



The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools

Executive Headteacher – Mrs Marie Mann

Blessed is the one who trusts in the Lord, whose confidence is in him.
They will be like a tree planted by the water that sends out its roots by the stream.
It does not fear when heat comes; its leaves are always green.
It has no worries in a year of drought and never fails to bear fruit.

Jeremiah 17: 7 - 8

PSHE & RSE Education Policy

Date of policy: December 2025

Members of staff responsible for PSHE Education: Marie Mann (Zoe Hirst from January 2026)

Executive Headteacher: Marie Mann (Zoe Hirst from January 2026)

Review and Consultation date: July 2026

Our Federation vision and values are at the root of the curriculum. We seek to give our children healthy roots, to enable them to learn and live fruitful lives: to love one another, to care for the environment in which they are planted and the wider world, and to grow in whatever they do.

We have high aspirations for all our children and expect them to achieve the highest standards. We have designed a curriculum that is exciting and challenging, which stimulates and enthuses, and which develops them as rounded individuals with deep rooted knowledge, skills and the cultural capital they need to succeed in life.

Our core aims are to provide a curriculum that empowers the children to be:

**ASPIRATIONAL
RESPECTFUL
RESILIENT**

We believe that by having these three aims at the root of our curriculum this will equip our pupils to **LIVE FRUITFUL LIVES and to LEARN, LOVE and GROW**.

How this Policy was developed

This policy was written by Marie Mann (Headteacher) and developed in consultation with parents, teachers and other school staff, governors and the pupils at The Federation of Middleham (VA) and Spennithorne (VC) CE Primary Schools. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

Legal requirements of schools

We at The Federation of Middleham (VA) and Spennithorne (VC) CE Primary Schools acknowledge that under the Education Act 2002 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance

What Personal, Social, Health and Economic (PSHE) education including Relationships & Sex Education (RSE), is:

RSE and PSHE is about the emotional, social and cultural development of pupils, and involves learning about healthy lifestyles, positive relationships with others, sexuality, the changes experienced when growing up, diversity and personal identity. RSE and PSHE involves a combination of sharing information, and exploring issues and values. It involves keeping children safe both on and off-line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively.

RSE is not about the promotion of sexual activity.

The school's PSHE provision supports the school's aims of developing ambitious and resilient citizens and learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. Our PSHE program themes are designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

How PSHE education, RSE, is provided and who is responsible for this?

At The Federation of Middleham (VA) and Spennithorne (VC) CE Primary Schools we use Coram SCARF to support planning, delivery and assessment of PSHE and RSE. SCARF is a comprehensive scheme of work for PSHE and Wellbeing education. We cover all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We adapt the scheme of work where necessary to meet the local circumstances of our federation, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

We follow six half-termly units across the federation:

- Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
- Valuing Difference: a focus on respectful relationships and British values (respect of self and of others);
- Keeping Safe: looking at keeping ourselves healthy and safe
- Rights and Respect: learning about money, living the wider world and the environment;
- Being My Best: developing skills in keeping healthy, developing a growth mind-set (resilience), goal-setting and achievement (being aspirational);
- Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Our PSHE subject lead and Headteacher, works in conjunction with teaching staff and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the Executive Headteacher to discuss their training needs.

Assessment is completed by the class teacher and lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children.

Support for Parent/Carers

At the beginning of each unit parents are sent out a curriculum newsletter which outlines what will be covered in each unit of PSHE and RSE knowledge Organisers which specifies key questions and vocabulary discussed are also included. An example of the Knowledge Organiser can be found in Appendix 1.

Coram Scarf also have a handy parent page with a specific page that links to the 6 areas of learning: <https://www.coramlifeeducation.org.uk/family-scarf/scarf-at-home> as well as more general support <https://www.coramlifeeducation.org.uk/family-scarf>

What is being taught?

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviour can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a relationships and sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory relationships and sex education, we have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. We use the SCARF education resources to teach sex education.

Primary relationships and sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings (Year 5 & 6 only)
- How a baby is conceived and born, whether through sexual intercourse or IVF (Year 6 only) – lesson plan can be found at appendix 4

This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

Our school acknowledges different ethnic, religious and cultural attitudes but teach children where these break UK law or contravene on the school's safeguarding policy as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

For more information about our RSE and PSHE curriculum, see Appendix 2. If parents/carers would like to discuss this further or see the lessons in more detail this can be accessed by contacting Mrs Mann, Executive Headteacher at either school

office.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

How PSHE education, including RSE, is taught

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed-gender groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures as outlined in our federation [Child Protection Policy](#) which can be found on the school website.

