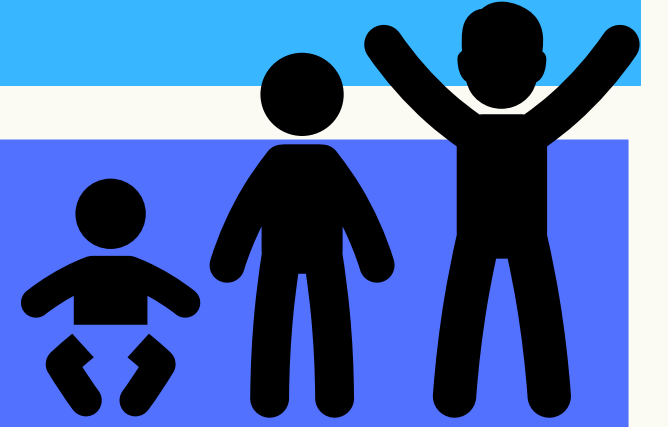


RSE

RSE - CHANGES AT PUBERTY

1 RSE IS:

- RSE stands for Relationships and Sex Education.
- **Relationships** covers interactions and social relationships of all kinds: Friendships, peacefully co-existing with others, families, teachers, safe adults.
- **Sex** covers biological gender and physiology so the body parts that make us a boy/girl, private bodies and personal hygiene.



2 AGE APPROPRIATE

- We teach "Changes at Puberty" to our year 5 and 6 pupils.
- If a pupil is ready for this learning / need this learning early (year 4) then we will speak to their parents and "opt" them in.
- This learning comes from the national curriculum for science.

3 DEVELOPMENTALLY APPROPRIATE

- Our children are old enough physically to start to experience puberty, but not necessarily old enough to fully understand it. This is a balancing act.
- Our job is to alleviate worry and keep them healthy and safe.

Anatomical terms could keep a child safe in the future

4 CONTENT, LANGUAGE AND TERMS

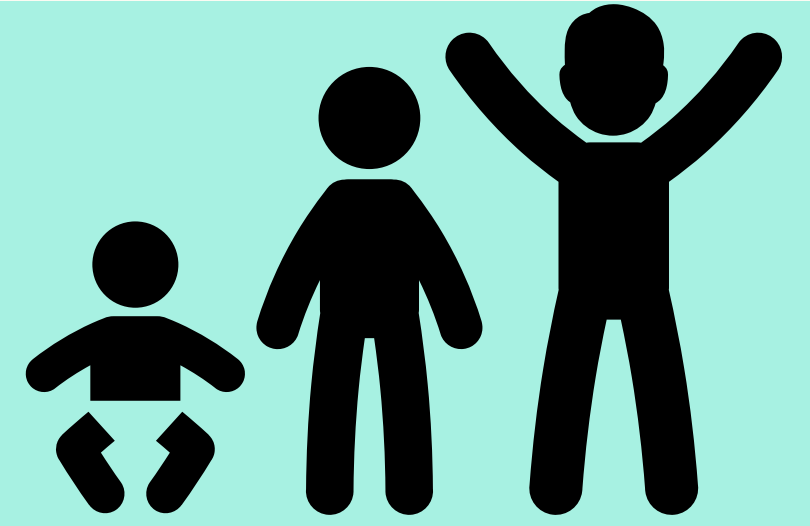
- At this stage, we DO teach children the anatomical names of their private body parts: Penis, Testicles, Vagina, Vulva, Breasts etc. All adults in school will also continue to embed the use of phrases such as: "Private"; "Private body"; "Private and safe".
- We DO teach children about the PHYSICAL changes of puberty - growth, hair development, spots etc.
- We DO teach girls about the practical implications of periods.
- We DO teach children about the hygiene implications of these changes.
- We DO NOT teach the FUNCTION of these body parts or the changes.
- We DO NOT teach children about reproduction, sexual intercourse or masturbation.

5 PREPARATION FOR ADULTHOOD - HEALTHY AND SAFE

- We want children to be prepared for the changes that will happen and know that this is normal ok.
- We want children to know who their safe adults are and how to ask for help with their bodies and changes that may happen.
- We want children to know how to keep themselves hygienic (wearing deodorant, washing appropriately, navigating periods hygienically).
- We want children to know how to keep their bodies private and this is all the more important once some of these changes have started to happen.

6 WHAT ARE WE ACTUALLY TEACHING?

1. What colour is my skin and hair?
2. Which parts of my body are private?
3. Am I a boy or a girl? Which private parts do I have?
4. Body labelling with anatomical names including private parts
5. What kind of underwear/swimwear is appropriate for me? Where does my underwear go?
6. Where is it ok to be naked? Who can see my naked body? (Safe adults)
7. Changes that will happen - Where will hair grow on my body?
8. Changes that will happen - Sweating, Body Odour and Deodorant
9. Changes that might happen - Spots and skin changes are normal
10. Changes that will happen - Where do I need to wash every day?
11. Changes that will happen - Where will grow bigger/wider on my body?
12. Changes that might happen - Emotions and "mood swings"
13. Safety - What to do if someone looks at or touches your private body
14. Safety - What to do if you have questions / worries / concerns



Any questions:
Always ask!

7 LESSONS

- For those children who are ready (Leaves, some of shoots 2), this learning will be taught abstractly with lots of visuals and then embedded throughout the day and through different experiences e.g. toileting, changing, swimming, PSHE discussions, social stories, further embedding at home.

8 IN-THE-MOMENT TEACHING

- For those children who are not ready for discrete teaching (Roots and some of Shoots 2), all of this learning happens in-the-moment and throughout the day rather than in a "lesson".

9 PERIODS AND ROUTINES

- Our female pupils who start their periods will need extra support learning to navigate this.
- Often, our children respond far better to it than we or their parents are anticipating.
- Our children who have ASD are used to following routines and structure and there is a set structure to managing periods that children can learn to follow.
- We support children with learning to use sanitary towels or period underwear. We do not explain the use of tampons.

10 RESOURCES:

- We have resources in school to use to help our children understand.
 - Anatomically correct dolls for modelling
 - Sample packs of sanitary towels
 - Selections of appropriate underwear to look at
 - Every child in year 5/6 is bought a deodorant for their personal care bag.
 - Social stories and visuals to support at different stages.

