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Welcome to FPA's fully interactive primary school resource Growing up with Yasmine and Tom, to support the delivery of statutory relationships and health education for key stages 1-2. This resource also supports the statutory science curriculum and delivery of sex education. Therefore, the programme contributes to the health, wellbeing and personal development of pupils in primary school.

This package of materials covers the following topics in age appropriate ways.

My body

Life Cycles

Keeping safe

Feelings

Relationships

Online technology safety

Gender stereotypes / celebrating difference

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, under sections 34 and 35 of the Children and Social Work Act 2017, made Relationships Education and Health Education compulsory for all pupils receiving primary education.

Relationships education provides the fundamental building blocks, skills and characteristics needed for positive relations with friends, families and other adults and children. This aspect of the curriculum supports the development of respect for difference and skills in staying safe on and offline.¹

This resource covers 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

Health education is also statutory at primary level:

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.²

1. Relationships Education, Relationships and Sex Education (RSE) and Health Education, statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, DfE, 2019.
2. Relationships Education, Relationships and Sex Education (RSE) and Health Education, statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, DfE, 2019.

This resource contributes to supporting pupil safety, health and wellbeing now and in the future and covers key aspects of health education including for example:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

In addition this resource contributes to certain aspects of the National Curriculum science programme of study.

Parental right to withdrawal

Parents and carers do not have the right to withdraw their children from relationships education, health education or National Curriculum science.

Parents do have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. This resource does include teaching and learning about how babies are conceived and born. This could be considered to be sex education that is outside of the science curriculum.

The learning outcomes grids for each module clearly identify how each lesson covers content described in the DfE guidance and which lessons contain activities which could be deemed to be sex education.

Methodology

Yasmine and Tom, our characters, will guide your pupils through lots of situations and provide stimulus to explore some tricky issues. The characters get older as the pupils do so they will stay relevant throughout primary school.

Relationships and sex education (RSE) will be delivered as part of a planned PSHE education curriculum. The following documents could be used to plan and inform your broader PSHE programme of study within which these Yasmine and Tom relationships and sex education lessons would sit.

Programme of Study for PSHE Education (Key stages 1–5), PSHE Association
<https://www.pshe-association.org.uk/>

Sex Education Forum Relationships and Sex Education Curriculum Design Tool
<https://www.sexeducationforum.org.uk/>

The Yasmine and Tom lessons can be delivered as a whole programme or you can choose to deliver certain sessions to supplement a current programme of relationships and sex education within your PSHE curriculum and across more than one year group.

In best practice, teachers will review and amend the lesson plans to meet the needs of their pupils. Timings given on the lesson plans are for guidance and teachers will make decisions about how to use the suggested activities to best support learning. The lessons aim to provide opportunities for pupils to develop their knowledge and understanding, explore attitudes and values and most importantly to

learn key skills that will help to keep them healthy and safe now and in the future.

The FPA believes that inclusive relationships and sex education delivered in an age appropriate, safe way is an entitlement for all children and young people. However, relationships and sex education is still subject to public debate and concern and therefore we urge teachers to ensure that they have fully prepared for delivery of this important and sometimes sensitive subject. Reading the guidance below will support with this.

Training

Ideally, teachers delivering relationships and sex education will have accessed training either within schools or through reputable external providers such as the PSHE Association, Sex Education Forum, Brook or Stonewall and to ensure safe teaching and learning all teaching staff should read the guidance provided with this resource.

