

# RSE

## Year 6



# What is RSE?

- healthy lifestyles
- physical, mental and emotional wellbeing
- managing risks
- keeping safe – physically and emotionally
- managing change, including puberty, transition and loss
- making informed choices about health
- how to respond in an emergency
- managing friendships
- family life
- online safety

# Statutory Health and Relationships Education – What Has Changed?

- A statutory health and relationships education was introduced by the DfE in 2020.
- We teach this within our PSHE curriculum – ensuring that key non-statutory areas such as finance and careers are also covered.



Department  
for Education

*“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”*

*“Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children’s happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.”*

# Relationships

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe



# Health

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- health and prevention
- basic first aid
- changing adolescent body
- facts and risks associated with drugs, alcohol and tobacco





## PSHE Long Term Overview

Key:	Relationships and Feelings		Living in the Wider World		Health and Wellbeing	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Why are friendships important?		Why is family life important?	How can we keep our bodies healthy?	How can I show respect?	What jobs would we like?
Year 4	How can I eat well?	What is bullying and what can we do about it?	What is the same and different about us?	How can I look after my body? (RSE)	How can I describe and manage my emotions?	How can I manage my money?
Year 5	What does discrimination mean?	How can I make decisions to keep myself and others safe?	How should I respond in an emergency?	How do we grow and change? (RSE)	Who runs our country?	Which choices affect my health?
Year 6	How can we manage risk?	What do I need to know about drugs, alcohol and tobacco?	How can we look after and improve our mental wellbeing?	What are my rights and responsibilities?	What makes a healthy and happy relationship? (RSE)	
	Thriving Online					

## How Can I be Respectful and Responsible?

- Respectful relationships and consent
  - Boundaries
  - Being a good digital citizen
- 
- ✓ *the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.*
  - ✓ *where and how to report concerns and get support with issues online.*
  - ✓ *the importance of permission-seeking and giving in relationships with friends, peers and adults*
  - ✓ *what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).*



Abigail's parents won't let her get an Instagram account so she asks her friend Jasmine if they can share hers. Jasmine doesn't really like the idea of sharing an account but she feels bad about Abigail being left out of all the stuff that happens on Instagram so she reluctantly says yes. When Abigail tries to log in to the account a week later she finds that Jasmine has changed the password. Abigail sends Jasmine a text asking for the new password, and when Jasmine doesn't answer she texts her again. Finally Jasmine gives her the new password.

*Was what Abigail did right or wrong? Why? Would Jasmine have been right to say no? Why or why not? What could either have them done differently, or do now to make things better?*

Jaime falls asleep on the bus on the way home from a hockey game. His friend Marc takes a picture of him leaning against the window and drooling and shares it with all his friends. The next day everybody is laughing at Jaime and he is mad at Marc for sharing the picture. Marc says it serves him right for falling asleep.

*Was what Marc did right or wrong? Why? Was Jaime right to be mad? Why or why not? What could either have them done differently, or do now to make things better?*

Kelly is visiting her friend Grace to talk about a project they're doing together in school. Grace's father asks her to come and help with something so Kelly is left alone in Grace's room. As she works on the project on Grace's computer, she notices another file open. When she switches to it she sees that it's a bunch of poems that Grace has written. When Grace gets back and finds her reading the poems she gets mad at Kelly for reading them without asking. Kelly says that she Grace never told her not to read them.

*Was what Kelly did right or wrong? Why? Was Grace right to be mad? Why or why not? What could either have them done differently, or do now to make things better?*

Jay sends his friend Lucas a link to a video and the message "Cool video, check it out!" Lucas follows the link and a really gross video plays. Lucas gets mad at Jay for making him watch it. Jay says that it was just a joke and Lucas should have a sense of humour.

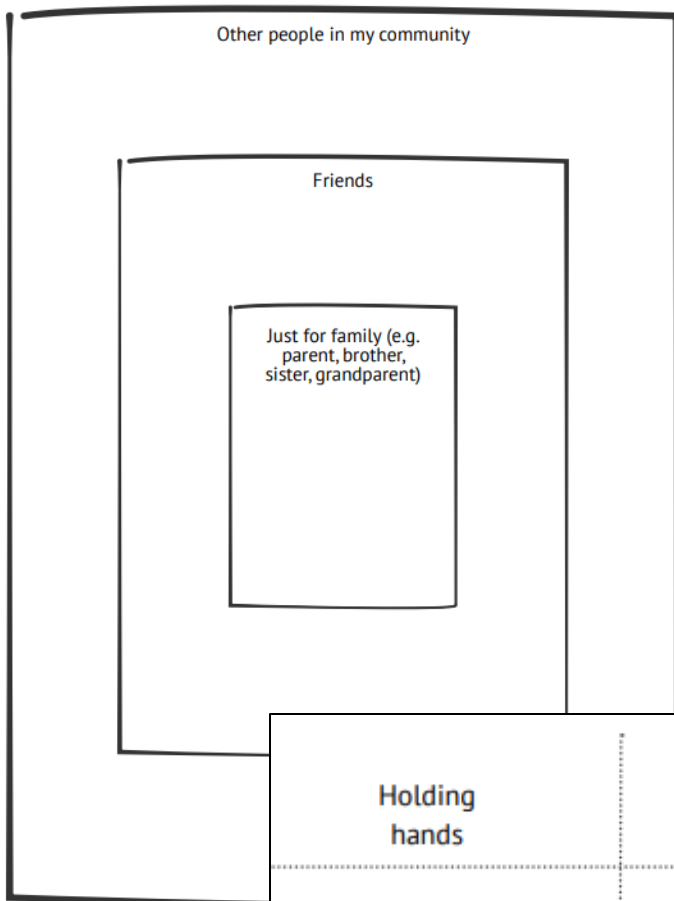
*Was what Jay did right or wrong? Why? Was Lucas right to be mad? Why or why not? What could either have them done differently, or do now to make things better?*

Dylan is hanging out at Isaiah's house and asks Isaiah if he can use his computer for a minute to check his email – he's waiting to hear from his Mom and his phone is broken. Isaiah says OK and logs Dylan onto his computer. When he's done checking his email Dylan goes to a file-sharing site and downloads some songs he wanted. Isaiah gets mad at him because his parents have told him that if they ever catch him downloading music or videos illegally they'll cut off his Internet access.

*Was what Dylan did right or wrong? Why? Was Isaiah right to be mad? Why or why not? What could either have them done differently, or do now to make things better?*

Zach and Natalie are in a band together. Whenever they practice they make a video to watch later, to see what they can do better, and if they like the video they upload it to YouTube. Tonight they played a new song but Zach had to leave early, before they could decide whether or not to upload it. Natalie really likes the song and wants her friends to hear it so she uploads it. When Zach finds out he gets mad because he made some mistakes while playing and doesn't want his friends, some of whom are professional musicians, to see it.

*Was what Natalie did right or wrong? Why? Was Zach right to be mad? Why or why not? What could either have them done differently, or do now to make things better?*



What does this person mean by 'personal space'?	Can you give any examples of 'invading personal space'?
<p>"I don't like it when people invade my personal space. It upsets me and makes me feel angry. So I shout at them to leave me alone, even if it's my dad or my best friend."</p>	
Why do you think this person feels angry and upset?	Do you think shouting is the best way to deal with the situation? Why/why not?

Holding hands	Sitting on someone's lap	Hugging
Giving someone a photo of you	Telling a joke	Playing a game together
A kiss on the lips	Sharing a hobby or interest (e.g. drawing, music, football)	Smiling at someone
Saying something kind or polite	A kiss on the cheek	Tickling

Good citizens	Good digital citizens...	Both
pick up litter	report inappropriate online behaviour	care for the environment
volunteer	protect online profiles	keep safe
recycle	be aware of digital footprints	are polite
do nice things for others		are responsible
		respect the law
		say no to bullying
		keep others safe

<b>Staying safe &amp; private online</b>	Make profiles private, be careful who you chat to, use appropriate websites
<b>Cyberbullying</b>	On games, chat, messaging, social media, treat everyone with politeness and respect at all times. If cyberbullied, save messages, block, don't reply, speak to a trusted adult, how to report – Childline, CEOP, ThinkUKnow.
<b>Respect</b>	Yourself, each other, other people's work online, don't plagiarise - link instead, don't steal
<b>Mobile Phones</b>	Don't use in school unless told to, keep very safe, PIN protect, don't keep details on it. Register with immobilise.com
<b>Digital Footprint</b>	Remember it can last for years – be careful what you post, where you post things, would you say this to your family, gran etc.?

