



Year 5 and 6 RSE (Relationships and Sex Education) Parent Meeting

Thursday 27th March 2025

Relationships and Sex Education (RSE)



As a part of your child's education at Redbourn Primary School, we promote personal wellbeing and development through our comprehensive PSHE education programme. This incorporates RSE, health education and economic wellbeing to ensure all children are provided with the tools to make informed and safe choice as they progress through the school.

RSE is not about the promotion of sexual activity or preference. It involves learning about healthy lifestyles, diversity and personal identity, equality, healthy and positive relationships. It involves a combination of discussion, sharing non-personal information, and exploring issues and values.

Following the new government guidance, the RSE curriculum will interlink with the national curriculum for science.



Curriculum and the RSE policy

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

This made the provision of RSE and Health Education statutory from September 2020.

‘We ask all parents to try and encourage the use of the correct terminology for genitalia from as young as possible so as not to make these words seem taboo.’

Safeguarding is at the heart of all RSE teaching and awareness of the correct names for body parts, both protects and empowers children.’
Taken from our RSE policy.



Vocabulary that may be used:

Year 2	male, female, similar, different, gender, same-sex parents, touch, hug, tickle, kiss, punch, private, uncomfortable, unsafe, bullying, vulva, vagina, penis, testicles
Year 3	personal boundaries, abuse, stereotypes, hormones, testosterone, step-parents, blended families, foster parents, adoptive parents, same-sex parents
Year 4	menstruation, menstrual cycle, period, erection, sperm, sperm duct, semen, wet dreams, ejaculation, breasts, egg, puberty, hormones, urethra, anus, uterus, ovary, fallopian tubes
Year 5	reproduction, sex, sexual intercourse, fertilised, ovum, pregnancy, foetus, womb, conception, love, consent, sexism, conception
Year 6	making love, appropriate, inappropriate, prejudice, discrimination, reproduction, sex, sexual intercourse, fertilised, ovum, pregnancy, foetus, womb, conception, love, consent, sexism



Science Curriculum links to RSE

Listed below are the **statutory** requirements for Science, set out in the National Curriculum, which have links to RSE

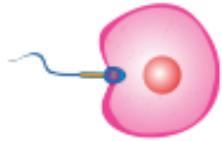
As these are mandatory, parents do not have the right to withdraw from these topics.

Year 1	Year 2	Year 5	Year 6
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Notice that animals, including humans, have offspring which grow into adults	Describe the life process of reproduction in some plants and animals, including humans. Describe the changes as humans develop to old age, including puberty.	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.		Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Year 5 Science Curriculum - Sexual reproduction in mammals Overview

Key vocabulary

- **fertilisation** – the joining of a male and female sex cell to create a new life



- **embryo** – the earliest stage of development after fertilisation



- **sperm cells** – the male sex cells that are produced in the testes



- **egg cells** – the female sex cells that develop in the ovaries



- **sexual reproduction** – a process of making non-identical offspring which requires two parents

Practical ideas

- Due to the sensitivity surrounding this topic, practical ideas are limited.

Give children cards with pictures of the key stages, including the embryo, the formation of a foetus at 8 weeks and a full-term baby.

Children could arrange these cards into the correct order and describe what is happening at each stage.



Factual knowledge

- Sexual reproduction involves two parents producing offspring.
- Offspring produced by sexual reproduction are not identical to the parents.
- Fertilisation is the process by which a sperm cell joins with an egg cell to create a new life.



What has already been covered?

Year 4

Identify external genitalia and some reproductive organs and name them correctly (penis, testicles, sperm duct, sperm, semen, vulva, vagina, breasts, uterus)

About the physical and emotional changes during puberty,

Key facts and vocabulary about the menstrual cycle and menstrual wellbeing, erections and wet dreams. Information about feminine hygiene options such as towels, tampons, 'period pants' and the importance of personal hygiene routines during puberty including washing regularly and using deodorant.

How to discuss the challenges of puberty with a trusted adult and how to get information, help and advice about puberty.



Please refer to the Year 4 RSE slides for
more information regarding what has
already been taught.

What is covered in Year 5?