SEND

As far as possible children with special educational needs should follow the same PSHE and RSE curriculum as other students. The needs of individual children will be taken into account and consultation with parents if it is considered inappropriate for a child to take part in a specific lesson.

Roles and responsibilities

The Governing Body

The Governing Board will approve the RSE policy, and hold the headteacher to account for its implementation.

The Executive Headteacher

The Executive Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. Class teachers will be responsible for the teaching of RSE in their classrooms.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Executive Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Executive Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by Executive Headteacher, PSHE lead and governors through learning walks, pupil conferencing, evidence in books and work on classroom walls. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Executive Headteacher bi-annually. At every review, the policy will be approved by the governing body.

Year 1 & 2 Growing and Changing

Key questions	Key vocabulary
<p>Life Cycles</p> <p>What helps us to grow? Who helps us to grow? What can you do by yourself now? What are you looking forward to when you are 10 years old? What are you looking forward to when you are 21 years old?</p> <p>Dealing With Loss</p> <p>How does it feel to lose something? How does it feel to say goodbye to someone or something for a long time? Can we stay in touch with someone? How?</p> <p>Being Supportive</p> <p>What positive things can we say to someone about something they have done? Why is it good to help someone? What is a good way to help someone if they are finding something difficult?</p>	supportive loss change nipples food feelings help forward growig penis care goodbye learning safe upset vulva

I can ...

I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.

I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).

I can give examples of how to give feedback to someone.

Year 3 & 4 Growing and Changing

Key questions	Key vocabulary
<p>Body Changes During Puberty</p> <p>What parts of the body are the same for girls and boys? What parts of the body are different for girls and boys? How do some parts of the body change during puberty?</p> <p>Managing Difficult Feelings</p> <p>What feelings might someone have during puberty? Why might someone have difficult feelings during puberty? What are good ways to compromise?</p> <p>Relationships, Including Marriage</p> <p>Why do some people choose to get married? Who can get married and how old do they need to be? Why do some people choose to have a civil ceremony? Why do some people choose to live together?</p>	breasts testicles womb choice civil partnership sperm enjoy penis hormones pubic hair periods marriage love puberty live together civil partnership uncomfortable feelings menstruation vagina vulva compromise share ovaries wet dreams

I can ...

I can label some parts of the body that only boys have and only girls have.

I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).

I can tell you why people get married.

Year 5 Growing and Changing

Key questions	Key vocabulary
<p>Managing Difficult Feelings</p> <p>Why do people have good and not so good feelings? Is resilience the same as confidence? Can someone develop confidence or resilience? How? Does having resilience help people with their feelings?</p> <p>Managing Change</p> <p>What different changes can someone experience? Does change cause strong emotions? Does preparing for change help? How might preparing for change help someone to cope with it? What might help someone cope with these strong emotions?</p> <p>Getting Help</p> <p>Does the body feel differently when someone may need help? When might someone need help? What advice would you give to someone who needs to get help? What makes someone a trusted adult?</p>	respect wellbeing trust hormones mood swings confidential confidence resilience puberty crush embarrassed menstruation unwanted attention separation unwanted touch period products

I can ...

I can explain what resilience is and how it can be developed.

I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).

I am able to identify when I need help and can identify trusted adults in my life who can help me.

Appendix 2

The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools
PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes
(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Cycle A 2023-2024