## Being a Good Digital Citizen



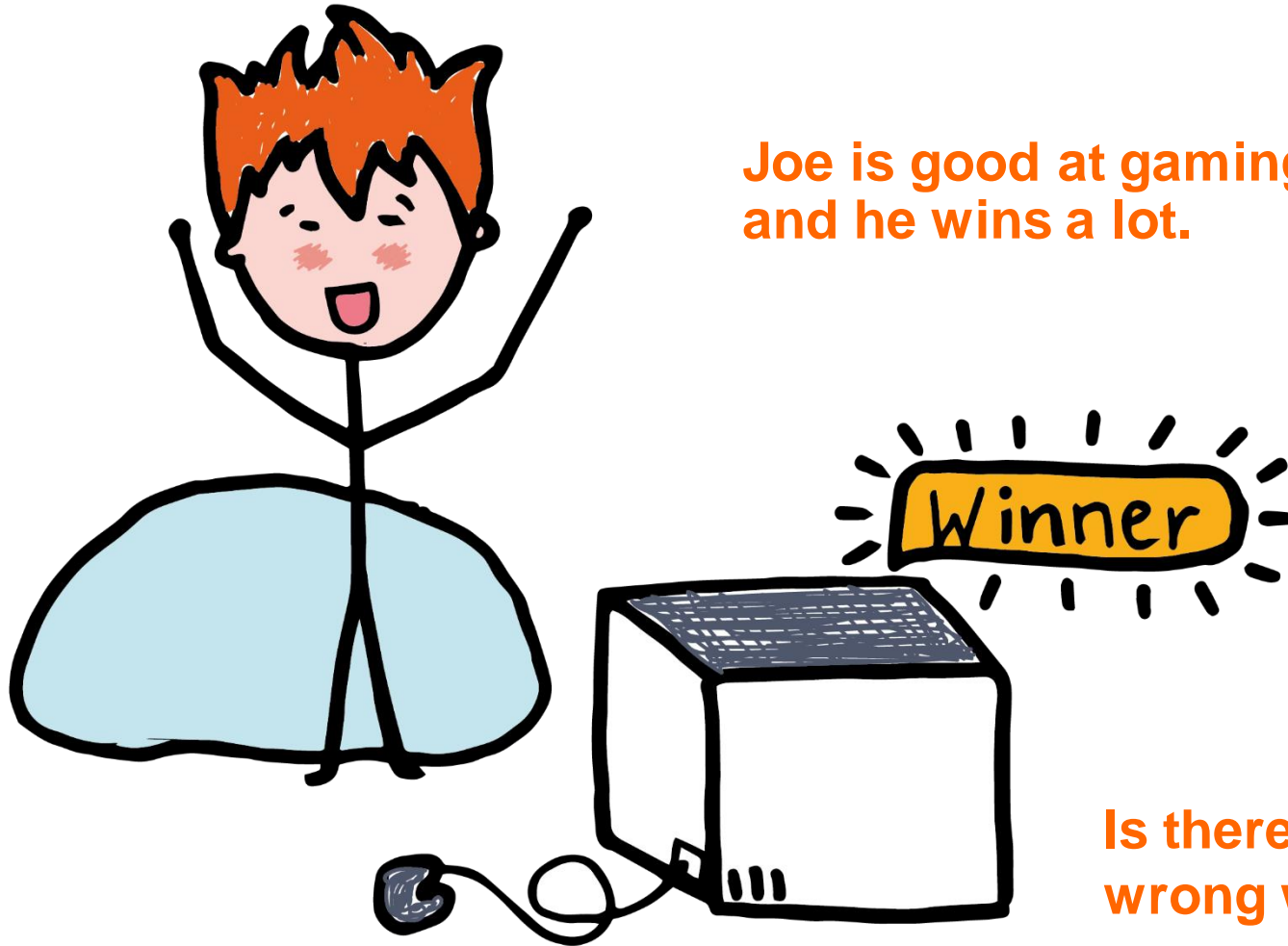
**This is Joe.  
He loves online gaming.**



**This is Joe's gaming profile.  
Can you see problems with it? What could happen?**

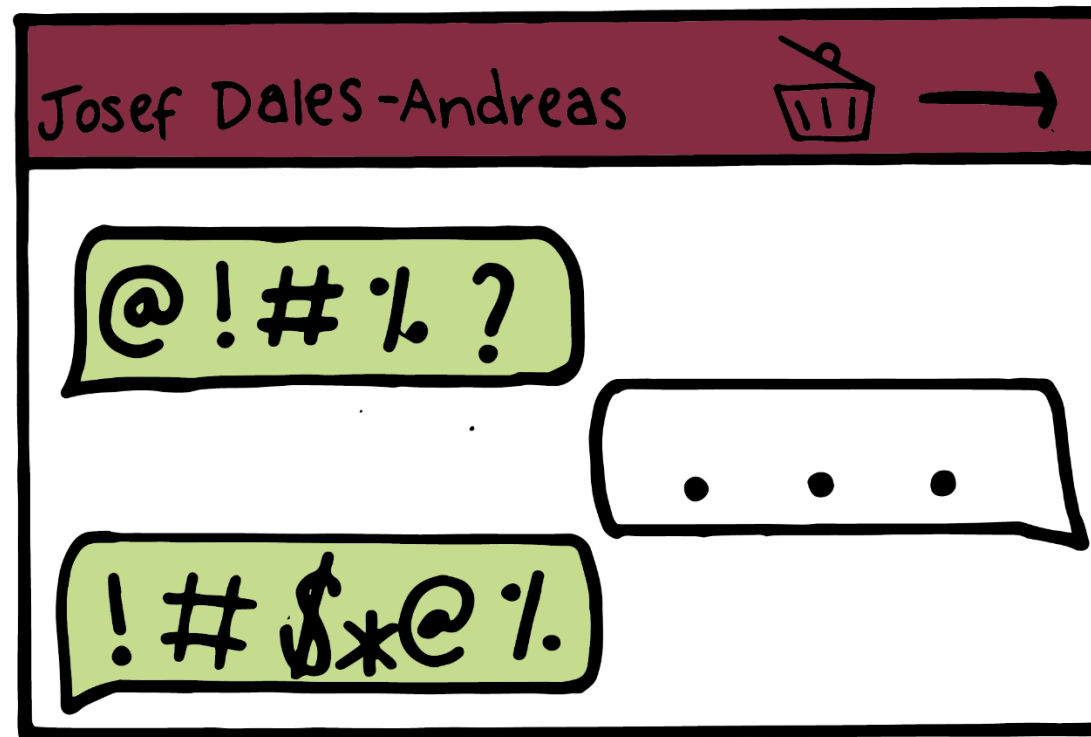
## Being a Good Digital Citizen

Joe is good at gaming  
and he wins a lot.



Is there anything  
wrong with this?

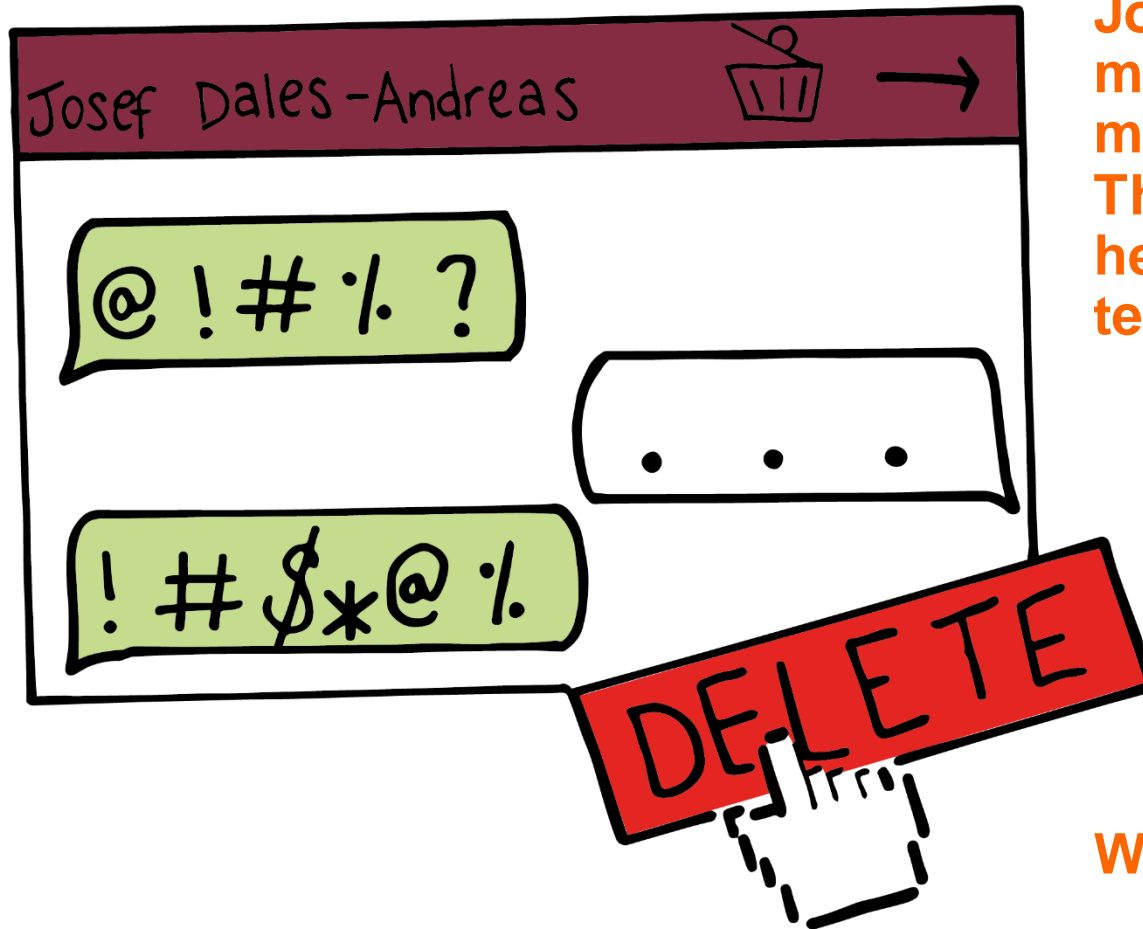
Joe starts to get nasty messages on his gaming chat. He replies saying that they really upset him and could they please stop.



