

Swansea Bay Relationships and Sexuality Education Pack for Phases 1 and 2



Cynlluniau Ysgolion Iach - Rhwydwaith Cymru



Welsh Network of Healthy School Schemes



Overview and Background

The Swansea Bay Relationships and Sexuality Education (RSE) pack has been developed by a group of professionals that work in schools or with schools. The pack has been designed for use in all Primary schools across Swansea and Neath Port Talbot. The pack was originally launched in 2018 with full approval and endorsement from the Directors of Education in both localities. It was then revisited in 2023 to ensure the content was in line with the *Welsh Government Relationships and Sexuality Education Code and Guidance*. The updated version has also received full approval and endorsement from Swansea and Neath Port Talbot Directors of Education.

This pack draws together content from the previously developed '*Swansea Personal Development and Relationships*' resource and the '*Neath Port Talbot Key Stage 2 Sex and Relationships Education*' resource. In addition, it also includes use of the '*SENSE: Making Sense of Growing Up and Keeping Safe for Key Stage 2*' resource; '*Tyfu i Fyny/Growing Up*' resource developed by Gwynedd Healthy Schools Scheme and Stori's *Spectrum Project*, along with School Health Nurse lessons. The lessons provide activity ideas that start in phase 1 and build upon knowledge and understanding developmentally up to the end of phase 2.

The lessons ensure that requirements set out in the *Welsh Government Relationships and Sexuality Education Code and Guidance*, and the *Healthy Schools National Quality Award* are being achieved. As stated in the RSE Code, *a developmentally appropriate and pluralistic approach needs to be taken throughout and RSE must be inclusive and reflect diversity. It must include learning that develops awareness and understanding of different identities, views and values and a diversity of relationships, gender and sexuality, including LGBTQ+ lives.*

Each lesson has been mapped against the three strands of the WG RSE Code. This is intended to highlight what the lesson content can potentially address and develop. The pack does not address all content in each strand; there will be cross over with other parts of the curriculum and programmes, such as SchoolBeat, the Wales Police Schools Programme. All lessons have been developed in collaboration with teachers, as well as a selection of lessons being piloted in schools to ensure phase appropriateness. It is the responsibility of the school to develop a curriculum that goes beyond the content of this RSE pack, to ensure coverage of the RSE code.

In writing this pack, we recognise and believe that all children have the right to information, are listened to, should be well-cared for and kept safe, and have the right to privacy. These rights are listed below as articles taken from the United Nations Convention on the Rights of the Child (UNCRC).

Article 12

The right to say what you think should happen and to be listened to

Article 19

The right to be looked after and kept safe

Article 16

The right to privacy

Article 13

The right to information

Contributors

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E-bug resource

SENSE: Making Sense of Growing Up and Keeping Safe for Key Stage 2 resource

NSPCC – PANTS (The Underwear Rule) resource

Gwynedd Healthy Schools Scheme – Tyfu i Fyny/Growing Up resource

Neath Port Talbot Key Stage 2 Sex and Relationships Education resource
Swansea Personal Development and Relationships resource
Designed to Smile
Stori – Spectrum Project
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Lesson Number	1	2	3	4	5
RSE CODE STRAND 1 – Relationships and Identity (Phase 1)					
Ability to act with kindness, empathy and compassion in interactions with others immediate to them including family, friendship and peer relationships.			Y	Y	
An awareness of how to communicate wants and needs in relationships and begin to respect those of others.			Y		
Awareness of how needs relate to rights					
Awareness of the diversity of families and relationships, including friendship and peer relationships, and why these are important.				Y	
Developing a sense of themselves, in the context of families, friends and communities				Y	
Recognising how people value different things and have different families, friends and communities				Y	
Experiencing inclusive behaviours, language and role modelling that show respect for others, whatever their gender					
Recognising learners' rights to be treated fairly, kindly and with respect			Y	Y	
RSE CODE STRAND 2 – Sexual Health and Well-being (Phase 1)					
The use of accurate terminology for all body parts.				Y	Y
An awareness of the human life cycle and that reproduction is a part of life.				Y	
Awareness of how human bodies change as they grow.				Y	
An awareness of the importance of personal self-care and hygiene.	Y	Y			
A recognition that everyone's body is unique and special to them.					Y
Awareness of the different feelings one can have, recognising other people's feelings and how these may differ to your own.			Y	Y	
Recognising trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe.					Y
RSE CODE STRAND 3 – Empowerment, Safety and Respect (Phase 1)					
Recognising harmful behaviour including behaviours which are discriminatory and the right to be free from discrimination					Y
Ability to interact with others in a way that is fair.					
Recognising the right to be free from harmful, abusive and bullying behaviour.					Y
An awareness of how to recognise positive and harmful behaviours, including bullying.					Y
Ability to share with a trusted adult when faced with harmful behaviours.					Y

