

Facts4Life

Relationships (& Sex) Education Resource

– Primary



Facts4Life: A health resilience programme for primary and secondary schools
Helping young people take ownership of their mental health



Facts4Life

Relationships (& Sex) Education Resource - Primary

Facts4Life: A health resilience programme for primary and secondary schools

Helping young people take ownership of their health

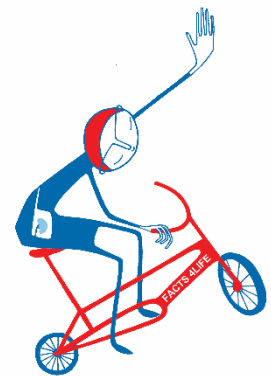
These online resources are to be used in conjunction with the Facts4Life resources for primary schools. They focus on the relationships element of Relationships & Sex Education (RSE) and prepare children for the significant physical and emotional developments that take place during the time that they will spend at primary school.

KEY MESSAGES

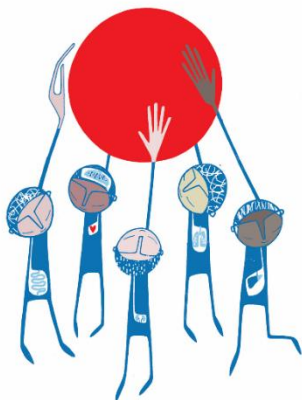
Using the metaphor of life as a journey, there are three key messages that underpin all Facts4Life lessons and these have real relevance to an RSE programme:

1. Riding the Ups and Downs

As we journey through life, our state of health is constantly changing because of the challenges we meet and how we respond to them. Rather than being either 'ill' or 'well', we move along an undulating path with high points (when we are more well) and low points (when we are less well). The relationships we establish with family, friends and others (including teachers) are in a constant state of flux and have significant impact on our health. Through these resources, children can learn to see these fluctuations as quite normal and develop the skills to minimize the 'downs' and maximize the 'ups'.



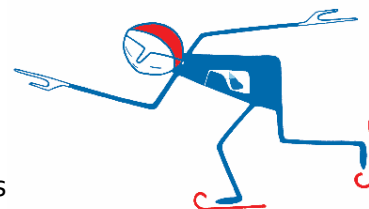
2. Keeping Balanced



Throughout life, our bodies are constantly meeting challenges which knock us off-balance. These include the physical, mental and emotional changes that take place between the ages of 4 and 11. There is a close correlation between our minds and bodies and when we are knocked off balance, this affects both. For example, worries that arise over changes in our life can affect sleeping patterns and may lead to symptoms of physical ill-health. However, we are very successful at responding to challenges because of the processes in the body that enable us to return to a balanced state – we call this homeostasis. Understanding the changes we go through, their impact on our sense of well-being, but also our ability to manage these, can be very reassuring and builds self-confidence and resilience over time.

3. Smoothing the Path

How we respond to challenges that life presents to us varies, dependent on a range of factors, including our past and current experience, genetics and our environment. The choices explored in the core Facts4Life resource are just as relevant within an RSE programme and are reinforced here; they include various aspects of self-care including hygiene, sleep, managing relationships and building self-esteem. The good news is that healthy coping strategies can be taught and learned, to enable us to feel better and support our overall health.



These key messages of Riding the Ups and Downs, Keeping Balanced and Smoothing the Path, are woven throughout the teaching resource.

In Key Stage 1 the activities focus, in particular, on Keeping Balanced and Smoothing the Path. The teacher guide on 'worry' (below) provides an opportunity for ongoing assessment of understanding and brings the key message of Riding the Ups and Downs into sharper focus.

The Key Stage 2 materials have more conspicuous references to Riding the Ups and Downs through the use of problem pages but this theme can be further enhanced by using the worry guide.