What should Joe NOT have done? What should he do now?



## Being a Good Digital Citizen



Joe deletes the messages, but more keep coming. They are so rude he feels he can't tell anyone.

What can Joe do?

## Being a Good Digital Citizen

Joe gets really upset and stops playing his game. He deletes everything off his console.

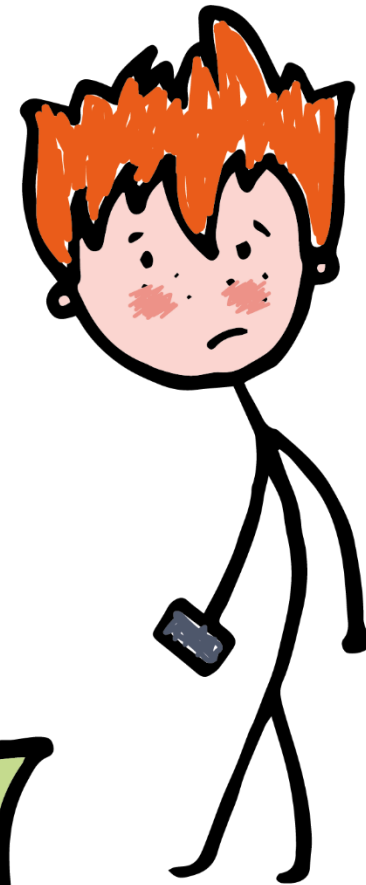
Did Joe need to stop gaming completely?



Then, Joe notices he is getting nasty mobile phone messages like the ones on his game. He messages back, telling the sender to stop it.

@!.\*?

#!



Has he done the right thing?

Then Joe starts getting emails with horrible pictures in the attachments.

What should you NOT do if you get an email from a stranger and it has a link or attachment?



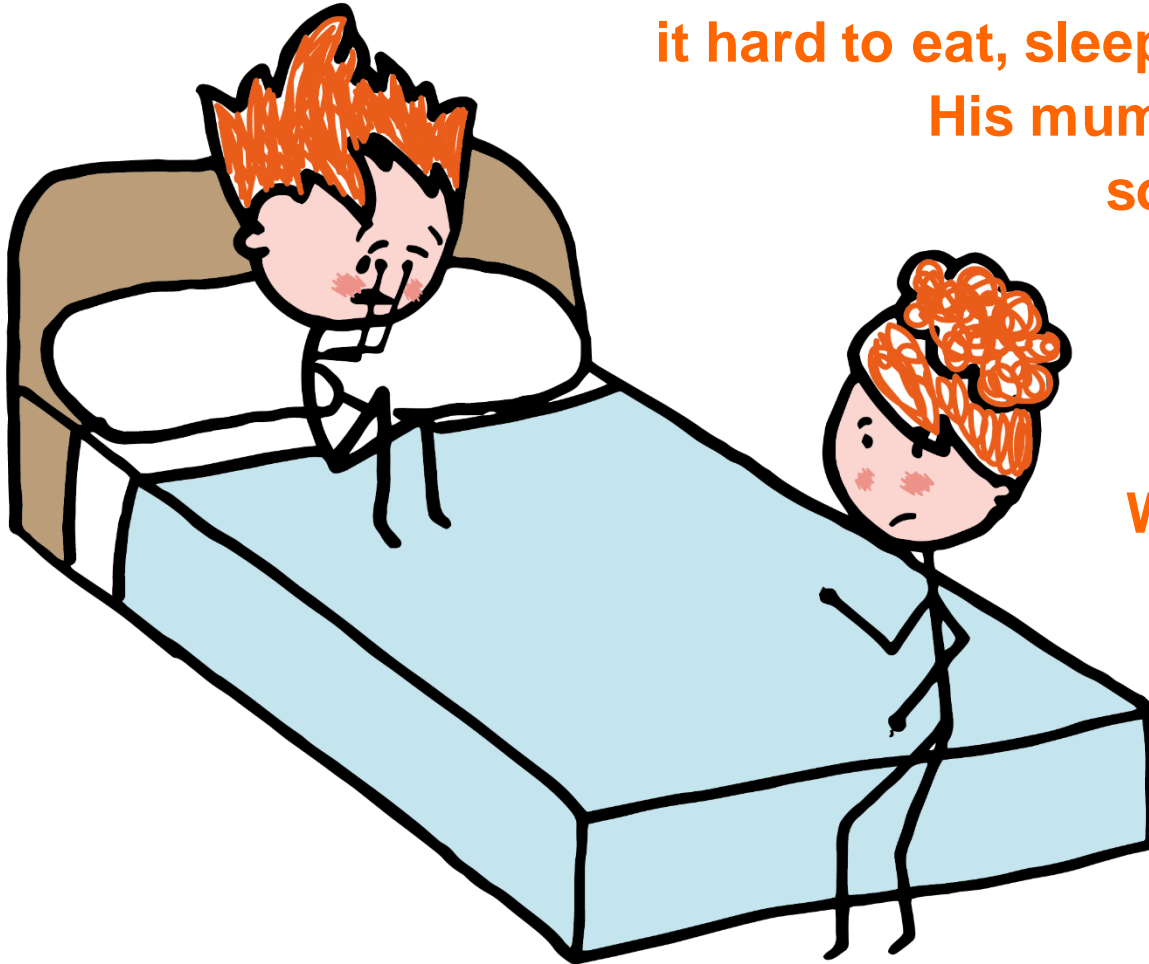
Joe thinks he knows who is sending the messages. There is one bully at his school but a group joins in because they think it's funny.



What should Joe do?  
Are the people who laugh to blame too?

## Being a Good Digital Citizen

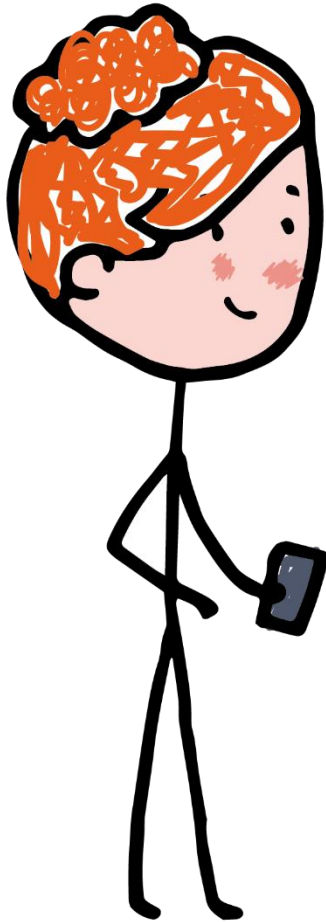
Joe is so worried that he is finding it hard to eat, sleep or concentrate. His mum notices there is something wrong.



What should Joe do?  
What could he be worried about?

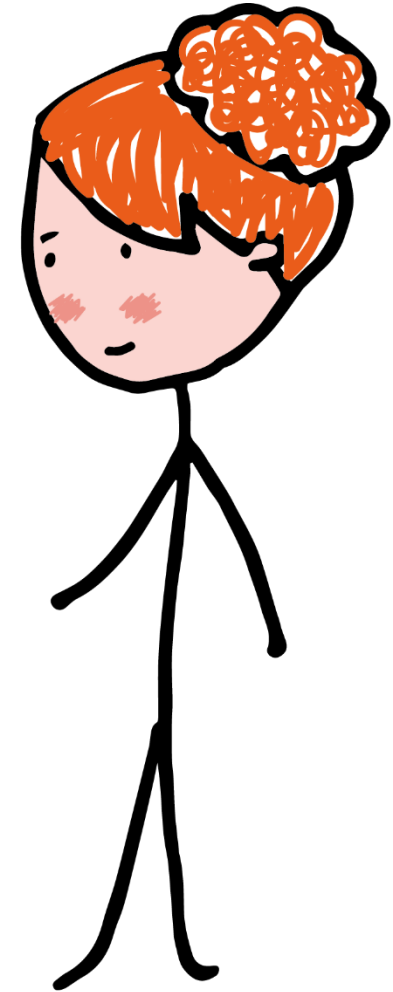
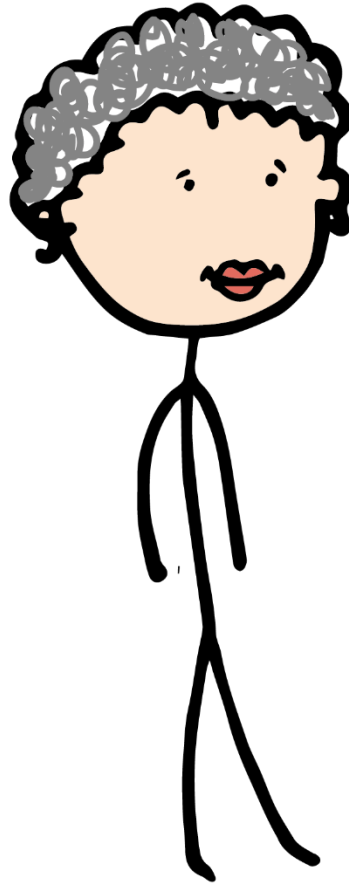
## Being a Good Digital Citizen

Joe talks to his mum. There are still nasty messages appearing on his phone and email. He shows her. He tells her he thinks he knows who the bullies are.