Year Group	Autumn 1 Me and My Relationships	Autumn 2 Valuing Difference	Spring 1 Keeping Safe	Spring 2 Rights and Respect	Summer 1 Growing and Changing	Summer 2 Being My Best
Reception	All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)	I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend	What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe	Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys	Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep
Year 1 & 2	Why we have classroom rules How are you listening? Thinking about feelings Our feelings Feelings and bodies Good friends	What makes us who we are? My special people How do we make others feel? When someone is feeling left out An act of kindness Solve the problem	Super sleep Who can help? (1) Good or bad touches? Sharing pictures What could Harold do? Harold loses Geoffrey	Getting on with others When I feel like erupting Feeling safe Playing games Harold saves for something special Harold goes camping How can we look after our environment?	Healthy me Then and now Taking care of a baby Who can help? (2) Surprises and secrets Keeping privates private	You can do it! My day Harold's postcard - helping us to keep clean and healthy Harold's bathroom What does my body do? My body needs... Basic first aid
Year 3 & 4	As a rule Looking after our special people How can we solve this problem? Tangram team challenge (OPTIONAL) Friends are special Thunks Dan's dare My special pet	Can you sort it? What would I do? The people we share our world with That is such a stereotype! Friend or acquaintance? Islands	Safe or unsafe? Danger or risk? The Risk robot Super Searcher Help or harm? Alcohol and cigarettes: the facts Raisin challenge (1)	Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers Harold's expenses Why pay taxes? Logo quiz	Relationship tree Body space None of your business! Secret or surprise? My changing body (sperm and egg/periods) Basic first aid	What makes me ME! Making choices SCARF hotel Harold's Seven Rs My school community Basic first aid Volunteering is cool

Year 5 & 6	<p>Collaboration Challenge! Give and take Communication How good a friend are you? Relationship cake recipe Our emotional needs Being assertive</p> <p>OK to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships! Boys will be boys? - challenging gender stereotypes</p>	<p>Spot bullying Play, like, share Decision dilemmas Ella's diary dilemma Vaping: healthy or unhealthy? Would you risk it? 'Thunking' about habits Drugs: true or false? Smoking: what is normal?</p>	<p>Two sides to every story Fakebook friends What's it worth? Jobs and taxes Happy shoppers - caring for the environment Action stations! Democracy in Britain 1 - Elections Democracy in Britain 2 - How (most) laws are made Community art</p>	<p>Year 5 & revision for Year 6 How are they feeling? Taking notice of our feelings Dear Ash Growing up and changing bodies Changing bodies and feelings Help! I'm a teenager - get me out of here! Dear Hetty Year 6 ONLY I look great! Media manipulation Pressure online Helpful or unhelpful? Managing change Is this normal? Making babies</p>	<p>This will be your life! Our recommendations What's the risk? (1) What's the risk? (2) Basic first aid, including Sepsis Awareness Five Ways to Wellbeing project</p>
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Cycle B 2024 - 2025

Year Group	Autumn 1 Me and My Relationships	Autumn 2 Valuing Difference	Spring 1 Keeping Safe	Spring 2 Rights and Respect	Summer 1 Growing and Changing	Summer 2 Being My Best
Reception	<p>All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)</p>	<p>I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend</p>	<p>What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe</p>	<p>Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe</p>	<p>Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys</p>	<p>Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep</p>
Year 1 & 2	<p>Our ideal classroom (1) Our ideal classroom (2) (OPTIONAL) How are you feeling today? Let's all be happy! Being a good friend Types of bullying Don't do that! Bullying or teasing?</p>	<p>Same or different? Unkind, tease or bully? Harold's school rules It's not fair! Who are our special people? Our special people balloons</p>	<p>Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell?</p>	<p>Harold has a bad day Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid</p>	<p>A helping hand Sam moves away Haven't you grown! My body, your body Respecting privacy Some secrets should never be kept</p>	<p>I can eat a rainbow Eat well Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise! Harold has a bad day</p>
Year 3 & 4	<p>An email from Harold! Ok or not ok? (part 1) Ok or not ok? (part 2) Human machines Different feelings When feelings change Under pressure</p>	<p>Family and friends My community Respect and challenge Our friends and neighbours Let's celebrate our differences Zeb</p>	<p>Danger, risk or hazard? Picture Wise How dare you! Medicines: check the label Know the norms Keeping ourselves safe Raisin challenge (2)</p>	<p>Our helpful volunteers Helping each other to stay safe Recount task Harold's environment project Can Harold afford it? Earning money</p>	<p>Relationship tree Body space None of your business! Secret or surprise? My changing body Basic first aid</p>	<p>What makes me ME! Making choices SCARF hotel Harold's Seven Rs My school community (1) Basic first aid Volunteering is cool</p>