Steps for successful delivery of these lessons

<p>1 Read</p>	<p>To ensure you are informed of the law related to relationships and sex education including parental right to withdrawal read:</p> <p>Relationships education, relationships and sex education (RSE) and health education: Statutory Guidance, DfE, 2019</p> <p>Other relevant reading includes:</p> <p>Keeping Children Safe in Education; Statutory guidance for schools and colleges on safeguarding children and safer recruitment. (DFE-00248-2018)</p> <p>Equality Act 2010: advice for schools (DFE-00296-2013)</p>
<p>2 Read</p>	<p>Read your school's <i>Relationships and Sex Education Policy</i> so that you can ensure that your teaching and learning is guided by and reflects the core messages and principles of the policy.</p>
<p>3 Explore</p>	<p>Explore your own values related to the issues covered in the programme including for example same sex relationships and to be aware of how any personal experiences could impact on delivery. The responsibility of a teacher is to work within the values of the school policy and to take care with personal disclosures.</p>
<p>4 Learn</p>	<p>As suggested above it is highly recommended that teachers are trained prior to delivery of this module. Teachers can also educate themselves in a range of ways by reading round the subject. This learning can also include ensuring an understanding of the school community.</p> <p><i>'A good understanding of pupils' faith backgrounds and positive relationships between the school and local faith communities help to create a constructive context for the teaching of these subjects'</i></p>
<p>5 Plan the overview</p>	<p>Review the Yasmine and Tom lessons (perhaps with your PSHE Co-ordinator) and consider how they supplement your current programme of PSHE education.</p> <ul style="list-style-type: none"> • What can they replace? • Where do they best fit within the programme? • Will you split the lessons across the year or key stage or deliver in one block? • Will some lessons need splitting into two or developing with further activities? • What would be the best order to deliver the lessons in? (FPA provides a suggested order, but there may be a better order which suits other learning across the curriculum) • What may still be missing from an effective programme of relationships and sex education and what can fill this gap? (See signposting to additional resources within the lesson plans for ideas.)

<p>6 Inform and engage parents and carers</p>	<p>Parents and carers regularly state that they like to know when schools are delivering relationships and sex education so they can follow-up at home. Best practice therefore would be to ensure that PSHE Education including RSE is included in newsletters and curriculum information being sent home to parents and carers. Care should be taken to ensure that this information is accessible to parents and carers including those who have English as an additional language. There is a statutory duty to publish PSHE Education curriculum information on the school website and parents and carers could be reminded to review this to see what is being delivered. In communicating with parents and carers schools can provide reassurance by giving clear messages that reflect current school policy and practice, for example:</p> <ul style="list-style-type: none"> • the curriculum is age appropriate and delivered within a values framework that reflects the ethos of the school • the RSE curriculum is delivered by trained teachers who establish a safe, learning environment and work within school policy • the curriculum is inclusive of, for example, a range of religious beliefs and family types and seeks to challenge stereotypes and prejudice and ensure all children see themselves represented • relationships and sex education supports children to stay safe and healthy now and in the future. <p>Particular effort should be made to engage with parents and carers from a range of faith and religious groups in discussions about relationships and sex education so that schools can understand any concerns and potentially mitigate against them. For example, some parents and carers will be reassured to know that the focus of RSE is on staying safe and having healthy relationships and others will be reassured to know that RSE acknowledges different faith perspectives on marriage for example. Equally, clear messages that same sex marriages are recognised in law and will be talked about as part of learning about family diversity can be given. Avoiding delivery of relationships and sex education during key religious times such as Ramadan will also show cultural and religious sensitivity. Schools may also need to look at getting key parts of the policy translated or ensuring there are interpreters at parent and carer evenings when RSE is being discussed.</p> <p>All parents and carers should be informed of their statutory right to withdraw their child from sex education. This information could be included in the welcome packs on admission to the school. However, it is hoped that involved and informed parents and carers won't take this option.</p>
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<p>7</p> <p>Reflect</p>	<p>Prior to delivery of the lessons reflect on the pupils in your class and ask yourself the following types of questions:</p> <ul style="list-style-type: none"> • What can I do to ensure a safe learning environment for all pupils? See Guidance sheet 1: Safe learning environment and ground rules. • Do I know of any reasons why one or more of these lessons will be difficult or sensitive for pupils in my class (e.g. bereavement, experience of sexual abuse or domestic abuse, divorce or separation, being adopted or looked after) and then, how will I support more vulnerable pupils in these lessons in partnership with families? • Do I need to speak to the team supporting a vulnerable child (for example SENCO, INCO, Learning Mentor etc), the child and family before delivering the programme? • How will I differentiate to ensure all pupils are able to access the learning? • Will I need to organise any pre- teaching of key language or concepts to support and include children with Special Educational Needs or Disability (SEND)? • Are there some children who, due to their developmental stage, these lessons may not be appropriate and therefore need individualised planning and parallel learning? Can I involve others in this such as the school nurse? • How will I manage the range of 'maturity' of pupils in the class, perhaps by thinking about groupings and whole class teaching? • What aspects of these lessons cause issues or anxiety for me and who can I ask for help? • What are my strategies for dealing with embarrassment? • Would it be possible to co-deliver these lessons with a more experienced member of staff or the PSHE Co-ordinator? • What questions might pupils ask me and how can I be prepared? See Guidance sheet 3 - Answering questions. • Am I confident in the school's safeguarding procedures? • How will I manage any disclosures within or outside of lessons? See Guidance sheet 2: Confidentiality and safeguarding. • Who might I need to feedback to after these lessons? • Do I need to speak to support staff about the core messages of these lessons and the key language they need to reinforce (for example scientific terms for personal and private parts of the body)? • How will I ensure these lessons are inclusive of all groups of pupils and how will I ensure that all groups are represented in resources? • How will I support gender – questioning children, particularly in lessons about personal and private body parts and puberty?
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<p>7 Reflect (continued)</p>	<p>See Guidance sheet 4 - Inclusive relationships and sex education.</p> <ul style="list-style-type: none"> • How will I make sure all family types are valued and adopted and looked after children feel included? • Is my language inclusive (for example: 'these changes happen to most girls and most boys', 'families grow in different ways', grown up instead of mum or dad.) • Would it be appropriate to teach some sessions in single gender groups? <p>See Guidance sheet 4 - Inclusive relationships and sex education.</p> <ul style="list-style-type: none"> • How will I challenge prejudice such as homophobia, transphobia, sexism, disablism or racism if it arises? • How can I make sure that children feel calm and safe at the end of these lessons? • How will I signpost where children can get help or advice if the lesson has triggered worries or questions? • How can I ensure that children are able to reflect and voice their responses to these lessons? • How will I ensure the programme appropriately reflects different religious viewpoints? • What needs assessment or baseline assessment activity could I do prior to delivering the unit of work to support the planning of the lessons and then to assess learning?
<p>8 Plan lessons</p>	<p>Review the lessons in detail and make any necessary amendments to ensure that this lesson is planned in line with school policy and practice and builds on learning from previous years. Consider how you set the room up and ensure flexible seating arrangements to enable pupils to work together in small groups. A comfortable setting can contribute to a confidence-building atmosphere. Consider the best time of day for delivery of these lessons. Before a break or lunch time will perhaps enable children to seek help or ask further questions if they need to. Develop rituals by following a similar process for each lesson, pupils will feel more familiar and confident and engage more fully with the content of the lesson.</p>
<p>9 Deliver</p>	<p>Deliver the planned lessons ensuring a safe learning environment for each lesson. See Guidance sheet 3 - Answering questions. Begin with the lesson that introduces Yasmine and Tom and supports the development of ground rules.</p>