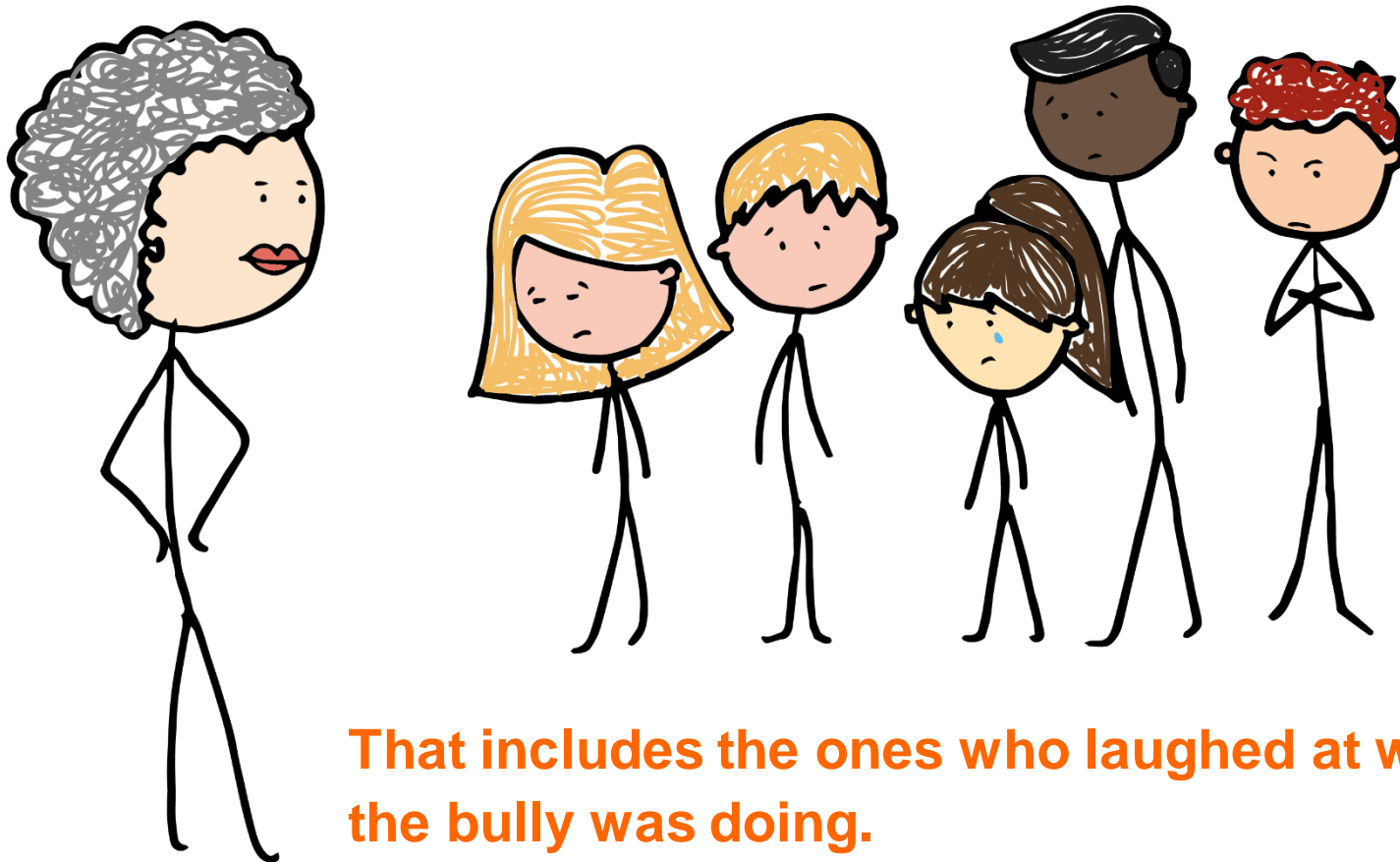
Mum knows what to do!  
Do you?

Mum shows Joe's teachers the messages. The teachers had had complaints from other parents and carers about the same thing, and they think they know who the bully is.



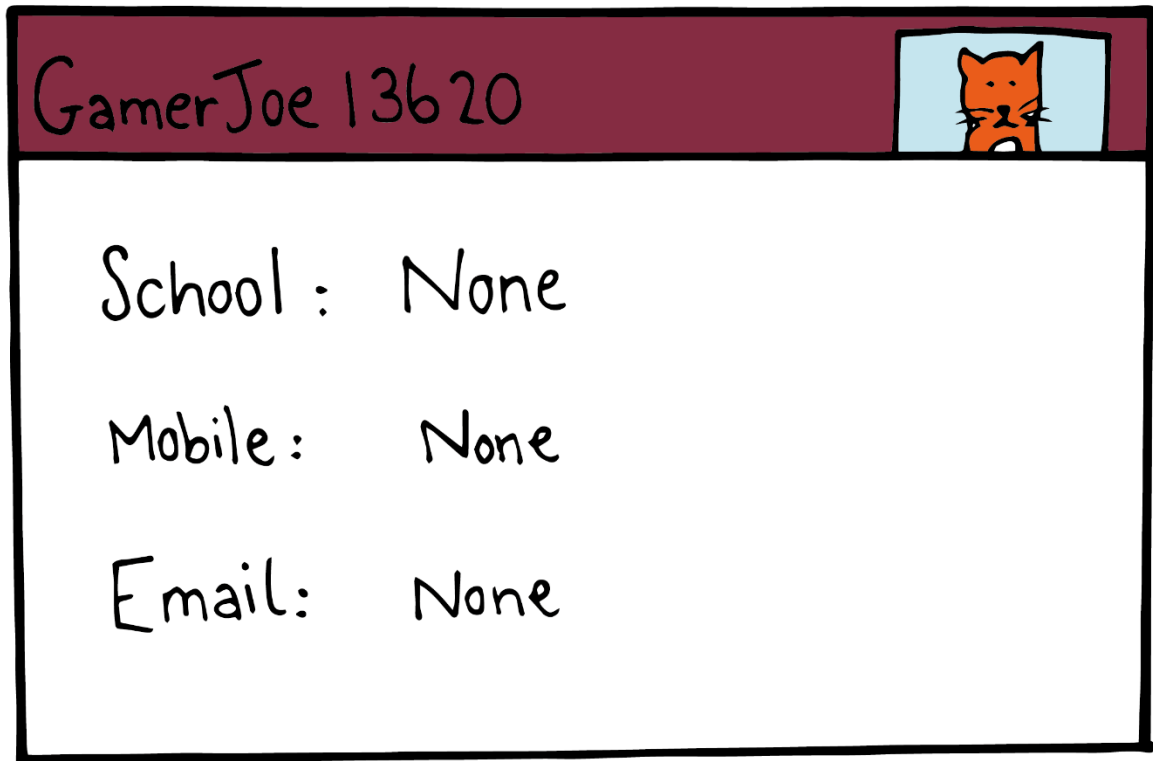
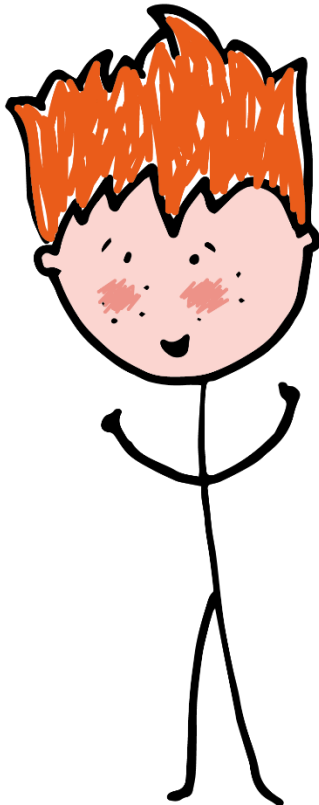


The school deals with the bullies and makes them understand that what they did was wrong.



That includes the ones who laughed at what the bully was doing.

Joe can start gaming again.



How has he changed his profile?