Year 5 & 6	<p>Working together Let's negotiate Solve the friendship problem Assertiveness skills (formerly Behave yourself - 2) Behave yourself Dan's day Don't force me Acting appropriately It's a puzzle</p>	<p>Qualities of friendship Kind conversations Happy being me The land of the Red People Is it true? It could happen to anyone</p>	<p>Think before you click! Traffic lights To share or not to share? Rat Park What sort of drug is...? Drugs: it's the law! Alcohol: what is normal? Joe's story (part 1) Joe's story (part 2)</p>	<p>What's the story? Fact or opinion? Rights, responsibilities and duties Mo makes a difference Spending wisely Lend us a fiver! Local councils</p>	<p>Year 5 & revision for Year 6 How are they feeling? Taking notice of our feelings Dear Ash Growing up and changing bodies Changing bodies and feelings Help! I'm a teenager - get me out of here! Dear Hetty Year 6 ONLY I look great! Media manipulation Pressure online Helpful or unhelpful? Managing change Is this normal? Making babies</p>	<p>This will be your life! Our recommendations What's the risk? (1) What's the risk? (2) Basic first aid, including Sepsis Awareness Five Ways to Wellbeing project</p>
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Appendix 3



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Blessed is the one who trusts in the Lord, whose confidence is in him.
They will be like a tree planted by the water that sends out its roots by the stream.
It does not fear when heat comes; its leaves are always green.
It has no worries in a year of drought and never fails to bear fruit.

Jeremiah 17: 7 - 8

Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
ParentCarer signature			
Date			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	
Headteacher signature	
Date	

Appendix 4

Year 6 - Summer 1 Lesson Plan

Safety starter – what does consent mean?

Making babies

Subjects and Issues covered

Body parts - Growing and changing - Rules and laws – Science – consent - Relationships education – Reproduction - Life cycles – Sex - Conception – IVF – Adoption – Surrogacy – Pregnancy – Birth

Introduction

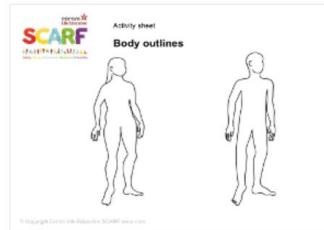
Start by reviewing the class PSHE agreement or develop one if not already developed (see Teacher Guidance for further details of setting this up).

Ask the class why we all go through puberty? [So it may be possible for us to have children when we are older, if we want to.]

Activity 1 - Puberty for reproduction

With children working in small groups, distribute the Body Outlines for both a man and a woman. Recap what changes take place during puberty so that our bodies can reproduce. This could also be done with the children drawing lines around their own bodies on the floor and having a go on their own before discussing as a class. On IWB show outlines and ask class for suggestions, making sure to include:

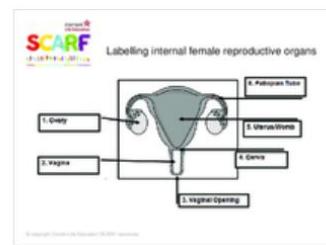
- Eggs released (periods start) - female
- Hips widen - female
- Breasts develop (to enable breastfeeding) - female
- Sperm produced (sometimes wet dreams) - male
- Erections happen - male



Explain that girls are born with all the eggs already inside their ovaries, whereas boys don't start producing sperm in their testicles until they start puberty.

Activity 2 – Conception

Explain that most babies are created when a man and a woman have sexual intercourse. that this usually happens when a man and woman are in a loving relationship and agree to have a baby. This is when the sperm of the man meets with the egg of the woman inside the body. [Use the drawings of both female and male Internal Reproductive Organs (labelled) to describe this process - these are on the PDF entitled *Internal organs labelled and correct Conception and Pregnancy activity* - show on IWB, immediately below the Puberty



Emphasise to make a woman's to order for Glossary.

In order for this to happen the man and woman often hug and cuddle and kiss, and feel very loving towards each other. They get very close to each other without their clothes on and touch each other's bodies in a way that feels nice so that the man's penis becomes hard and the woman's vagina becomes wet (lubricated) so that the man's penis can slide inside the woman's vagina more easily.

During this whole process they will both get very excited. If a woman reaches the peak of her excitement, called an orgasm, she will have a very pleasurable feeling where the muscles in her vagina contract.

If a man has an orgasm he will also have a very nice feeling and release millions of sperm from his penis into the woman's vagina. The sperm will then swim up inside the woman's body to find the egg.

If an egg and one sperm meet, the beginning cells of a baby can start to grow. Those cells will need to then implant into the side of the womb so it can grow into a baby over the next 9 months.

