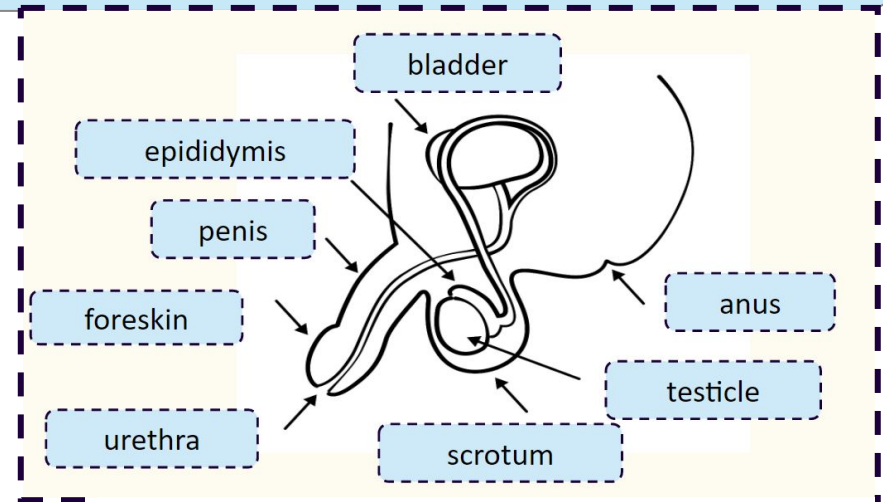
# Menstruation - Video



# Learning about the changes to male bodies during puberty

## Success Criteria:

- I can identify some of the physical and biological changes that happen to male bodies during puberty.
- I can use correct vocabulary for male and female body parts, including genitalia.
- I can explain what is meant by a **nocturnal emission** (wet dream)



Introducing

# The Male Reproductive System





# Nocturnal Emissions (wet dreams)



## Lesson 3: LI: Personal hygiene during puberty

### Success Criteria

- I can identify body parts or areas to keep clean during puberty.
- I can explain how to keep my body clean during puberty e.g deodorant.

### Example activity:

#### Body outlines

In your groups, draw an outline of a young person.

Label all the different body parts that they will need to pay special attention to in relation to personal hygiene.



**Lesson 4:**  
**LI: Can I explain how a baby is made?**

**Success Criteria**

- I can explain what is needed to make a baby (1 egg cell and 1 sperm cell).

# Overview of Learning in Y6

## Lesson 4:

### LI: Can I explain how a baby is made?



>> WHERE DO BABIES COME FROM?  
>> LADIES' TUMMIES.

▶ 🔊 0:24 / 2:47

Scroll for details  
▼

# Can I explain how a baby is made?

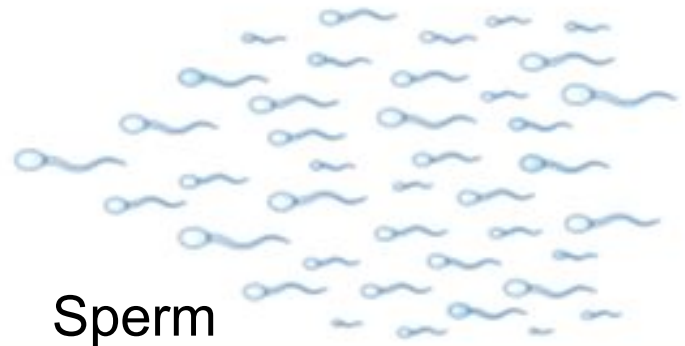
Recap on prior learning:

To make anything new, the correct ingredients and conditions are needed. This is the same when making a baby.



Egg

From the  
female



Sperm

From the  
male

# Human reproduction (sexual intercourse)

Sexual intercourse is one way that adults **may choose** to show love and care for each other.

This is also how babies are made without medical intervention.

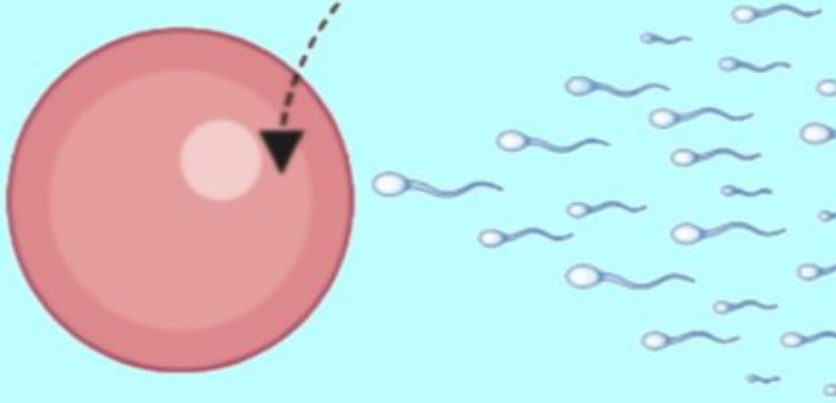
As our students get older, we will continue to reinforce the importance of consent.