10 Evaluate	<p>At the end of each lesson and at the end of the module briefly record your reflections on how the lesson went and on how well pupils progressed. Evaluate the unit of work with pupils either through a questionnaire or through focus groups which ask the following types of questions:</p> <ul style="list-style-type: none"> • What did you learn in our relationships and sex education unit of work that you found particularly interesting? • How do you feel about growing up and changing after these lessons? • What skills have you learnt? • What other skills do you think you need as you change and grow up? • What activity or lesson did you enjoy most and why? • How did you feel during the lessons? Did you feel safe to learn? What would have made it safer? • What would you like to learn about in next year's unit of work? • Do you have any questions? <p>This evaluation can be fed back to the PSHE co-ordinator and used to inform delivery of the Yasmine and Tom lessons next year.</p>
11 Follow up and embed	<p>Teachers may need to check back with individual pupils or the class to ensure that they do not have any worries or questions. Teachers may also need to feedback to parents and carers and the team around a child. Use opportunities throughout the taught and caught curriculum to reinforce positive messages about health and wellbeing. For example:</p> <p>Science – healthy bodies RSE – different faith perspectives on rites of passage Literacy – use texts to discuss and challenge stereotypes, relationships etc. Philosophy for children – critical and caring thinking Break time – to reinforce ideas of consent and respect.</p>

Guidance sheet 1 – Safe learning environments and ground rules

Safe learning environments

A safe learning environment should be established for the delivery of relationships and sex education lessons. This includes.

- Knowing about and planning to meet the needs and vulnerabilities of children in the class.
- Ensuring everyone feels included and valued (e.g. use of language, resources, images).
- Being prepared with responses to unexpected disclosures or tricky questions.
- Maintaining respect, rights and responsibilities by adopting a school charter or set of golden rules.
- Involving children and young people in devising and agreeing a set of ground rules that are related to a specific topic in PSHE or RSE (see below).
- Clear learning outcomes and expectations for behaviour (in line with other curriculum subjects)
- Distancing techniques (for example: what might a child in year 6 be worried about, instead of what are you worried about).