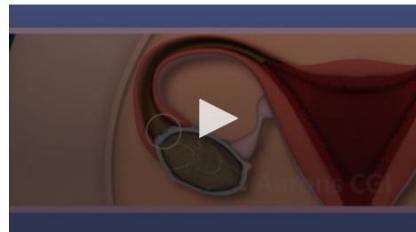
Watch the animated film which shows this process very simply (the film is just over 2 minutes long). It covers very basic intercourse, conception, implantation, pregnancy and birth.

Summer 1 - Growing and changing lessons

1. I look great!
2. Media manipulation
3. Pressure online
4. Helpful or unhelpful? Managing change
5. Is this normal?
6. Making babies

Video Transcript - Here is a copy of the script that accompanies the film, for your information. **If you would like to view the video this can be provided on request.**

1. Here you can see the female reproductive system. This is situated between hips.
2. Now we are zooming into one of the ovaries where the eggs are stored.
3. Here is an egg now leaving the ovary and travelling along the fallopian tube slowly.
4. You can now see the penis entering the vagina, and releasing sperm. This is known as sexual intercourse.
5. In real life sperm doesn't look like a white line but a white liquid. Under a microscope it will look like millions of tadpoles. During sexual intercourse the man releases about 300 million sperm into the vagina.
6. The sperm's job is to swim to the egg where one sperm will enter the egg and fertilise it. Twins can occur when two eggs are released at the same time. This means each sperm will meet an egg each. It's a bit like having a brother or sister being born at the same time as you. You'll be exactly the same age, but you won't look exactly alike. Occasionally the fertilised egg made up of one sperm and one egg splits into two which then creates identical twins.
7. About six days later the fertilised egg, now known as an embryo, travels down the fallopian tube and implants itself into the lining of the womb. This is where the embryo will continue to grow (if the pregnancy continues). Not all pregnancies continue, this is known as a miscarriage, where the embryo leaves the body like a period but being heavier and lasting longer.
8. Eventually around nine months later, the baby is ready to be born. Most babies are born head first and will be born via the vagina. If this is not possible, maybe because the baby is in the wrong position, a caesarean will be carried out where a cut is made to the woman's stomach and womb and the baby will be born this way
9. Here you can see a woman in labour, this is where the body helps to push the baby out using the muscles of the womb, which contract, so the baby can leave the womb, travel through the cervix and down through the vagina and into the world. It will need lots of looking after including cuddles, milk to grow and lots of nappy changes!



the
very

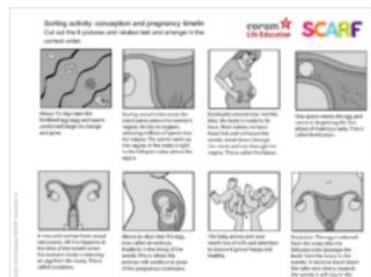
Human Reproduction Animation Version

Allow for time after the film clip for children to ask questions and remind them of the ask it basket in the classroom.

Activity 3 - Conception and pregnancy timeline

Next, with children working in the same small groups, hand out the *Conception and pregnancy timeline* cards - one set per group.

Children work together to arrange the cards in the right order.



When the children have completed this task display the PDF showing the correct order, so that each group can check their answers. Discuss and answer any questions.

Legal facts

Ask the children if anyone knows how old a person (male or female) has to be to have sexual intercourse. [16 years old]

Explain that:

- This is to protect children from adults who might try to have sex with children under 16 years old.
- Even if **one** of the people is 16 or over, it's illegal before this age.
- It's important that anyone under 16 years old should tell a trusted adult (e.g. parent or teacher) if someone is trying to have sex with them.
- Both people have to agree to have sex, even if they are not trying to make a baby. If one person forces the other person to have sex or carries on having sex when the other person hasn't agreed, this is sex without **consent** and is illegal.

Other options

Ask: what if the two people in a relationship and wanting to be parents are a man and a man, or a woman and a woman? Or what if a man and woman aren't able to make babies themselves through sexual intercourse: how else can people make babies or become parents?

Elicit responses to include:

- **Adoption** [where an adult or adults take on legal responsibility for a baby or child whose birth parents are not able to care for them.]
- **Surrogacy** [a way for a couple who cannot make a baby themselves to become parents, with a surrogate mother being pregnant with their child. A surrogate is a woman who agrees to become pregnant, either by: putting a man's sperm inside her vagina to meet one of her own eggs to make a baby (artificial insemination) or where a specialist doctor places an embryo into her womb

created by the egg and sperm through IVF* of the couple wanting a baby or donated egg and/or sperm. Surrogacy is legal in the UK provided that the surrogate receives no payment.]

