



## Dear parents/carers/guardians

We are delighted to introduce Growing up with Yasmine and Tom. A practical online resource developed to aid teachers with Relationships Education, which became statutory in primary schools in September 2020.

This aspect of the curriculum supports the development of respect for difference and development of skills in staying safe on and offline. Equally, this education supports the development of positive relations with friends, families and other adults and children.

Growing up with Yasmine and Tom is fully compliant and is one of a kind. It is written by teachers for teachers and is fully [accredited by the PSHE Association](#).

This resource was developed to provide peace of mind for education professionals, UK wide in covering the key aspects of statutory relationships education including, for example:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- 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.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

The following pages will provide you with an outline of what is taught in Modules one to three; covering ages, 5 to 11 year.

### Module One Lessons: Year One and Two (ages 5 to 7)

#### Families - Introducing Yasmine and Tom

- To be introduced to the theme and characters for this series of lessons.
- To begin to be able to challenge gender stereotypes.
- The children will describe some ways that boys and girls are similar or the same.
- The children will know that there is more than one way to be a boy and more than one way to be a girl.

#### Families - Different families

- To develop understanding that there are many different types of family and that in our school we value all types of families equally.
- The children can identify different types of families.
- The children can describe a similarity and difference between different types of families.

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### **Caring Relationships - Friendship and feelings**

- To understand how to be a good friend and what makes friendship feel good.
- The children can describe what makes a good friend.
- The children can identify when friendship feels good.
- The children can describe how to solve a problem when a friendship goes wrong.

### **Being Safe - My brilliant body**

- For pupils to recognise that all bodies are different and that all bodies can do different things.
- To begin to develop a positive body image about themselves and learn skills to respond to any negative comments about their bodies.
- Children can explain that all bodies are different.
- Children can say what is brilliant about their body.
- Children can explain what to do if someone says mean things about someone's body.
- Children can describe how to get help.

### **Being Safe - Keeping clean and taking care of myself**

- To develop an awareness of and take increasing responsibility for taking care of their own needs.
- Children can name the objects that are used to help keep someone clean and healthy.
- Children can explain why it is important to keep clean.
- Children can explain what to do if someone says mean things about someone's body.
- Children can do things for themselves to look after their body and which things they are learning to do.

## **Module Two Lessons: Years Three and Four (ages 7 to 9)**

### **Being Safe - Keeping safe**

- To have an awareness of some of the ways that they can keep themselves safe.
- To build a support network of people who can help them.
- Children can recognise when a situation is safe or unsafe.
- Children can describe some ways that can keep them safe.
- Children can describe how to get help.

### **Changing Adolescent Body - Naming body parts**

- To be able to name their personal and private body parts, in a safe space, confidently.
- To understand what 'private' means.
- Children can name the different parts of their body including the private and personal body parts.
- Children can explain what private and personal parts are and how they are identified.

### **Families - Families and getting on with our families**

- To explore further diversity in families and to have some ideas of what to do if there are any difficulties in their family.
- Children can tell you one thing that most families have in common and one way in which families can be different.
- Children can explain how they would respond to unkind, mean or bullying behaviour about their family or someone else's.
- Children can identify who they can talk to if they are worried about anyone or anything in their family.

### **Caring Relationships - Introducing Yasmine and Tom**

- To establish a working agreement/ground rules with the group.
- Children can contribute to small group discussions.
- Children can identify one person they can talk with about growing up.
- Children can identify something that will make them feel safe to discuss their bodies and relationships.

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### **Caring Relationships - What makes a good friend?**

- To develop pupil understanding of what a good or healthy friendship is.
- Children can tell you two things that make a good friend.
- Children can tell you two things that would make them think someone is not a good friend.
- Children can explain what they need to do to be a good friend.

### **Respectful Relationships - Gender stereotypes and aspirations**

- To develop an understanding of gender stereotypes.
- Children can take part in a discussion and respond respectfully to someone they don't agree with.
- Children can describe what a stereotype is.

### **Online Relationships - People who can help us on and offline**

- To ensure all pupils know who they can ask for help.
- Children can identify someone they can ask for help if they need it.
- Children can explain what the CEOP reporting symbol means.