Year 5

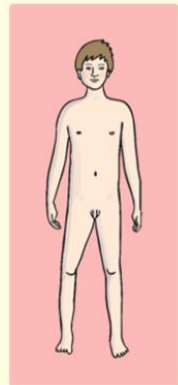
Strategies to manage the physical and emotional changes during puberty including menstruation,
We will also revisit the puberty sessions taught at the end of Year 4.

Identify the links between love, committed relationships, consent and conception.

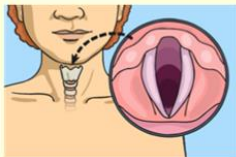
The **science** behind how pregnancy occurs e.g. when a sperm meets an egg and the fertilised egg settles into the lining of the womb.

Physical and emotional changes during puberty

Puberty for boys - the facts!



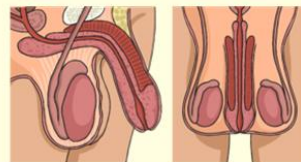
Larynx (voice box) grows – 'Adam's apple'
Sweat glands produce more sweat
Skin becomes oilier
Grow hair under armpits
Grow pubic hair
All parts of the body grow
Grow taller
Grow facial hair
Grow hair on chest
Gain hair on arms and legs
Become more muscular



This is the development of the larynx.

This happens to both boys and girls but boys' develop more so have deeper voices.

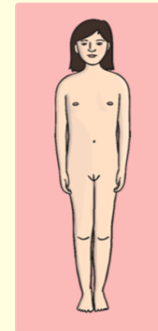
More laryngeal cartilage is needed to make a deeper voice, this is why boys develop visible 'Adam's apples'.



During puberty the male sexual organs develop. This includes the testicles, scrotum and penis.

The testicles produce the hormone testosterone which stimulates the production of sperm, develops a deeper voice, bigger muscles as well as causing body and facial hair.

Puberty for girls - the facts!



Larynx (voice box) grows
Sweat glands produce more sweat
Grow hair under armpits
Grow pubic hair
All parts of the body grow
Grow taller
Skin becomes oilier
Grow breasts
Gain hair on arms and legs
Start to menstruate



Ovaries produce the hormones oestrogen and progesterone. They also produce eggs. All girls going through puberty start their periods – this means they have started to produce eggs. The hormones in your body that cause changes to occur during puberty may also affect your mood. You may have highs and lows and feel a bit more emotional especially near the time of your period.

8c-Years-5-6-female-with-text.mp4

Days 1-5: The lining of the uterus starts to thicken ready to receive an egg.



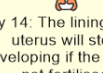
Days 15-28: The lining is lost from the uterus. This is called a period and can last between two and seven days.



Days 6-13: The egg is released into the uterus.



Day 14: The lining of the uterus will stop developing if the egg is not fertilised.



The links between love, committed relationships and conception

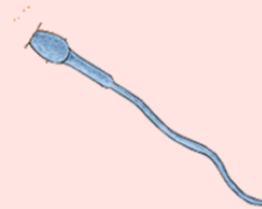
Why do people have sex?

Sexual intercourse, or sex, is one way that two adults in a loving relationship may show their love for one another.

It is also the start of the reproduction process, when a couple want to make a baby.

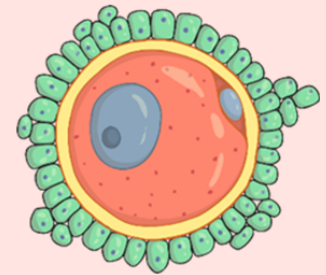


Can you remember what two things are needed to produce a baby? Hint: one comes from a man, the other from a woman.



Sperm from a man

8h-Years-5-6-male-full-animation-with-text.mp4



Egg from a woman

From 1:33

What is covered in Year 6?