- Guidance for pupils on what to share, what confidentiality means and limits of teacher and school staff confidentiality.
- Guidance for pupils in managing strong feelings during these lessons (if for example they feel embarrassed or worried).
- Question boxes and thought walls.
- Sign-posting information about where to get further help in and outside of school.

Ground rules

Ground rules will be developed as part of the first Yasmine and Tom lesson. Ground rules provide guidelines and boundaries to create an environment where pupils feel safe to participate in a lesson which may be challenging or sensitive for some.

Schools will have in place 'School Rules' or 'Golden Rules' or 'Class Charters' these set the tone for expectations and behaviour inside and outside the classroom. Ground rules build on these to develop a way of working within PSHE and relationships and sex education. Pupils can be supported to understand that whilst PSHE is 'just' another curriculum subject it does sometimes deal with issues that may be tricky, or sensitive or make some of us feel uncomfortable some of the time and that whilst it is Ok to feel these feelings our ground rules can help us to feel as safe as possible.

It is important pupils have ownership of these ground rules and so class teachers will use a range of methods to encourage pupils to develop these. For example groups could be given a flip chart and ask to write down all the things that help them feel safe in class to learn about relationships. Groups then feedback and a class list of ground rules is negotiated.

Some further ideas for good ground rules include.

- Age appropriate
- Worded in the 'positive'
- Accompanied by pictures and signs (perhaps showing pupils keeping to the ground rules)
- Displayed in the classroom
- Referred to at the beginning and end of the lesson (which ground rules did we keep to today?)
- Linked to reward systems for positive behaviour, but not used to sanction or as school behaviour policy would be used for this purpose
- Regularly reviewed and adapted when relevant to lesson content.

Some example ground rules for relationships and sex education include.

- Listen to each other
- Try to join in and encourage others to join in
- Right to pass
- There are no wrong answers
- It's OK to disagree respectfully
- It's OK to change our minds
- Be respectful
- Avoid personal questions
- Use scientific language for personal and private parts of the body
- Think about what personal information you share

- Confidentiality (limits of teacher confidentiality)
- Ask for help if anything makes you feel worried
- Laugh with, not at

Ensure that you have read Guidance sheet 2 on confidentiality and safeguarding.

Guidance sheet 2: Confidentiality and safeguarding

Disclosures

Relationships and sex education can give rise to pupil disclosures. Children and young people should be told, in age and maturity appropriate language that school staff can keep confidentiality except when the adult is concerned about their safety or that of another child. When age appropriate, children and young people should be informed of sources of confidential help such as the school nurse (in a one-to-one setting) and ChildLine. RSE lessons may raise concerns for children and young people themselves or members of their family and the teacher should indicate who they can talk to about this or any other concern. It is important to acknowledge how difficult and /or brave the child has been to share this information and explain in child-friendly language what needs to happen next to keep them safe. If the disclosure has taken place in front of peers, it is also important to briefly acknowledge what has happened with the rest of the class, signpost where to ask questions or talk about this and where possible, return to the learning objectives of the lesson.

Confidentiality as a ground rule

In practice, confidentiality as a ground rule in an RSE lesson will mean:

- respect for the privacy of the individual – no one will be pressured to answer questions or to share anything they don't want to and highlight that everyone has the right to pass
- everyone taking responsibility for what they share (children will need guidance on this issue) and sometimes not naming names if they are talking about friendship issues for example
- not talking about any personal content that arises during the lesson outside of the lesson – for example that someone's parents are divorced
- explaining that it is fine (and a good idea) to share, talk and ask questions about this learning with family and trusted adults
- adults in the classroom being bound by the same rules, except where a child discloses something that the adult is obliged to report under safeguarding responsibilities.

Safeguarding

If a child discloses information which is sensitive and which the child asks not to be passed on, the request can be honoured unless this is unavoidable in order for teachers to fulfill their professional responsibilities in relation to: safeguarding, cooperation with a police investigation or referral to an external service. School staff cannot and should not promise total confidentiality and at all times will work within the school's Safeguarding and Child Protection Policy and statutory guidance Keeping Children Safe in Education; Statutory guidance for schools and colleges on safeguarding children and safer recruitment (DFE-00248-2018).