# What Makes a Healthy and Happy Relationship?

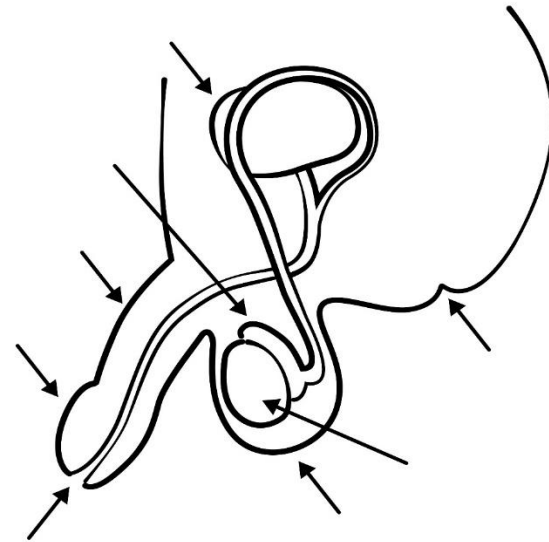
- Puberty recap/wet dreams
- Change and becoming independent
- Positive and healthy relationships
- How a baby is made
- Family, love and marriage
- Trusting friendships
- Confidence
- ✓ *practical steps they can take in a range of different contexts to improve or support respectful relationships.*
- ✓ *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 marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.*
- ✓ *how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.*
- ✓ *how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.*
- ✓ *key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.*
- ✓ *about menstrual wellbeing including the key facts about the menstrual cycle.*



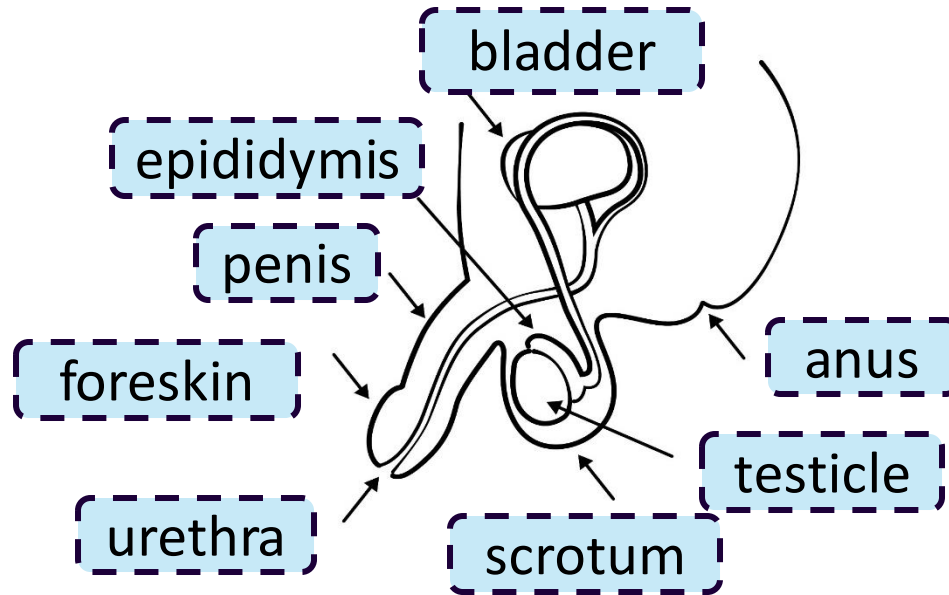
## Puberty recap Y6 Lesson 1

# Male body parts and wet dreams

Match the labels to the correct part of the pictures.



# Male body parts and wet dreams



## Leo's diary



*This morning I woke up and I realised I'd had a wet dream in the night....*

- What has happened to Leo and how might he know he's had a wet dream?



<https://www.youtube.com/watch?v=6cYeFQvoPtY>



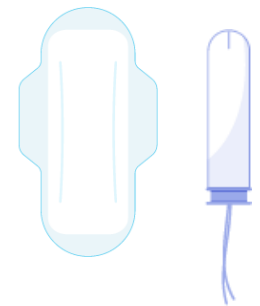
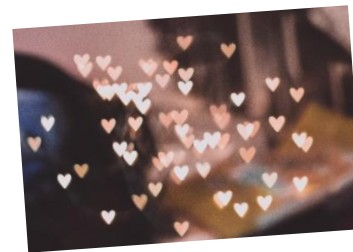
- What is a wet dream and why do they happen?



# Puberty scenarios

Read the scenario about puberty with your group. Then identify:

- the challenges for the character
  - the information they need
  - ways to manage the situation
- how and where to get help and support





At breaktime, Rowan loves playing games like football or basketball with friends. Lately though, Rowan has been getting angry or upset more easily during the games, especially when they miss a shot, or their team loses. Everyone tells Rowan to calm down, but Rowan finds it hard!

Tolu loves P.E. but has noticed that she gets really hot and sweaty during lessons now. Even when not exercising, she sweats more than before and her underarms get a bit smelly too, which can be embarrassing.

Phoebe has just started her period but isn't sure which period product to use - she is getting confused between all the different types!

Recently, Max woke up to find a sticky wet patch on his sheets. He thinks he might have had a wet dream, but doesn't know why or how it happened! He's worried about telling his Mum.

Sara has noticed that some of her friends have grown taller and are developing breasts. Some have started wearing bras. She is feeling worried that she hasn't grown as much yet and doesn't need a bra.

Jamal has a crush on someone in his class. He has started to feel a bit excited but also embarrassed when they are around – he gets 'butterflies' in his tummy. He feels shy and is worried that people can tell how he's feeling.

# Zones of relevance

AJ is about to start secondary school. In pairs, read the statements and decide what you think AJ might want to know more about, including things that are important **now**, for the **future**, or **not at all**.

Add the statements to the zones of relevance, and include any ideas of your own too.



## **Important to know now/important in the future/might never be important**

- How to talk to a parent about puberty
- How often to wash their hair
- When someone in their class grows pubic hair
- How to use a pad
- How to use different types of period products
- How to manage a wet dream
- What type of bra to buy
- How it feels to fancy someone
- Who to ask questions about puberty
- Which books and trusted websites have information about puberty
- How to shave
- Who someone in their class fancies
- Which products would help with spots
- The best type of deodorant
- How to help a friend who feels embarrassed about puberty

## Planning a conversation

If a young person wanted to talk to their friend, parent or teacher about puberty, what could they say or do?

With a partner, suggest some ideas or write a sentence starter for the young person.



- When would be a good time to ask a question?
- How should the young person go about this?

## Signposting support

If you have any questions or worries about puberty, it is important to speak to a trusted adult – a parent/carer or teacher at school.

[www.childline.org.uk](http://www.childline.org.uk) can provide support too (phone 0800 1111 to talk to someone).



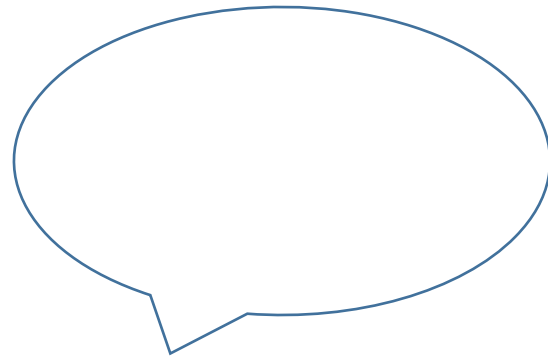


Puberty: Change and becoming independent

Y6 Lesson 2

# Becoming independent

What does it mean to become independent?





# Life stages



In your groups, add ideas to the sheet about what someone of each life stage might like to do, the roles or responsibilities they might have, and what they might achieve.

**Child**



Likes to do:

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Roles or responsibilities:

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Wants to achieve:

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**Teenager**



Likes to do:

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Roles or responsibilities:

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Wants to achieve:

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**Adult**



Likes to do:

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Roles or responsibilities:

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Wants to achieve:

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# Feelings about change



Starting secondary school



Moving away from home



Starting a new job



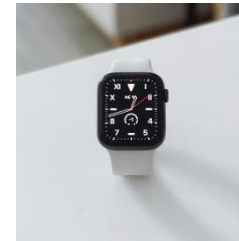
Having a family

**How might someone feel about these changes?**

**Are there any feelings in common?**

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# Sami's bag



What change does this object signify?  
How might Sami feel about this change?  
Are there any new responsibilities that come with this change?  
What will help Sami manage the change?

# Reflection

## Reflecting on change

*Some things I think and feel about change are....*





# Positive and healthy relationships

## Y6 Lesson 3

# Relationships

Some features of positive healthy relationships are.....

Some different types of relationships are.....



# Different relationships

Discuss all the different types of relationship you see.

Can you think of any other relationship types?





1



2



3



4



5



6



7



8



# Relationship qualities

Choose one of the pictures.

What would the relationship need to make it positive and healthy?

What kinds of things might they do for each other?



# Relationship stories part 1

With your group, read the relationship story. Discuss how the characters should behave to keep the relationship positive and healthy.

1. How might the characters feel when they are together?
2. How might they speak to each other?
3. What sorts of things might they do together?
4. What boundaries (limits) might be important for these characters?

## **Best friends**

Li and Ari are in Year 7 and they have been best friends since Primary school.

## **The team**

Rai's under 13s basketball team train twice a week on Wednesdays and Fridays after school. They are really good team and recently won a tournament cup.

## **Going out**

Jesse and Ashley are in Year 8 and have recently started going out together.

# Relationship stories part 2

Sometimes relationships may change, what might cause this?

Now read part 2 of the relationship story.

- How are the characters feeling now?
- How can they manage the change that is happening?
- What might happen in the future?

## Best friends

Li and Ari are now in different classes at secondary school and don't see each other as often. Ari has been spending more time with Frankie, and now wants to be 'best friends' with Frankie, not Li.

## Going out

Ashley doesn't want to go out with Jesse anymore.