Year 6	<p>Revisit to identify the links between love, committed relationships and conception.</p> <p>Revisit relationships, consent and conception from Year 5 (see learning above)</p> <p>The responsibilities of being a parent or carer and how having a baby changes someone's life.</p> <p>To recognise some of the changes as they grow up e.g. increasing independence.</p> <p>About what being more independent might be like, including how it may feel.</p> <p>About the transition to secondary school and how this may affect their feelings.</p> <p>To become familiar with strategies that can help to manage times of change and transition.</p>
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RSE Lessons Overview



Year 5	<ul style="list-style-type: none"> To understand the impact of peer influence and how it can make people feel or behave, including online 	<ul style="list-style-type: none"> To identify strategies to manage peer influence and the need for peer approval 	<ul style="list-style-type: none"> To recap and revisit what we already know about relationships 	<ul style="list-style-type: none"> To understand the links between love and committed relationships 	<ul style="list-style-type: none"> To learn and explain how pregnancy occurs 	<i>Recap any misconceptions or areas of learning that need consolidating</i>
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Year 6	To revisit how pregnancy occurs	<ul style="list-style-type: none"> To learn about the responsibilities of becoming a parent or carer and how having a baby changes someone's life 	<p>To recognise some of the changes as they grow up e.g. increasing independence.</p> <p>(About what being more independent might be like, including how it may feel).</p>	Children to think of questions for the Y7 visit about how to deal with and cope with their appearance / status as they get older.	<ul style="list-style-type: none"> To discuss the transition to secondary school and how this may make us feel 	<ul style="list-style-type: none"> To become familiar with strategies that can help to manage times of change and transition
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Consent

To learn about appropriate and inappropriate touch.

We will be able to:

- identify differences between appropriate and inappropriate touch.
- explain strategies for responding to physical contact that we don't want.
- identify who to tell and what to do if any physical contact makes us feel unsafe, uncomfortable or worried.

'Consent' as a broad term is covered in Spring 1 inline with our value - responsible. We will be discussing consent in terms of RSE during this term.



Carly likes playing in the playground with all her friends. She loves to play tag with other children in her class, and she sometimes holds hands or plays hair-plaiting with her best friend, Luca. It makes her feel happy when they play together and she finds playing with each other's hair really relaxing!



Carly's little brother sometimes bites or pinches her when they play at home. This makes Carly feel angry. It really hurts her but Dad says she has to be kind to her little brother because he's only a baby and doesn't understand.



Carly was sitting in the lunch hall today, and wasn't with Luca like usual, so a boy from another class sat next to her. He sat really close and started poking her and pulling weird faces. When she stood up to leave, he smacked her bottom. It made Carly feel scared, embarrassed and uncomfortable. She got a horrible sick feeling in her tummy and her cheeks were red and hot. She hoped no one had seen and didn't know what to do next.

Imagine Carly wants to talk to a teacher about what happened to her in the lunch hall, but she is feeling embarrassed and nervous.



- Why might Carly be feeling this way?
- What might help or support Carly to talk to the teacher?
- How might Carly start the conversation with her teacher?

Signposting

There is lots of support at **home** and **school** if you have experienced any physical contact that has made you feel worried, unsafe, or uncomfortable including:

In school – class teacher, support assistants, playtime/midday supervisors

Home – trusted adults e.g parent, older siblings, community leaders, club leaders



You can also contact
Childline on
0800 1111 or
www.childline.org.uk

PSHE association

Lesson summary

Teacher
slide

Activity	Description	Timing
1. Introduction	Introduce learning objectives and outcomes and reinforce ground rules.	5 mins
2. Reconnecting activity	Pupils draw images or create freeze frames to demonstrate understanding of concepts related to consent.	5 mins
3. Types of touch	Pupils card sort types of touch to demonstrate differences between appropriate and inappropriate touch.	10 mins
4. What does it feel like?	Pupils suggest how someone feels physically and emotionally when touch is appropriate and inappropriate.	10 mins
5. Responding to touch	As a class, read a scenario and discuss how the character might respond to the inappropriate touch they experience.	10 mins
6. Getting help	Pupils reflect on how the character could get help and what might support her to do so.	10 mins
7. Signpost support	Reiterate messages from previous activity and signpost additional sources of support.	5 mins
8. Endpoint assessment	Reiterate messages from previous activity and signpost additional sources of support.	5 mins ⁷



Year 5 will begin their science lessons after Easter Holidays, however RSE lessons will be taught from Summer Term B (after May half term).

Any Questions?