- **IVF*** [where specialist doctors fertilise the egg of the woman with the sperm of the man, but outside of the body. The fertilised egg creates an embryo which is then put it back inside the woman so she becomes pregnant and grows the baby inside her uterus/womb.]
- Sometimes a couple use either an egg or sperm - or both - donated from someone else, (if they can't make a baby with their own for some reason).

* IVF - In vitro fertilisation: a process where the egg from a female is combined with the sperm from a male outside the body, in vitro (Latin word for glass - hence the term test-tube babies).

Summing up

Ask the children:

- Does conception always occur as a result of sexual intercourse, or can it be prevented? [Explain that if a man and a woman want to have sex but not make a baby they can use something to stop the egg and sperm meeting, such as a condom - a rubber or plastic tube that fits over a man's penis and catches the sperm when it comes out.]

Summarise the session:

1. Sexual intercourse is legal only for those aged 16 and over in a **consensual** relationship (meaning both people want to have sex).
2. If anyone under 16 years old is in a situation where someone (of any age) wants to have sex with them they should tell a trusted adult (e.g. parent, teacher).
3. Not all babies are created through sexual intercourse, and not all babies have a mum and a dad; there are a number of different family structures, including; two mums, two dads, one mum or dad, or a granny and /or grandad, for example.

Extension (optional)

The children could look in the media and television programmes, including cartoons, for examples of different family structures and create a class collage.



Puberty: Glossary of terms

A

Acne – Spots or blemishes brought on by hormonal changes. Can usually be treated with creams, facial washes and ointment.

Anus – The small opening at the end of the rectum or bottom, where poo comes out.

B

Balls – see testicles.

Biological sex – a label that someone is assigned at birth. Female - XX chromosomes, has a vagina and ovaries. Male - XY chromosomes, has a penis and testes.

Bra – Underwear to support the breasts.

Breasts – These develop and grow during puberty. Sometimes one can grow bigger than the other. Breasts come in all shapes and sizes, and can be round or flat, soft or firm.

Breasts produce milk after childbirth, to feed a baby.

C

Cervix – The plug at the end of the vaginal passage and the start (neck) of the uterus.

Chromosomes – In humans the sex chromosomes comprise one pair of the total of 23 pairs of chromosomes that provide all the information that make up a human. Individuals having two X chromosomes (XX) are female; individuals having one X chromosome and one Y chromosome (XY) are male. A man's sperm contains 22 chromosomes as well as either an X- or a Y-chromosome. A woman's egg contains 22 chromosomes plus an X- chromosome. The sperm that fertilises the egg determines the baby's sex. If the sperm carries an X-chromosome the baby will be XX and will become a girl. If the sperm carries a Y-chromosome the baby will be XY, a boy.

Clitoris – The clitoris is a complex structure, of which only a small portion is visible on the exterior of the body, the rest of it is behind the labia and surrounds the urethra and also the vagina. The part we can see is called the glans and is a small, soft pea-shaped bud which lies above the urinary opening and is protected by the clitoral hood. It protects the outside part of the clitoris and also provides some moisture to stop it getting sore. Very sensitive part of the body and when touched or rubbed can give sexual pleasure and orgasm.

D

Deodorant – Can help mask or prevent body odour but does not make up for daily washing, and changing and washing clothes often.

Discharge – It is normal for girls to have a slight clear or milky discharge from the vagina. This keeps the vagina healthy and can vary from day to day. Discharge can increase at ovulation (to help sperm swim up the vagina) and also during sexual arousal (to ease penetration) a thick, smelly discharge can be a sign of an infection and should be checked.

E

Ejaculation – Muscles in the base of the penis cause contractions, forcing semen to spurt out of the end of the penis. The muscle in the penis can contract between 3-15 times, ejaculating about a teaspoon of semen containing up to 300 million sperm.

Erection – An aroused, stiff/hard penis. Also known as 'having a hard on' or 'stiffie'

Emotions – Feelings we experience such as anger, joy, sorrow, loneliness, jealousy, happiness. Our feelings can change during puberty, with the release of new hormones and changes happening to our bodies and in our relations. It is normal to feel more angry and moody at times, but if we feel too bad we should seek help.

F

Fallopian tubes – 2 tubes which the ova (eggs) travel along to reach the uterus (womb).