## The team

Rai wants to leave the team to try another sport but doesn't want to let the team down.

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### **Best friends**

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### **Going out**

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Year 6 Lesson 3 | [Resource 3: Relationship stories - part 2](#)



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### **Going out**

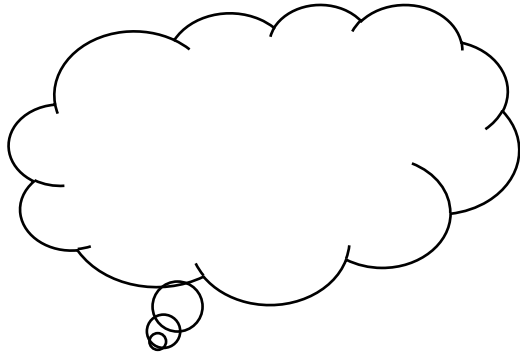
Ashley doesn't want to go out with Jesse anymore.

### **The team**

Rai wants to leave the team to try another sport but doesn't want to let the team down.

# Reflection

*A loving/positive relationship needs.....*





How a baby is made

Y6 Lesson 4

# Conversation

Read the conversation and add your own ideas about how a baby is made.





# Loving relationships

Discuss the different ways in which people might show their love and care for each other.



## Concept conversation: how babies are made

A group of children about your age were having a conversation about how babies are made. This is what they said....

**Pupil A:** I thought that babies were delivered to their parents by a special bird – like the one you see printed on ‘Congratulations on your new baby’ cards.

**Pupil B:** I was told that babies were collected from the chip shop.

**Pupil C:** Babies start as a tiny seed and when it is time they grow into a baby inside their mum’s tummy.

**What do you think about what the children have said? How do you think babies are made?**

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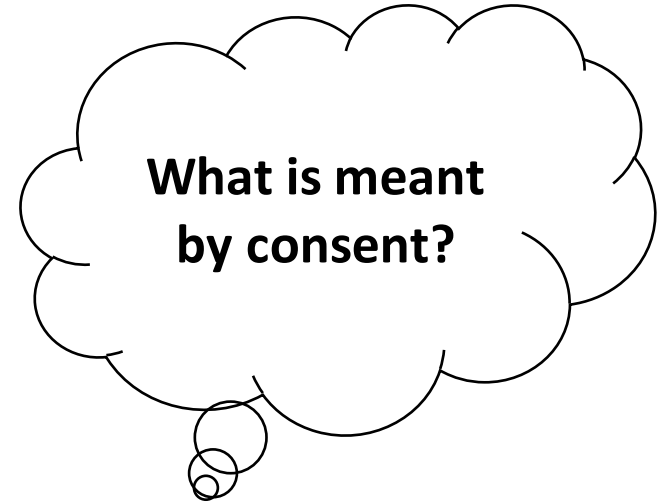
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# Sex and consent

Sex is one way that adults, in different and same-sex couples, may choose to show love and care for each other, and also to feel good or close to each other.

It is also how babies are made without medical intervention.



# How a baby is made

With your group, put the cards in the order that explains how a baby is made through sexual intercourse.

An adult couple who are in a relationship might kiss and cuddle, get very close, and touch each other in romantic and sexual ways. They should both feel happy and comfortable doing this together.

Sometimes when a male and female person are making love together, the penis grows hard, and the vagina may get slippery. The couple may decide they want to have sexual intercourse.

This means the man's penis slides into the vagina.

The penis squirts a sticky liquid called semen into the vagina.

Millions of tiny sperm in the liquid quickly swim up inside the uterus to the fallopian tubes.

If there is an egg (ovum) in one of the tubes, one of the sperm might meet it, stick on to it, and enter the egg. This means the egg is fertilised.

The fertilised egg travels down the tubes to the uterus or womb. It divides into lots of different cells and settles in the womb.

The cluster of eggs gradually grows inside the mother's uterus or womb and is called a foetus. It takes nine months until the baby is ready to be born.

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A baby can be made by....

Twins are made when....

A pregnancy is usually....

A baby is born through....

People who don't want to make a baby when they have sex can use....

The first few weeks or months of pregnancy...

...having sexual intercourse, or through IVF, assisted conception or surrogacy

...two sperm find two eggs, or the egg splits and develops into two babies.

...9 months long.

...the vagina, or a 'caesarean section'.

...contraception.

...can cause feelings of sickness and tiredness.

# Pregnancy statements

Match the two halves of the statements together.

- A baby can be made by.... having sexual intercourse, or through IVF, assisted conception or surrogacy.
- Twins are made when.... two sperm find two eggs, or the egg splits and develops into two babies.
- A pregnancy is usually.... 9 months long.

# Pregnancy statements

Match the two halves of the statements together.

A baby is born through.... the vagina, or a 'caesarean section'.

People who don't want to make a baby when they have sex can use something called.... contraception.

The first few weeks or months of pregnancy.... can cause feelings of sickness and tiredness.

# Starter: What is a marriage?

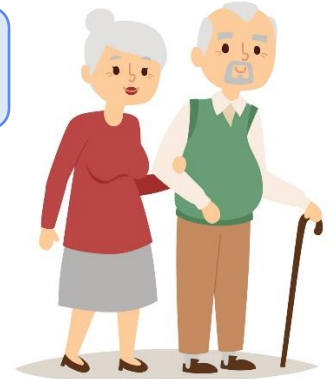
Friends



Couple



Married couple



## Pair discussion (3-4 mins)

Tell your table what you know about these different relationships. Use the word wall to help. What makes them different? For example, what makes a married couple different from friends?



Trust

Respect

Love

Listen

Honesty

Talking

Laughter

Fun

Safety

Romance

Time

Caring

Commitment

Support





# Starter: What is a marriage?



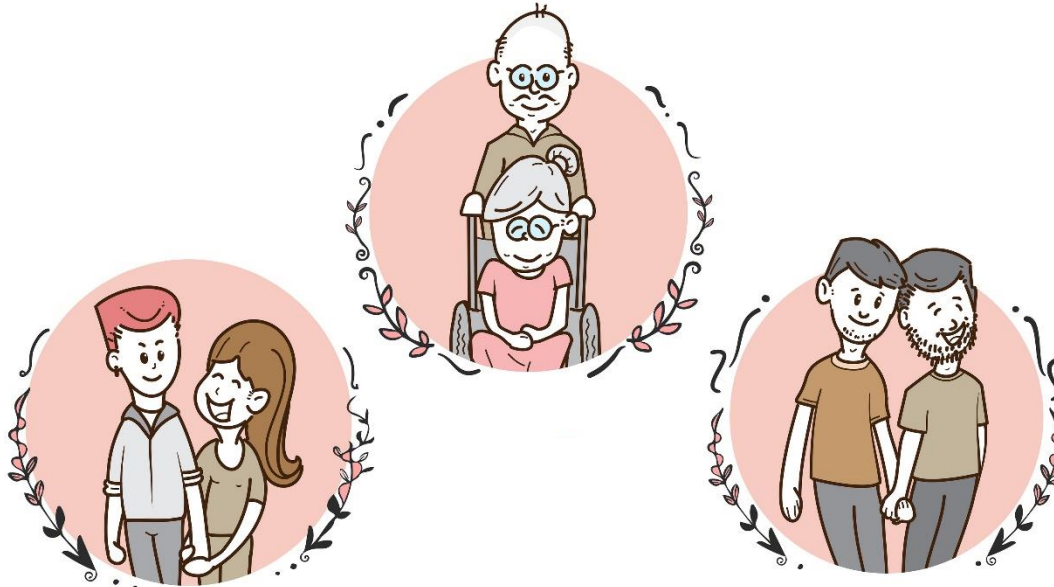
People from different countries, cultures, and religions get married! The way they celebrate may be different, but weddings should always be a celebration of love, mutual respect and commitment.

**Have you ever been to a wedding?  
What was it like?**



**Commitment:**  
A promise to spend your time in a relationship.

# Should you have to be an **adult** to get **married**?



**Adult\*:**  
A person  
aged 18 years  
or over.

# Our partner this week...



For this week's topic, we are working with **Unicef UK**. They really want to know **how old you think a person should be to get married**.

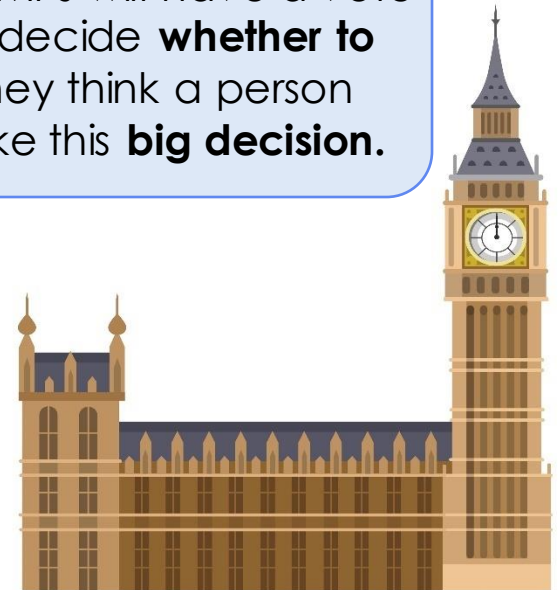
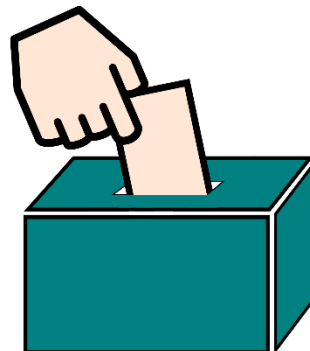


**unicef**   
UNITED KINGDOM

**FOR EVERY CHILD**

Getting married is a **big decision**. It is a commitment (like a promise) to **love one person** and **live together** for the rest of your life.