Guidance sheet 3 - Answering questions

Being curious is part of learning and relationships and sex education is often an area where children have a range of questions to ask. Responding to pupils' questions is a way that adults can model that there are not taboo subjects and that we can talk about sometimes difficult and sensitive things.

Many schools use question boxes or ask it baskets to encourage the posting of anonymous questions and it can be helpful to consider how to ensure that everyone has an opportunity to post a question. For example, in at least one RSE lesson everyone could be given a blank piece of paper and encouraged to write a question or to 'pass' and to put this into the 'ask it basket' or question box. Teachers can then take these questions away and use them to plan lessons and or develop opportunities for individuals or groups to research the question (if appropriate) or to apply knowledge they have learned. The question box can also be used to delay responding to a question; for example *'Great question, put it in the question box and we will find the answer next lesson.'* This would also give the teacher the opportunity to seek advice from colleagues or the PSHE co-ordinator as to how to answer a tricky or difficult question. Responding to questions therefore may be, but doesn't have to be a teacher led activity.

Pupils will ask questions spontaneously during lessons. Teachers often worry what questions they are 'allowed' to answer and how. It is recommended therefore, that prior to delivery of the Yasmine and Tom lesson plans, PSHE teachers and support staff explore and agree together how they will respond to an anticipated range of questions that could come up, taking into account the age and needs of the class. This preparation, alongside training and the principles below should enable school staff to feel confident about responding to questions. It is also worth remembering that children will often take information that they need or are ready for and will just not "hear" specific bits of information if they aren't ready to do so.

The answers to any question should be age appropriate and will therefore vary in detail and approach. There are lots of ways of answering these questions that will be appropriate to your school and pupils. Best practice schools may want to develop example 'scripts' and responses to questions.

Responding to questions is an opportunity to repeat core values or messages. For example, it is very important to stress consent and be sure that we are doing things people like and never force anyone to do anything they don't want to and that it is always OK to tell someone if something is happening that you don't like.

Having a set of ground rules helps to provide boundaries over what is appropriate and not appropriate and about how to respond to unexpected, embarrassing questions or comments from pupils in a whole-class situation. However, it is important that teachers realise that ground rules will only go so far, and that they, as the teacher are always still responsible for staying in control of the discussion and keeping everyone safe.

Principles for responding to questions:

- It is always possible to defer answering a question by for example suggesting it goes into the question box.

- If a question is of a personal nature, remind the pupils of the ground rule: '*no one has to answer personal questions*'. You may then choose to respond to what could be 'underneath' the question asked.
- Question boxes or 'ask it baskets' will be used, when appropriate to collect questions. The teacher will read these questions and decide on appropriate responses before answering them in class.
- If a teacher or member of staff does not know or is unsure of an answer, they will say so and explain that they will get back to the pupil or student later (and specify when).
- The teacher could respond to a question by checking out what the pupil already knows.
- Colleagues or the PSHE co-ordinator can always be consulted for support. It may be appropriate (having agreed with the pupil or student) to liaise with parents or carers and explain what question was asked and how you responded.
- Use short, simple and concrete piece of information using scientifically correct, simple and age appropriate language. It is particularly important to avoid metaphors and phrases such as 'time of the month', 'voice-breaking' which will create confusion particularly for some pupils with autistic spectrum condition.
- Check in with the pupil that your response answers their question.
- Recognise different views are held, for example, about contraception, abortion and sex before marriage.
- Place within the context of the schools' RSE curriculum, past and in the future. "At the moment we are looking at 'X', in Year 4 you will look at 'Y' in more detail". Sometimes you may also revisit and 'go back' to resources used in earlier years to consolidate learning.
- If a question is presented in a way that makes you think the pupil is trying to shock or embarrass, you could, as appropriate, ask if that is their intention, ask what they think the answer is, defer to the question box or model that even if you sometimes get embarrassed it's still ok to talk about these issues.
- If a question is very explicit; seems too old for a pupil; or inappropriate for a whole class session, acknowledge the question and arrange to respond later. If the nature of this question raises concerns about what the child or young person has been exposed to or experienced, follow the school's safeguarding policy.
- If the question indicates the pupil or student requires further support, they could be referred to the school nurse, school counsellor, help-line or outside agency.