Foreskin – A sleeve of skin which covers the head of the penis. With an erection, the foreskin stretches, exposing the head of the penis. Sometimes foreskins can be too tight, causing painful erections but this can be sorted out. Some people have them removed for religious, health or cultural reasons.

Friends – People we are close to or feel comfortable with and enjoy spending time with.

G

Growth – Bodies grow a lot during puberty and we have a lot of adapting to do. Areas that develop include: chests, breasts, hips and sexual organs.

Genitals – Name given to all the external sexual organs

Gender expression – how a person shows their gender by the way they act, behave, dress etc.

Gender identity – how a person feels about themselves in their head. Whether they feel they are a boy or girl or neither.

H

Hair – Body hair appears around the genitals first (pubic hair) and then grows under the arms and on the legs. Young men also grow hair on their chest and face.

Hygiene – Changes to a young person's hormones and sweat glands, produce new body odours and sweat, which can be smelly. The best way to keep clean is to wash under arms and around the hair and genital area with soap and water regularly (ideally at least once a day) and to change pants and socks every day.

Hormone – chemical substances in the body that give messages to different parts of the body to start changing/developing during puberty.

I

Inner Lips – Also known as labia. The smaller lips that surround the entrance to the vagina and urethra (wee hole), just inside the outer lips

IVF – Where specialist doctors fertilise the egg of the woman with the sperm of the man, but outside of the body. The fertilised egg creates an embryo which is then put back inside the woman so she becomes pregnant and grows the baby inside her uterus/womb.

L

Labia – Includes both the smaller lips/folds of skin that surround the entrance to the vagina and urethra (wee hole), and the outer lips/folds of skin that surround the inner lips.

M

Masturbation – Rubbing, stroking or touching one's own penis, clitoris, lips (labia) and vagina for pleasure, (because it feels good). It's not bad for a person or harmful. It can help a person to learn about their body and what gives it pleasure. Also known as 'wanking', self-touch or self-pleasure.

Menstrual cup – Sometimes known as a Mooncup; is a small, foldable, reusable device made from silicone, rubber or plastic that collects, rather than absorbs, the menstrual blood when inserted into the vagina.

Menstruation – Another word for periods. Also known as 'time of the month', 'coming on'. A loss of blood (usually monthly) as the unused ovum (egg) comes out of the vaginal opening along with the lining of the uterus. Girls who start menstruating can become pregnant, if having unprotected sexual intercourse.

Menstruation/period pads – Made up of pads of cotton wool that a girl or woman presses onto the inside of a pair of knickers to catch the blood during a period to protect her clothes.

O

Oestrogen/progestogen – The female sex hormones. During puberty, oestrogen stimulates breast development and causes the vagina, uterus (womb) and Fallopian tubes (that carry eggs to the womb) to mature. Progestogen plays a part in regulating a girl's menstrual cycle.

Orgasm – The peak, most pleasurable or most intense part of sexual pleasure. Can happen through masturbation or penetrative sex. Also known as 'coming' or 'climax'.

Outer Lips - Also known as labia. Outer lips/folds of skin as part of the vulva, which cover the sexual parts of a woman's or girl's body including her inner lips (also known as labia), clitoris, urethra and the entrance to the vagina.

Ova – plural of ovum (eggs)

Ovary – where the ova (eggs) are kept. There are usually two.

Ovum – the egg from a female that could potentially become a baby if it meets with a sperm.

P

Period(s) – See menstruation

Period pants - Period pants are leak-proof knickers, worn instead of a pad, a tampon or menstrual cup during a period. They usually hold around two standard tampons' worth of menstruation blood so it doesn't leak through onto the clothes. They can be worn all day and washed in a washing machine.

Puberty – Emotional and physical changes that happen in early adolescence, as the body begins to mature sexually and develop.

Penis – Also known by slang names such as ‘willy’, ‘cock’ or ‘dick’, this is the shaft shaped reproductive organ that hangs outside the male body. An organ that can help transport urine (wee) and sperm away from the body. When rubbed or stroked, the penis can become hard and sexually aroused, and ejaculation and orgasm can happen.

Progesterone – One of the female sex hormone that plays a part in regulating a girl’s menstrual cycle.

Prostate Gland – The muscles of the prostate gland help propel semen into the urethra during ejaculation.

Pubic hair – Hair which starts to grow around the genitals during puberty.