### **Being Safe - Is it risky?**

- To begin to develop skills in assessing and managing risk.
- Children know what risky means and that some risks are good and for others they need to think carefully.
- Children are beginning to understand how to take steps to assess risk and keep themselves safe.
- Children can say no to things they don't want to do.
- Children can use 'Stop Think Go' to help them know what their options are if they start to feel unsafe.

### **Being Safe - People who can help us on and offline**

- To ensure all pupils know who they can ask for help.
- Children can identify someone they can ask for help if they need it.
- Children can explain what the CEOP reporting symbol means.

### **Changing Adolescent Body - My personal and private body parts and keeping safe**

- To reinforce language for the personal and private parts of the body and to explore ideas of safe touch, personal space and consent.
- Children can label the personal and private parts of bodies.
- Children can explain the difference between safe and unsafe touches.  
Children know that no one has the right to touch them in a way that feels unsafe not even someone in their family.

### **Changing Adolescent Body - Body care**

- To feel good about our bodies and to understand more about keeping clean and not spreading germs.  
Children can tell you at least one brilliant thing about their body.
- Children can explain which parts of the body they particularly need to keep clean as they get older.

## **Module Three: Years Five and Six (ages 9 to 11)**

### **Caring Relationships - Friendships and secrets**

- To explore trust and secrets in our friendships.
- Children can explain the difference between a safe and unsafe secret.
- Children can describe some qualities of a good friendship.
- Children can ask for help if they need it.

### **Caring Relationships - Friendships and pressure**

- To explore peer pressure and develop the skills to say no.

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- Children can explain what peer pressure is.
- Children can say no to something they don't want to do.

### **Respectful Relationships - Identity and prejudice**

- To develop pupil understanding of key terms related to sexual identity and gender identity and the unacceptability of prejudice.
- Children can define what sexual orientation and gender mean.
- Children can identify things that shape their personal identity.
- Children can explain what prejudice means.

### **Respectful Relationships - Equality and the law**

- To understand more about discrimination and the groups covered by the Equality act.
- Children can describe discrimination.
- Children can explain that groups of people are protected by the Equality Act.
- Children can describe ways to challenge prejudice and discriminatory behaviour.

### **Respectful Relationships - Keeping safe and unsafe touch**

- To understand safe and unsafe touch.
- To be able to say no to unwanted touch or behaviour.
- Children can explain the need to ask and receive permission (consent) for some types of touch.
- Children can identify when physical contact feels unsafe and describe how to ask for help.
- Children can evaluate the importance of choice, control and time limit in making safer choices.

### **Online Relationships - Online and offline friendships**

- To explore the challenges of on and offline friendships.
- Children can explain how healthy friendships and relationships make them feel.
- Children can explain what online bullying is.
- Children can tell someone what to do if they see something that is upsetting them or shocking online.

### **Online Relationships - Keeping safe and online images**

- To develop pupil understanding of the risks of sharing images of themselves and their bodies online.
- Children can explain why posting pictures could be risky.
- Children can explain the law about sharing pictures of a child's personal and private body parts.
- Children can describe how to help a friend who has made a 'mistake' online.

### **Being Safe - Keeping safe and unsafe touch**

- To understand safe and unsafe touch.
- To be able to say no to unwanted touch or behaviour.
- Children can explain the need to ask and receive permission (consent) for some types of touch.

### **Being Safe - Getting help**

- To learn about who can help including external services and know that it is good to talk no matter what the issue.
- Children can describe what Child Line is and how to access it.
- Using their helping hand, children can identify who they can go to for help.
- Children can explain that there is nothing too awful or small that they can't talk to someone about it.

### **Changing Adolescent Body - Introducing Yasmine and Tom**

- To introduce the unit of work and develop ground rules for the unit.
- Children can tell you two things that change as we get older.
- Children can explain what ground rules are and why they are important.

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### **Changing Adolescent Body - Changes at puberty**

- To understand physical and emotional changes at puberty.
- Children can identify some of the changes that will happen in their body and other bodies during puberty.
- Children can describe who to talk to when they need help dealing with the changes at puberty.
- Children can ask for support for any changes that are difficult to manage.

### **Changing Adolescent Body - Periods (menstruation)**

- To learn about periods (menstruation).
- Children can explain what a period (menstruation) is.
- Children can suggest ways to overcome possible problems from periods.

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