In the near future, MPs will have a vote in Parliament to decide **whether to raise the age** they think a person should be to make this **big decision**.



# Does the law keep you safe?



## Group activity (5-8 mins)

On the next slide is a table. In groups of three, copy it and fill in the gaps, or just talk through it. Is there a difference between the ages you think you should be able to do something and what the law says?



Have you ever seen any of these before? Where?

Confirm you're at least 16 years old



### Law:

A rule that must be followed in order to keep people safe.

The law tells you lots of things, including **how old you need to be to get married**. You'll have to wait to find out what age this is!



Before we look more closely at marriage, let's explore some other laws that are there to **keep you safe**.

# Does the law keep you safe?

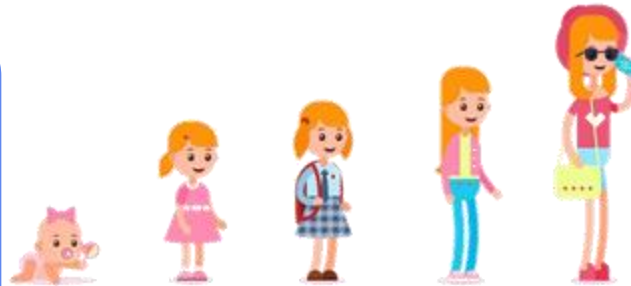


	What age do <b>you think</b> it's OK to...?	What age does <b>the law</b> say it's OK to...?	<b>Why</b> do you think there is / isn't a law on this?
Have a mobile phone?		No age limit	
Get your ears pierced?		No age limit*	
Play Fortnite?		12	
Have a job?		13	
Go on a holiday with friends only?		16	
Buy a pet?		16	
Get a tattoo?		18	

# Does the law keep you safe?



Laws around how old you need to be to do something are there to keep you safe!



At 16, children are more **responsible** and able to do some things **independently**. This is why they can do things like go on holiday with friends or buy a pet.



For things that are seen to have low risk, like having a mobile phone, **parents are allowed to make their own rules**.



For **big decisions** or things that are **permanent**, like tattoos, the law usually gives a high age, like 18.



It is not just the law that is there to protect you – your **parents, teachers, family** and the **government** are there to keep you safe too!

# What does the law say about marriage?

Before you find out how old the law says you should be to get married, think about your own future.

**Important!**  
There are no wrong answers. You don't have to do any of these things. It is your choice.

## Independent task (5-7 mins)

Draw a timeline of your life and write down the age you think you might be ready for these big moments. Share where you put things.



Moving into your own house



Getting married



Having your first full-time job

Having children

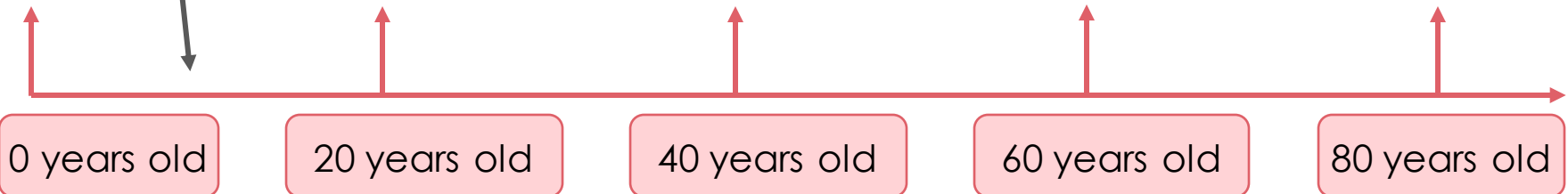


Going on a holiday with friends



Buying a pet

You are somewhere over here right now!



# What does the law say about marriage?

## Class vote (3-4 mins)

Think about where you put marriage on your timeline (if you put it at all). Vote on what age you think the law says you can get married in this country.



## Fact!

Article 1 of the UNCRC\* defines a child as anyone under the age of 18.

a) 16 years old

b) 18 years old

c) 21 years old

d) Other



Think about how big a **commitment** marriage is. Is it more **serious** than getting a tattoo? Do you need to be **responsible** to do it?



## Law:

A rule that must be followed in order to keep people safe.



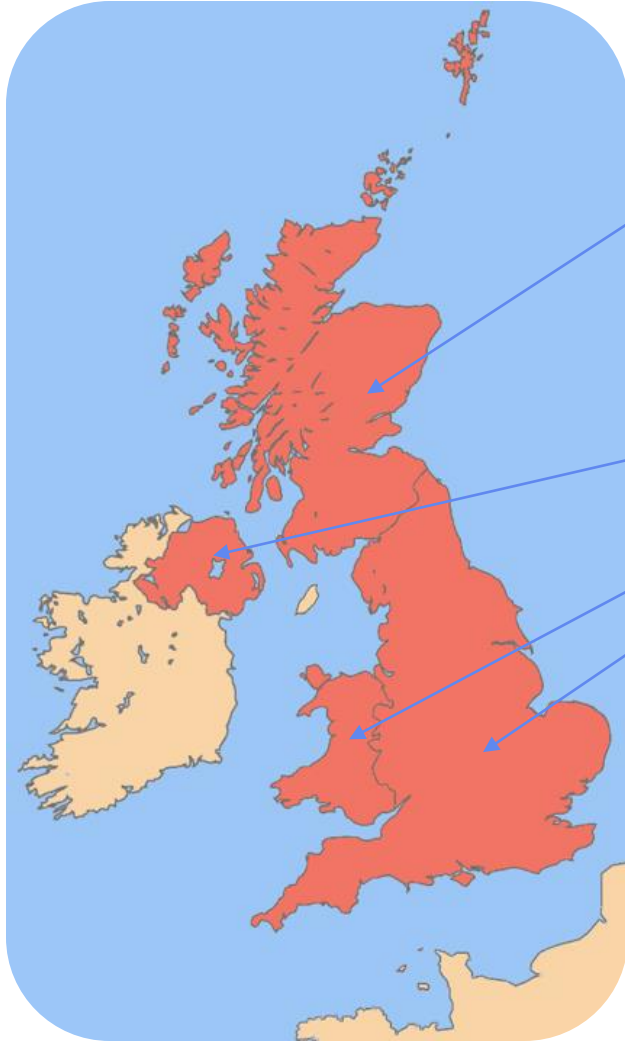
# What does the law say about marriage?

The law on marriage is a bit complicated!❗



In Scotland, the **law says someone can get married at 16**. This is the age you take your GCSEs.

In England, Wales and Northern Ireland, the legal age of marriage is 18, but if you are 16 or 17-years old, you can get married **with your parents' permission**.



## Class discussion (4-6 mins)

What do you think about this law? Is it older or younger than you expected?



# What job do parents have?

## Reflect (3 mins)

What do you think parents want for their children?



## Pair talk (4-6 mins)

Using the traffic lights, tell your partner how involved you would like your parents to be in the decisions about your life on the next slide.

I think a parent should **make this decision for me.**

I think a parent should **guide or help me** with this.

I'd like to make this decision **on my own.**



# What job do parents have?

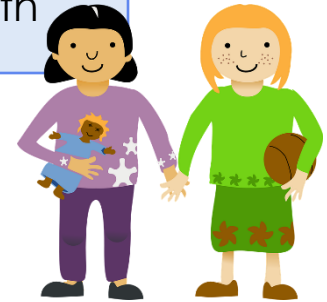
Which games you play



What clothes you wear



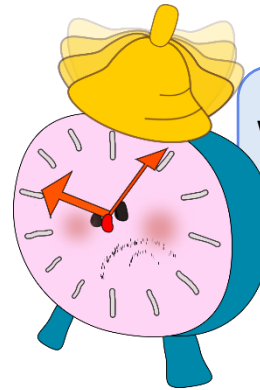
Who you hang out with



The secondary school you go to



What time you go to bed



Whether you have a phone



What house you live in



I think a parent should **make this decision for me.**

I think a parent should **guide or help me** with this.