R

Relationships – Intimate and close friendships or emotional attachments. These can take on more importance as we reach puberty. Can be of a sexual nature.

S

Sanitary pad/towel – See menstruation/period pads.

Semen – Contains sperm, the male reproductive agent, produced in their millions every day from puberty, in the testicles, and seminal fluid.

Seminal fluid – Fluid that is added to the sperm by the prostate gland to protect and provide energy for the sperm to swim.

Sex – A term used to describe someone’s biological sex, or can be used to describe all the different ways two individuals can touch each other in a sexual way; that includes touching their genitals in a way that feels nice to them.

Sexual Intercourse – Sexual contact between individuals involving penetration, especially the insertion of a man’s erect penis into a woman’s vagina, typically culminating in orgasm and the ejaculation of semen. If it occurs when the woman is ovulating (releasing an egg), it can lead to conception, where the sperm fertilises the egg.

Sexual orientation: who someone is attracted to, physically and emotionally attracted, e.g. a person of the opposite sex, a person of the same sex, or both (bisexual).

Sexual Reproduction – Occurs when a male sex cell (sperm) and the female sex cell (egg) join. This fusion of sex cells is called fertilisation. Sexual reproduction allows some of the genetic information from each parent to mix, producing offspring that resemble their parents, but are not identical to them. In this way, sexual reproduction leads to variety in the offspring. In humans this process may happen through sexual intercourse or IVF.

Scrotum – Sack or pouch which hold testicles. During puberty the scrotum becomes baggy, helping the testicles to hang away from the body. This helps to keep the temperature down, which allows sperm to be produced.

Smegma – A creamy substance which builds up under the foreskin. It is normal but can be smelly if left unwashed. To wash under the foreskin, pull it back gently and gradually and wash around the head of the penis with soapy water.

Sperm duct – Also known as ‘vas deferens’. The job of these tubes is to carry sperm to the urethra before ejaculation.

Spots – See Acne.

Sweat – During puberty new sweat glands start to work, producing a distinct body odour. Washing every day with soap and water and changing clothes regularly becomes important.

T

Tampon – a compressed pad of cotton wool created into a plug that can be inserted into the body in the vaginal passage by the girl or woman to soak up the period blood before it leaves the body in order to protect her clothes and to allow her to go swimming during her period, if she chooses.

Testicles – Also known as ‘balls’, these are held in the scrotum (sack/ball bag) found below the penis, which produce millions of sperm every day.

Testosterone – The male sex hormone. During puberty, rising levels of testosterone encourage the growth of the testicles, penis, and pubic hair. The voice begins to deepen, and muscles and body hair grow. Along with these changes comes growing sexual desire.

U

Urethra – The tube which runs from the bladder to the outside of the body, either through the penis or to an opening above the entrance to the vagina. It also carries sperm to the penis.

Urinary opening – Opening of the urethra, a separate opening from the vagina (lying above it), where urine (wee) comes out.

Uterus – A fertilised egg (one that has joined a sperm) embeds itself into the lining of the uterus and grows into a baby. If this doesn't happen the lining of the uterus comes away as part of a period and renews itself for the next month.

V

Vagina – The opening of the reproductive part of the girl's body (the passage which leads to the womb). This is also the passage through which the penis enters during sexual intercourse and where tampons and Mooncups or Menstrual cups are placed during menstruation.

Voice – For boys, puberty brings changes to the voice box. Voices 'drop' and become deeper. This happens as the larynx (voice box) grows and this makes voices deeper. Voice sometimes comes out as a squeak when the muscles of the larynx go out of control for a moment. Girls may also notice a change in their voice too, as their voice box grows.

Vulva – Vulva refers to the external parts of the girl's genitals which you can see. This includes the clitoris, two sets of lips- the inner and the outer (also known as labia), the urethra (wee hole) and the entrance to the vagina.

W

Wet dreams – A nocturnal emission, informally known as a wet dream, is a

spontaneous orgasm during sleep that includes ejaculation for a male, or vaginal wetness or an orgasm (or both) for a female. This is normally associated with boys during puberty but girls can experience them too and is a sign of sexual awakening. Sometimes boys will notice a wet stain in their pyjamas or on their sheets, whereas girls will notice increased vaginal wetness. However, this can be tricky to identify and so it is normal for girls and women to not know whether or not they've had an orgasm in their sleep.

Womb – (See uterus).