FACTS4LIFE RSE OVERVIEW

Theme	Outcomes
Reception – Independence Being a Big Kid My Body	Children will learn to: Understand how our body tells us things Know what makes each of us unique and special Use correct names for body parts Be aware of how to take care of our bodies Understand that our private parts belong only to us How to respond to 'uh oh' feelings Children will learn about Toilet hygiene Who we can speak to about our feelings
Years 1 & 2 – Independence Being a Big Kid My Body Sleep Growing and Changing	Children will learn to: Understand how our body tells us things Know what makes each of us unique and special Use correct names for body parts Be aware of how to take care of our bodies Understand that our private parts belong only to us How to respond to 'uh oh' feelings Children will learn about: Toilet hygiene Dental hygiene The importance of sleep How bodies are similar and different (the range of normality) Who we can speak to about our feelings

Years 3 & 4 – Growing Up Body Changes Smelly Bits All Shapes and Sizes Emotions Respect and Consent	Children will learn to: Understand how our bodies change as we grow Understand how our body tells us things Know what makes each of us unique and special Use correct names for body parts Be aware of how to take care of our bodies Children will learn about: Personal hygiene Body Image and how fashions change How bodies are similar and different (the range of normality) How to identify and communicate our feelings Asking permission to touch other people (consent)
Years 5 & 6 – Growing Up All Change Hormones Puberty What is normal? Respect Body Image	Children will learn to: Understand how our bodies change as we grow Understand how our body tells us things Know what makes each of us unique and special Use correct names for body parts Be aware of how to take care of our bodies Children will learn about: Personal hygiene How hormones affect the body and mind The changes associated with puberty Managing worries associated with growing up Body Image and media portrayal How bodies are similar and different (the range of normality)

WORRY GUIDE

Exploring Consequences

We live life in a constant state of flux and ups and downs are a normal characteristic of this. To help children explore the ups and downs, we have suggested a series of questions that can be used to formatively assess their understanding of the significance of maintaining balance and smoothing the path. To do this, we have used a worry model to promote reflection and problem solving.

Why is it important to...?

Why might your parent/carer worry about...?

The questions can be applied to any of the activities throughout the resource; they simply serve to promote discussion and comprehension of consequences (risk and resilience).

Worry can be more thoroughly explored using distancing techniques. For example, by using the puppet or class toy as referenced in the Facts4Life KS1 resource or by using a family member from the fictitious 'family' from the Facts4Life KS2 resource, e.g. why might Grandpa Joe worry about Charlie not washing his hands after using the toilet? Why might Philip worry about Aurora looking tired?

Facts4Life Teacher's book:

This RSE theme links closely with 'This is Me' and 'Self-care' from the primary resource.

MY BODY

Being a big kid also means that you are getting better at looking after your body. As well as washing your hands, you're getting better at washing the rest of your body and cleaning your teeth for yourself too.

Show Us Your Smile! (Smoothing the Path)



Compare the smiles of the children in the group to see who has lost some of their baby teeth, who has wobbly teeth and who has some of their permanent teeth through. Highlight the range of normality (*we're all different and that's ok*); the variety of stages. Some children may also have had extractions, fillings or have lost teeth through accidents.

What can you tell me about looking after your teeth? Invite the children to share their understanding of dental hygiene.

Establish that it is recommended that we should brush our teeth twice a day for a duration of two minutes.

We have bugs (bacteria) that live in our mouths and cover our teeth in a film, this is called dental plaque. Lots of our foods and drinks contain sugars called carbohydrates. The bugs in the plaque make energy from the sugars and produce a type of acid that can damage your teeth. Brushing your teeth carefully helps to remove the plaque. Visiting the dentist regularly is a great way to help take care of your teeth too; the dentist can clean your teeth in a special way and can paint a type of coating on them to help protect them against plaque build up but you must clean your teeth yourself. Some foods and drinks that are high in sugars can be a problem for our teeth which is why we should only have them in small amounts as an occasional treat. What sugary foods and drinks can you think of?

Activity Idea

Create a poster or display of dental hygiene. Include instructions for good tooth brushing and foods that should only be consumed as a treat.