**What is meant  
by consent?**

# Can I explain how a baby is made?

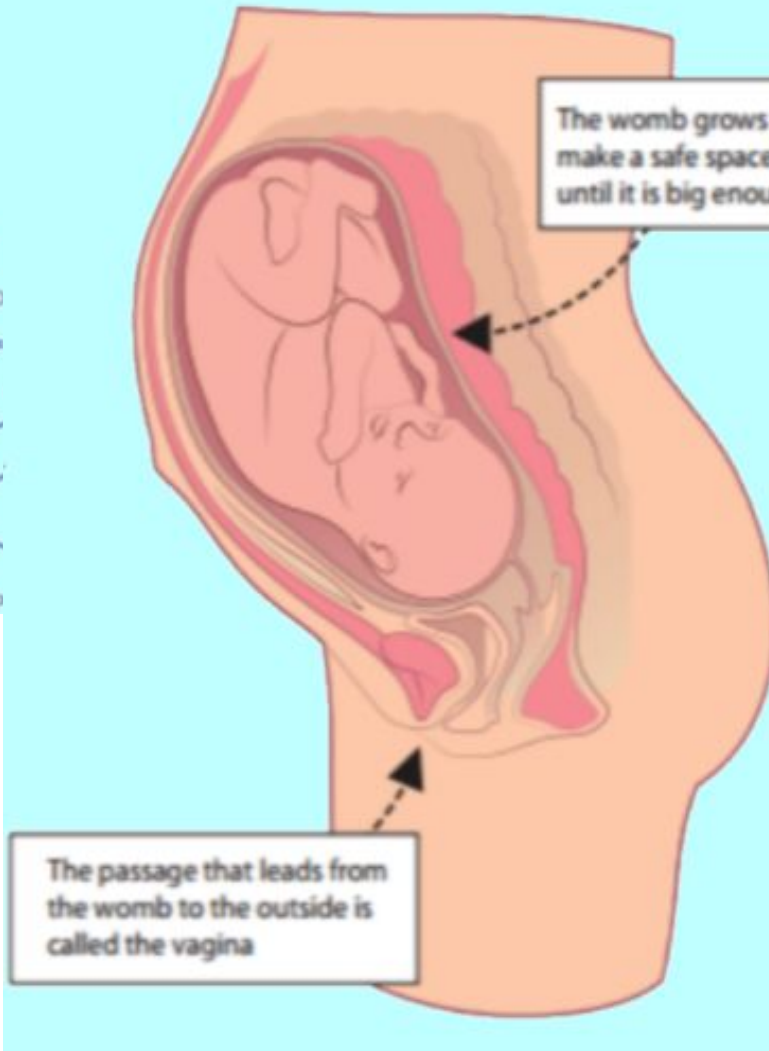
When one of these eggs joins with a sperm it will start to grow into a baby



<https://www.youtube.com/watch?v=qlTUWdKN8vA>

Fertilisation of the egg

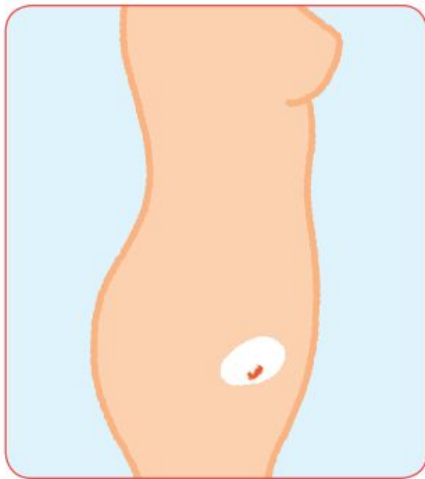
The womb grows and gets ready to make a safe space for a baby to grow until it is big enough to be born



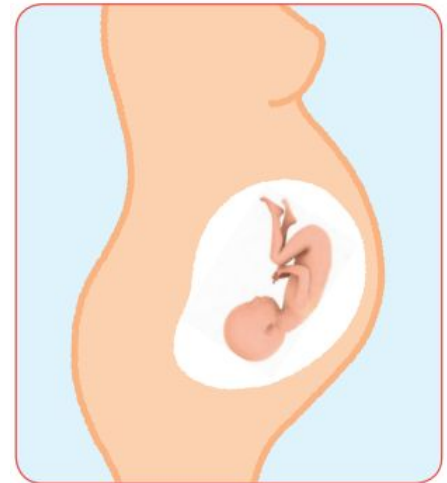
The passage that leads from the womb to the outside is called the vagina

# Can I explain how a baby develops?

Take a look at the images and match them to the definitions of what happens during each month a baby grows during pregnancy.



[Watch this video to see how a baby grows in the womb](#)



## Lesson 5

LI: We are learning about emotional changes during puberty

### Learning outcomes

- I can identify some of the feelings experienced during puberty including crushes.
- I can describe how and why emotions can change during puberty.
- I can show understanding of consent in an age-appropriate way, including giving and withholding consent to touch.

## CONSENT – words and how you say them matter!



### NO CONSENT

No!  
I don't want to!  
Absolutely not!  
No way!  
Nup!  
I don't like that!  
I'm not sure  
Maybe...  
Let me think about it...  
You cannot.  
Not really.  
I don't think so.  
Maybe later...  
(says nothing)

### CONSENT



Yes!  
Absolutely!  
I want to do this!  
For Sure!  
I will allow you to...  
It's okay (but in strong voice)  
I'm sure!

### How you can ask for CONSENT

Can I please...?  
May I please...?  
Would you like to...?  
Do you want to...?



# Student Questions

- The Y6 RSE content is age appropriate.
- Some subjects may be better talked about at home.
- Some questions have stock responses and some may be referred back to the parents/carers.



# Frequently asked questions...

- \* When will I start my period?
- \* What happens if my period starts at school?
- \* What are wet dreams (nocturnal emissions)?
- \* Why will we get pimples?

# Parent Role

Children learn at home and at school.

Key points:

- We want all children to **feel safe** and to be **happy and healthy**.
- Regularly talking about RSE as opportunities occur will help to keep conversations going as your child gets older.
- Use the correct language so that children can speak with confidence about their bodies and the changes that will occur.
- It's all part of growing up.



# Talking with your child

"And THAT is how babies are made. Now if you'll excuse me, Mommy needs a cocktail."



# Q and A

- Question time - general questions
- If you have any personal questions, please stay behind and talk with a member of staff.
- We value your feedback.

