

ALL SAINTS' CHURCH OF ENGLAND PRIMARY SCHOOL

Dogsthorpe Road, Peterborough PE1 3PW Telephone: 01733 563688



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Loving to learn, learning to love

Dear Parent/Carer,

Re: Year 3 Relationships Education and Health Education

In school we aim to help children to learn to respect themselves and others and move safely and confidently from childhood, through adolescence, into adulthood. We deliver much of this work through Relationships Education and Health Education, which are statutory parts of the broader subject, PSHE. As part of our programme we provide Relationships and Sex Education (RSE). This programme begins as soon as children arrive in school and continues until the end of secondary school.

There is more information about the areas your child will be covering below.

We are very aware that the RSE we deliver in school is only a small part of children's learning about their bodies, keeping safe, emotions, relationships and themselves. The majority of children's learning in this area takes place with you at home.

We hope this letter gives you some more information about our partnership in developing children's knowledge, skills and attitudes relating to RSE. Our Relationships Education Policy, which covers RSE, is available from the school's website.

We will shortly be beginning some work in Year 3 about **'Healthy and Safer Lifestyles'** topic covers some elements of Relationships Education and Health Education. These lessons will be taught in the morning to allow for TA's to be present when teaching.

Your children will be engaging with the following outcomes and questions as part of this work:

Week 2 WB 14/06/21:

I know that male and female bodies are different and what are the different parts are called.

To know some scientific names for male and female sexual parts and use them confidently.

This lesson will be taught in single sex groups with the class teacher and teaching assistant.

- We will be using the NSPCC 'Pantosaurus' song. You can view it at: <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>
- We will begin by focussing on what private means, and 'what is under our pants is private'
- We will explain that if they need to speak to an adult parent, doctor, teacher, someone they trust) about their private parts that now we can refer to them by their scientific name and everybody would know what they are referring to
- We will then explain why it is important to know the scientific or 'Doctor words' for parts of the body.
- Children will then share different body part names they know either verbally or written on a post-it note.
- Children will then identify a range of body parts, including private parts of the male and female body, on a line drawing of a child's body. This activity will be completed on the interactive whiteboard as a class with the teacher.
- For further information, you may also want to refer to:
<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

Week 3 WB 21/06/21:

I understand times to talk about private body parts, how they change and identify trustworthy and approachable adults.

When do we talk about our bodies, how they change and who do we talk to?

- The children will suggest reasons why people their age might find it difficult to talk about the private body parts, such as 'It's embarrassing' or 'We don't often talk about them so it feels a bit strange when you do'.
- The children will vote for reasons they would find it difficult and discuss how these difficulties can be overcome.
- For this activity the children will write down the names of people they would comfortable talking to using the circle of trust activity sheet.
- Finally, we will introduce a fictional character to the class (using puppets). This puppet represents a child that is the same age as them and has a worry about their body. The worry is, he has something (verrucae) on his foot that is sore and is due to be going swimming and are not sure what to do or who to talk to.
- In pairs the children will discuss how best to advise the characters to get help.

Week 4 WB 28/06/21:

I understand the value of carrying out regular personal hygiene routines.

Why is it important to keep myself clean?

- Children will begin the less by finishing the following sentence: 'I keep myself clean by...'
- The children will then work in small groups and be provided with a cleanliness issues to discuss e.g. how often should /t-shirts be changed? Each group to report back to the class using a spokesperson who will use the sentence stem We think..., or Some of us think...



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- The children will then be given the character Mr Stink, to draw and write about his personal hygiene routines.
- The children will look at a range of toiletries that can help some to improve their personal hygiene.
- Share the book 'Keeping Clean by Katie Woolley'.
- To end the lesson, the children will then advise Mr Stink how he could improve his personal hygiene, by using some of the toiletries discussed.

Week 5 WB 05/07/21:

To consider who is responsible for their personal hygiene now, and how this will change in the future.

What can I do for myself to stay clean and how will this change in the future?

- Children will be asked to list all the ways they are able to keep themselves clean, using one colour for what they're responsible for (cleaning face, hair, hands and teeth) and another colour for what adults are responsible for (washing clothes, buying a toothbrush and toothpaste).
- As a class, we will discuss how the children's responsibilities for keeping themselves clean changes as they become older (e.g. at 10, as a teenager and as an adult).
- Watch the video: <https://www.youtube.com/watch?v=sCFsrS7rnaE> about hygiene habits.
- Ask children to draw and label on body outlines how they expect to maintain their personal hygiene in the future (e.g. brushing teeth twice a day, washing clothes, shampooing and combing their hair, visiting the dentist).

Week 6 WB 12/07/21:

To understand a range of ways illness and disease might be spread and how they are able to reduce this.

How do different illnesses and diseases spread and what can I do to prevent this?

- We will ask the children for a list of illnesses which can be caught from other people (e.g. colds, viruses, tummy bugs, verruca).
- We will discuss how these germs get into the body (e.g. through the nose, mouth or through cuts). Before explain the difference between a bacteria and a virus.
- Share the comic strip Dirty Bertie – Catch It! Kill It! Bin It! (an extract can be found here: <https://www.youtube.com/watch?v=ziYHNyVwJZE>) to reinforce the importance of good hygiene when you have a cold.
- The children will then take part in an experiment to show the importance of handwashing, see an example of the experiment here: https://www.youtube.com/watch?app=desktop&v=2eqhw6yZk-c&feature=emb_title
- Discuss with the children how they care for their hair. In addition to details of how they wash their hair, encourage the children to talk about hairstyles, haircuts, combing it through, why people tie their hair back and when people, like cooks and surgeons, have to cover their hair completely.
- We will then look at head lice, the causes 'myths' around head lice and preventative tips using the NHS website to support: www.nhs.uk/conditions/head-lice-and-nits/
- Finally the children will design and create an informative poster on head lice using the information learnt.

We encourage you to discuss these areas with your children before, during or after our topic, as children say that they greatly value being able to talk with their parents/carers about these issues.

There are no elements of non-statutory sex education taught in Year 3.

Please contact the Head Teacher if you would like to discuss this. If you would like to discuss any issues relating to our work on RSE, or to find out more about the lessons, please contact a teaching member of staff in year 3.

Yours faithfully,