Safeguarding opportunity (same as Reception)

As we get older, we do far more taking care of ourselves. If we have a problem, if something doesn't feel right, if we feel sore or itchy or if our wee or poo looks different to usual, we need to talk to someone. Usually, we can talk to the grown-ups who look after us and then they can decide if we need to see a doctor for some advice or help to get better. If we were worried about something and needed someone to talk to, who can we go to for help? Identify the people who can help us both in school and out of school.

Sometimes, things happen that give us a funny feeling in our tummies, maybe like butterflies or a bit sick when something just doesn't seem right. We call these 'uh oh' feelings. They're our body's way of saying that something isn't right. If something happens and we have 'uh oh' feelings in our tummies, then it's very important that we speak to an adult whom we trust. Let's remind ourselves of some of our trusted adults. Refer back to the list.

Watch the **NSPCC 'Pantosaurus'** video <https://www.youtube.com/watch?v=-lL07JOGU5o>

You could reinforce key messages of the video with the Pantosaurus quiz or simply invite the children to share what the video teaches us. Take some time to be really clear about the messages in the video and relate it back to the 'uh oh' feelings. Explain that sometimes a nurse or a doctor might need to look at and maybe touch a child's private parts if there is a problem with how they are feeling or working. This is an ok kind of touch; your parent or carer will stay with you when you are examined in this way and the doctor or nurse will explain what they are doing and why. They will also ask you if it's ok to examine you before they do so.

SAMPLE

YEARS 1 & 2: Independence

Facts4Life Teacher's book:

This RSE theme links closely with 'This is Me' and 'Self-care' from the primary resource.

SLEEP (Smoothing the Path)

Now that you're a big kid, you don't need as much sleep as when you were a baby. You don't need a day time nap but you do need a good night's sleep. Why do you think sleep is so important?

Record ideas.

Your body needs sleep, just like it needs food, drink and exercise. Sleep helps your body to develop properly, for it to grow, repair any damage and to help use the energy you have put into it through the food and drink you have consumed in the day. When you are asleep your brain dreams. Scientists think that dreaming is your body's way of making sense of the world, of the things you have seen, heard, felt, tasted, of everything that you have experienced!

How much sleep you need can vary from child to child. Children your age (5-7 years) need between 10.5-11 hours per night, ideally. What happens when you haven't had enough sleep? Invite responses.

Note to teacher

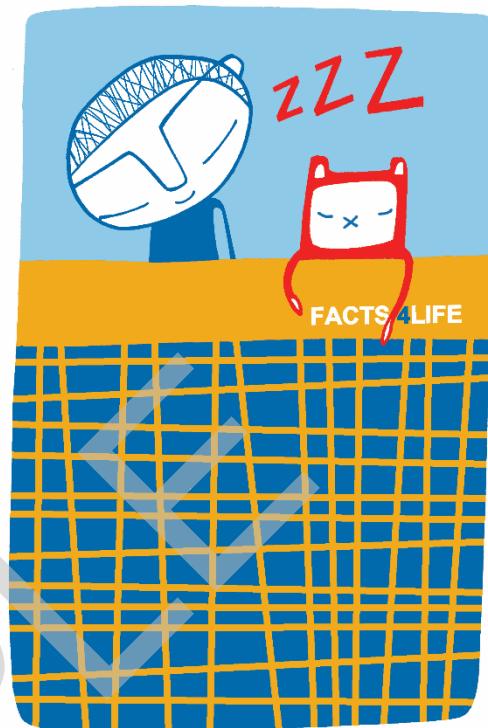
Younger children who are persistently sleep-deprived seem irritable and overactive, seek constant stimulation and don't concentrate well. Such symptoms can be mistaken for mild ADHD (Attention Deficit Hyperactivity Disorder). There is also a correlation between poor sleep and unhealthy weight; those who don't get enough sleep are more likely to be overweight or obese. This is because they tend to crave and eat sugary or starchy food during the day to give them energy to stay awake.

What sorts of things help us to get a good sleep? Invite responses.

Activity Idea

Card/statement sort – working in pairs or threes, children discuss how to categorise the cards depending on whether they help or hinder good sleep. Feedback thoughts on the different cards, not all children will agree and will give their own experiences as reasons for their opinions. Acknowledge the different opinions but gently reinforce the advice and justification. Invite the children to suggest their own thoughts for what can help or hinder good sleep.