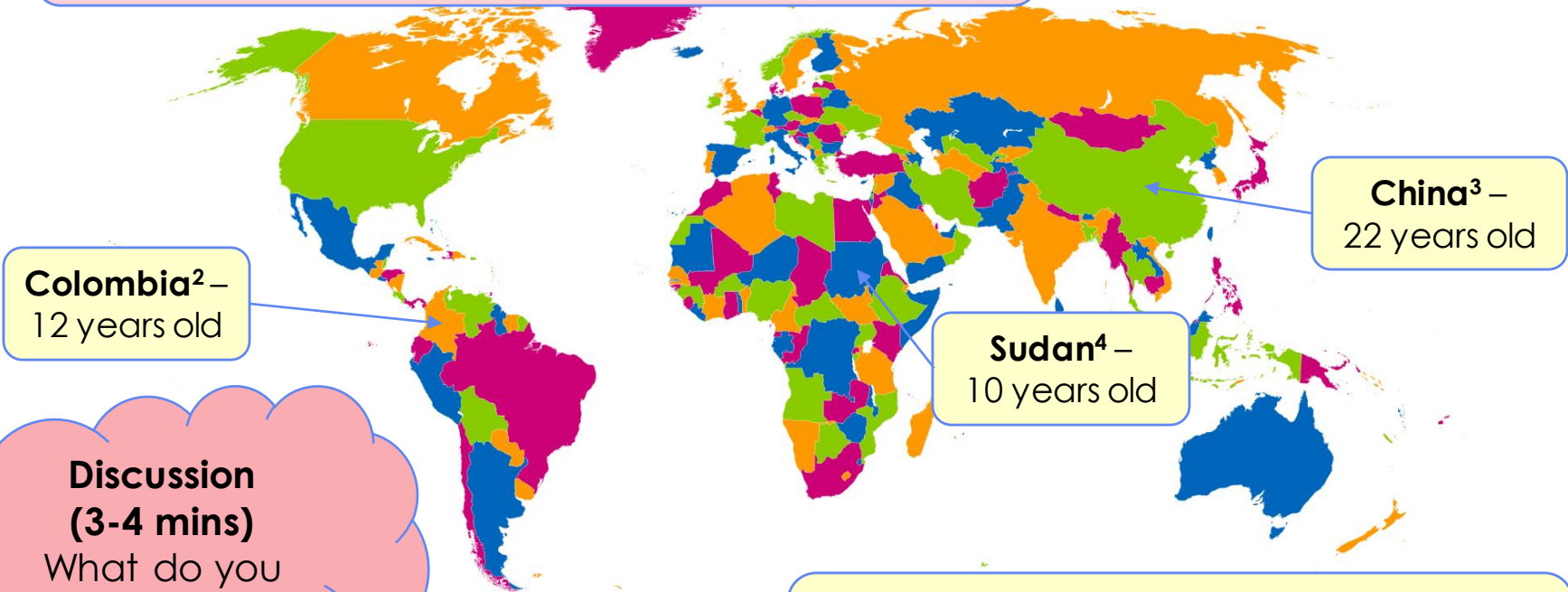
I'd like to make this decision **on my own.**

# What job do parents have?

Parents **don't always make the right decisions** for their children. Many children around the world are **pressured** by their parents to **get married**.

Pressuring someone to marry when they don't want to is **against the law**. Getting married is always **your choice**.

The legal age for marriage is **different** depending on the country. You can see some examples in yellow.



**Colombia<sup>2</sup>** –  
12 years old

**China<sup>3</sup>** –  
22 years old

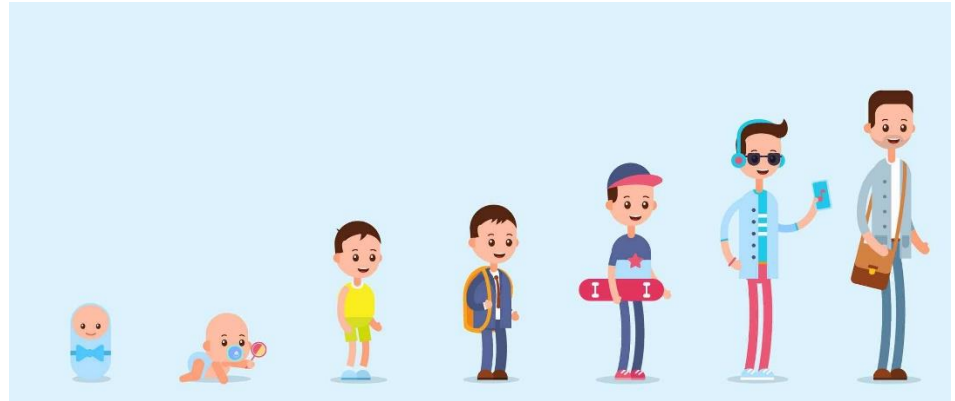
**Sudan<sup>4</sup>** –  
10 years old

**Discussion  
(3-4 mins)**  
What do you think about this?  
Is this OK?

**Pressure:**  
To strongly persuade someone to do something they don't want to do.

# What job do parents have?

As you get older, it is normal to want to **make more of your own decisions** and be more **independent**.



## Table task (5 mins)

What can you do if you feel like someone is pressuring you to do something? Talk through these ideas and decide which is a good or bad idea.

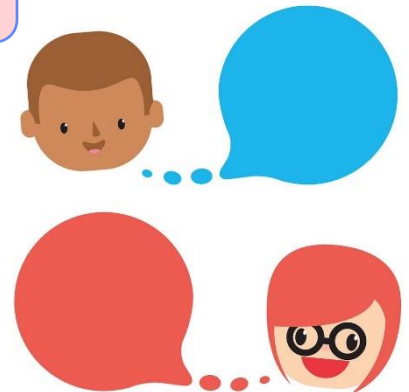
A parent should always make sure you are **healthy, happy** and **safe**. They want to let you make your own decisions too.

Talk to them and explain how they make you feel

Shout at them

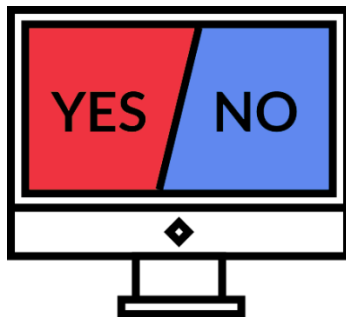
Forget about it

Talk to someone else you trust



# Should you have to be an **adult** to get **married**?

**Yes**



## Yes

- An adult is someone who is 18 or over. A 16 or 17-year old is not yet an adult and is not emotionally mature enough to get married. You should have to be an adult to get married.
- Marriage is a big decision. It should be decided on by the two people getting married when they are old enough to make the decision all by themselves.
- ...

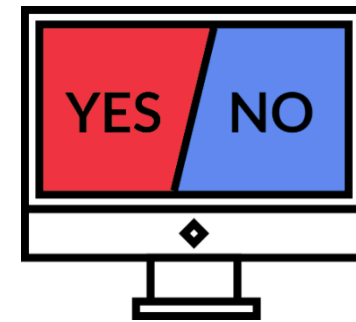
# Should you have to be an **adult** to get **married**?



No

## No

- I think that 16 and 17-year olds are mature enough to make big decisions like getting married. They have to make other big decisions at this age too.
- If a parent thought getting married was a bad decision for their 16 or 17-year old, they could say no. This law is there to make sure children make the right choice.
- ...



## Managing Conflict Scenarios

Your brother/sister has borrowed your new trainers without asking. You bought them especially for a PE competition at school and when you look in your wardrobe they are not there. You get them back later, covered in mud. What do you do?

You are out with your brother who is disabled and walks with a limp. Some kids come up to you both and start making fun of him. What do you do?

One of the boys in your class at school is being picked on because he is quiet and shy. He hates sport but loves dancing and he has just joined the after school dance club. Now everyone is calling him a 'wimp'. Even some of the girls don't want him in their dancing class. On the way home, he is confronted by a group of lads who call him names and push him into the mud. What can he do?

You want to go to a party that finishes at midnight. Your friends have got permission to stay but your parents/carers say you have to be in by 10 o'clock at the latest. What do you say to them?

One of the girls in your class is really good at football and wants to join the all-boys year 7 team. The boys won't let her. They say girls are rubbish at football and it is a boys' game. They also say all the other teams would laugh at them. What should she do?



# Confident Me

School Lesson for Body Confidence

PSHE Association  
Quality Assured  
Resource  
PSHE  
Association



Single Lesson

Dove  
Self-Esteem Project

## What are Today's Appearance Ideals? Activity 1

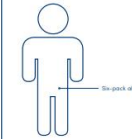


### Appearance Ideals

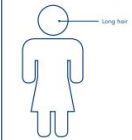
Name: \_\_\_\_\_

Label the body below with as many features as you can that make up today's appearance ideals.

What are appearance ideals for males?



What are appearance ideals for females?



What can trying to match appearance ideals cost someone?  
Time (e.g., late for school because of spending too much time styling hair)

Money (e.g., buying all the latest 'must-have' products)

Emotions (e.g., not feeling good enough)

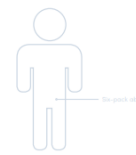
## What Appearance Pressures Might Young People Face? Activity 2

### Appearance Ideals

Name: \_\_\_\_\_

Label the body below with as many features as you can that make up today's appearance ideals.

What are appearance ideals for males?



What are appearance ideals for females?



What can trying to match appearance ideals cost someone?  
Time (e.g., late for school because of spending too much time styling hair)

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Emotions (e.g., not feeling good enough)

Reverse Selfie

<https://www.youtube.com/watch?v=sQS9pymkLiU&feature=youtu.be>

Image Manipulation

<https://www.youtube.com/watch?v=z2T-Rh838GA>

## Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

### Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

### Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.

### Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



### Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



Department  
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.

# Your Rights as a Parent

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