(With thanks to Brighton & Hove City Council for sharing this extract from their *Relationships and sex education guidance for Brighton & Hove schools and colleges*, 2015)

Guidance sheet 4 - Inclusive relationships and sex education

Educational settings have a clear duty to ensure that teaching is accessible to all children and young people and that all make progress in their learning. Inclusive RSE will foster good relations between all pupils and students, and tackle all types of prejudice, promote understanding and respect, thus enabling schools to meet the requirements, and live up to the intended spirit of the Equality Act 2010.

All children, whatever their experience and background, are entitled to quality relationships and sex education that helps them build confidence, a positive sense of self and identity and the ability to stay healthy. All classes include pupils with different ethnicities, abilities and disabilities, languages, faiths, experiences and backgrounds, genders and sexual orientations. To encourage pupils to participate in lessons, teachers should ensure content, resources, approaches and language used reflect and value

the diversity of the school community. Lessons and resources should be differentiated to help all pupils access learning, and to feel valued and included in the classroom. RSE teachers should actively engage pupils from a range of different groups for their feedback on the RSE programme and ideas for improving it. RSE promotes awareness, respect and understanding of the wide range of practices and beliefs relating to relationships and sex in our society. RSE, therefore is an opportunity to explore the different views that children and young people hold in safe and supportive learning environment.

1. Gender, gender identity and sex

Gender stereotyping is prevalent through society and sexism is a very common experience to girls and women throughout their lives. This can be both in terms of expectations of what they are capable of and remarks and actions that make them feel uncomfortable, that are unsafe, limiting or threatening. Much work needs to be done to counter these assumptions and its effects on all genders and the RSE curriculum is a good place to do this. Effective work on exploring gender stereotyping in RSE will encourage aspirations, reduce transphobia, homophobia, biphobia and sexism and contribute to the forming of healthy, respectful relationships and encourage an understanding that there are more ways than one to be a girl or boy. The Yasmine and Tom resource includes lessons on gender stereotyping.

RSE provides an opportunity for children and young people to develop a positive sense of identity including related to gender and to understand the difference between gender identity and assigned sex. Gender identity is a person's private sense of identity relating to their gender. It is about how we feel about our gender and may not be the same as how we are perceived by other people. Teachers should try to avoid assuming that all children are cisgender (i.e. identify with the gender they were assigned at birth). The Yasmine and Tom resource models this in part through the use of language such as 'most boys' and 'most girls'.

Teachers in early years and key stage 1 need to understand that occasionally even a very young child will express confusion about their gender identity or will sometimes express very clearly that their gender identity does not match the gender they were assigned at birth. Supporting a child to express their gender identity will have a positive impact on a child's emotional and mental health and does not necessarily mean that child will grow up to be trans. Children's sense of their own gender may also change over time. School staff also need to be aware that what a child chooses to wear is not necessarily a sign that they are trans - and so a child for example wearing clothes stereotypical to the opposite gender to the one they were assigned at birth might just be saying they prefer to wear those clothes.

The majority of an RSE programme will be delivered in mixed sex groups. It is important that all genders are encouraged to learn about the experiences at puberty of different genders and to communicate with each other and so develop understanding and empathy.

However, it may be useful to occasionally create opportunities for single gender group work to respond in more in depth to concerns of the different genders. Providing girls with an opportunity to discuss and ask detailed questions about menstruation and boys an opportunity to discuss erections, wet dreams, facial hair and shaving may be an example of this. When setting up any single gender group however, adults should make it clear that pupils and students are invited to attend the group that corresponds to their gender identity.

For trans children any single gender grouping or gender based seating plan raises issues and can cause discomfort. Out trans children can be supported to attend the group they wish to attend. If a trans child does attend a group that corresponds with their gender identity rather than sex assigned at birth they may need a 1:1 opportunity with a school nurse for example to explore the biological changes they may be faced with at puberty.

Boys often say they can feel excluded because RSE seems to be aimed more at girls. RSE planning needs to be developed with this in mind; therefore ensuring that learning about the key changes at puberty for most boys gets similar coverage as the key changes at puberty for most girls. It would also be important to explore why boys need to know about periods and girls need to know about wet dreams.

All schools and colleges, including primary schools need to ensure there are adequate arrangements to help girls and trans boys cope with menstruation in school, which might include providing sanitary disposal facilities in toilet cubicles and ensuring availability of period products including towels and tampons.