Below are some examples of the cards. For the full set (downloadable) please visit the RSE resource page on the Facts4Life website





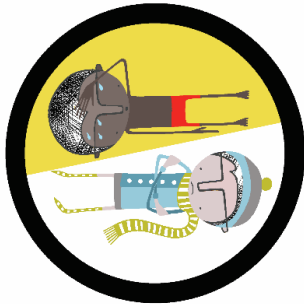
Quiet and Dark



Quiet and Dark

This is recommended as it ensures minimal distractions and optimum peacefulness

Some children struggle without some source of light, but darkness is the ideal



It should be neither too hot nor too cold

It should be neither too hot nor too cold

Between 18C and 24C is ideal



Tidy, fresh smelling bedroom

Tidy, fresh smelling bedroom

This is considered ideal to promote good sleep

Activity Idea

Get Set Sleep! - create a guide or poster to show what you can do to get a good night's sleep.

Facts4Life Teacher's book:

This RSE theme links closely with all of the themes explored in the Years 3 & 4 section of the primary resource, however, using members of the fictitious 'family' would be a useful way of exploring some of the body changes that may be sensitive. Introducing 'cousins' who are at the next developmental stage to the cohort allows for more thorough exploration of themes.

BODY CHANGES

Where did that time go?!



Your amazing body has changed so much since you were born.

Apart from being so much bigger, your limbs have become longer and stronger, some of you may even be accused of having compost in your shoes because you've grown so tall!

Your hair has grown thicker and you may have noticed more hair on your body. Some of you may have noticed more hair on your arms and legs and some of you may have noticed some hair growing under your arms or between your legs around your genital area. Nearly everybody will grow hair under their arms and around their genital area but this happens at different times. Some of you will be noticing it now whereas some of you won't notice it until you are at secondary school – it's the same with all sorts of body changes; they happen at different times for different people.

Activity Idea

No two the same - set the children the task of finding a pair of children in their class with lots in common, start simple with hair and eye colour, then look at height, shoe size and weight. You could throw in all sorts of other factors such as birthday month, hand span, food likes and dislikes, hobbies and interests. While they should be able to find lots of commonality it will be very clear that the range is great and that is completely normal. Explain that we call this the 'range of normality' - they are all just how they should be, sometimes with things in common and yet everyone is unique.

SMELLY BITS

Smelling different and feeling different is all part of these amazing body changes. As we get older, we seem to produce more smelly sweat; you may have noticed that your underarms get a bit whiffy if you've been running around lots. We have bacteria (bugs) living on our skin that break down acids in the sweat – this is what causes the smell. We call it body odour. You wouldn't notice this with little children because they haven't yet developed the type of sweat glands that make the easy to break down sweat; they develop as our bodies are changing into adult bodies. We call this time puberty and like any other change, it starts at different times for everybody.

Activity Idea (Smoothing the Path)

Fresh as a Daisy – using a gingerbread or stick person outline, identify all the areas that can get smelly on the body. Invite children to suggest strategies to help the character to manage these smelly bits.

Draw out the benefits of regular, careful washing as a key strategy for body odour management and good oral hygiene to manage bad breath. Fresh clean clothes are also an obvious choice in managing body odour but it is important to be sensitive to the domestic situation of your children's families; not all families have access to laundry facilities and not all families have easy access to a private bathroom e.g. people living in caravans, bedsits or B & B accommodation etc.

Children may suggest deodorant. Explain that some deodorants work by killing the bacteria on your skin while others block the top of your sweat glands too so you sweat less. These are called antiperspirants. Antiperspirant deodorants aren't ideal for younger children so you may want to look at what products are available that are free of potentially harmful toxins.



Discuss

It is important to treat everyone with respect. If someone has body odour or bad breath, how can we be supportive and respectful of their feelings?

- Consider what provision you can make in school to support more vulnerable families with managing personal hygiene.