2. Sexual orientation

Teachers should avoid assuming that all intimate relationships are between opposite sexes. Assumptions should not be made that all children and young people are or will be heterosexual or that they come from families with heterosexual parents. Sexual orientation is best viewed as a spectrum with some people moving along the spectrum at different times of the lives. Teachers should also acknowledge that some people are asexual or will choose to be celibate and not present sexual activity as something which is inevitable in everyone's lives.

At a primary school level, the focus in RSE is on building self-esteem and respect for self and valuing caring, loving and healthy relationships and avoiding prejudice and discrimination. Different families will be discussed and that some people form same sex relationships will be acknowledged. The Yasmine and Tom resource includes lessons on family diversity and as age appropriate understanding of different terms.

Primary schools need to be able to deal effectively with homophobia and biphobia including being confident in challenging homophobic and biphobic language. This should be addressed in anti-bullying and equality policies. Homophobic and biphobic bullying makes schools unsafe for those teachers and pupils who are lesbian, gay and bisexual as well as supporting a value system that is based on injustice and oppression.

Guidance sheet 5: Body awareness and safe touch

It is a key safety skill for pupils to be able to name all of the parts of their body including their genitals. Research shows that if a child is a target of sexual abuse or inappropriate sexual behaviour and they don't have the language to describe exactly what happened to them, it can mean that the incident is not taken seriously or followed up. It is important for children to be taught that the correct anatomical names are not rude or naughty or they will get a strong message that it is not ok to talk about this part of their body.

We also know from research with sex offenders that they prefer to target children with limited sexual knowledge because it gives them control of educating the children themselves, and makes it less likely that children will tell. Often, the embarrassment of talking about genitals is more of an adult issue and it is important to try to desensitise ourselves to this, perhaps by just repeating the 'difficult' words out loud until we feel comfortable. We also need to put this into perspective; after all we wouldn't teach children that their nose was called a 'hooter'! It is important to remember that this is safety information not sex education, although it does of course link to the relationships and sex education curriculum.

Children need to know that their bodies are not only clever and strong, but they belong to them. It is not ok for anyone to touch us in a way that makes us feel uncomfortable or unsafe or is not our choice. This is about develop an early and age appropriate understanding of consent. Children also need a strong message that it is not ok for anyone to hurt or abuse them, including people in their family.

The key biological terms that we are using for the genitals or the personal and private body parts (the areas covered by swimwear or underwear) are:

- Penis
- Vulva
- Testicles
- Nipples
- Vagina
- Bottom
- Anus
- Breasts

It is suggested that the terms penis and vulva are taught in reception and that these are added to over the primary school years. The term vulva is used primarily in this resource as the body maps show external genitalia and so it is more anatomically correct to use this term. Vagina can be introduced with cross-sections of the body showing the vagina and can include reference to the clitoris. Provide opportunities for pupils to practice saying words for body parts out loud to reduce stigma, although make it clear this language should be used appropriately when talking about bodies and not as insults.

In the labelling of body parts teachers should try to use inclusive language that shows an understanding of the difference between gender identity and biological sex. This language could be to say that 'most girls have vulvas and most boys have penises'.

Encourage body confidence by reinforcing that bodies come in all shapes and sizes (including the personal and private parts of the body) and celebrating what our brilliant bodies can do. Include positive images in resources of all types of body size, shape and include images of disabled children

and young people. Develop critical thinking skills about presentations of ideal body shape and size in the media, particularly related to gender and gender stereotyping and assumptions about disabled young people. Develop skills in making meaningful compliments and in safely challenging banter and put downs about body shape and size.

Language and messages related to puberty to share with pupils include:

- Puberty is a special and exciting time when a child starts to grow and change into a young adult. Puberty is the growing and change needed for a person to be able to have children as a grown up if they choose to, puberty is normal and happens to everyone.
- Hormones or chemical messengers released in the brain start these changes at about 8 years old and these continue into the teenage years.
- Bodies change on the inside and outside and feelings also change a lot.
- Many aspects of a person's body changes, including: Height, weight, body shape, size and even smell. These changes will be different for everyone as everyone grows at their own rate.
- Bodies come in all shapes and sizes as do the personal and private parts of the body
- Body changes such as starting to menstruate are something to celebrate, encourage period positivity
- Feelings are a big part of puberty as young people get used to their changing bodies and new experiences as a young adult. Sometimes young people may feel excited, happy, sad, angry or frustrated. Some young people feel moody and their feelings can change very quickly from one mood to another. This is a normal part of puberty.