	Lesson Number				
	1	2	3	4	5
Beginning to recognise that other people have thoughts, feelings and opinions that are different.			Y	Y	
An awareness of the need to seek agreement in order to share, for example toys.			Y		
An awareness of everyone's right to privacy, personal boundaries and which parts of the body are private.			Y		Y
Ability to communicate if someone is touching them in a way that makes them feel uncomfortable.					Y
Awareness of how to keep safe when using digital media, including sharing with a trusted adult when they feel uncomfortable or scared					
An awareness that everyone has the right to be safe and no one is allowed to harm anyone else.					Y
Ability to speak up for each other.					

	Lesson Number											
	1	2	3	4	5	6	7	8	9	10	11	12
RSE CODE STRAND 1 – Relationships and Identity (Phase 2)												
Ability to form and maintain relationships which are equitable, respectful and kind with a range of others	Y	Y			Y						Y	Y
How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others rights and part of friendships and relationships.		Y										Y
Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these.		Y		Y							Y	
Understanding positive behaviours in relationships and what can happen when relationships breakdown.		Y			Y						Y	Y
An awareness of how families, relationships and parenting are shaped by social and cultural norms and laws that have changed over time.					Y						Y	
Recognising how people’s relationships with others shape who they are and their happiness.		Y		Y	Y							
An awareness of how identity can be expressed in different ways.				Y						Y		
Valuing and recognising the contributions of everyone; and the importance of sex and gender equality.	Y	Y		Y						Y		
Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour.				Y						Y		
An awareness of how positive and negative social and cultural norms regarding sex, gender and sexuality influence relationships and behaviours.	Y			Y							Y	
RSE CODE STRAND 2 – Sexual Health and Well-being (Phase 2)												
Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction, including what supports menstrual health and well-being.							Y	Y		Y	Y	
Recognising the process of pregnancy and birth.						Y		Y		Y	Y	
The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty.							Y	Y	Y	Y		
The knowledge and skills needed to manage personal self-care and hygiene, including the importance of menstrual well-being.			Y				Y	Y	Y	Y		
An awareness that there are many different sources of information offline and online that help us learn about our bodies and affect how we feel about our body and other people’s bodies.												
Awareness of how people can feel attracted to others as they mature and how this can lead to emotional and physical responses.					Y		Y		Y	Y	Y	

Lesson Number	1	2	3	4	5	6	7	8	9	10	11	12
Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults.												Y
RSE CODE STRAND 3 – Empowerment, Safety and Respect (Phase 2)												
Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online.	Y	Y		Y	Y				Y			
Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.				Y					Y			
Understanding of the right for everyone to be free from harm or abuse.												Y
An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including peer on peer harassment and bullying and the role technology can play.												
How to seek support for oneself and offer support to others.												Y
How to be a good friend and advocate for others.	Y	Y							Y			
Understanding of the right to bodily privacy, personal boundaries including online.							Y	Y				Y
Understanding how behaviours may be perceived by others offline and online.												
Recognising which steps to take to keep safe from harm both in offline and online friendships.												Y
Understanding the social and emotional norms and pressures that lead to non-consensual behaviours, friendships and relationships, for example, gender norms.												
Developing the skills to build consensual behaviours and relationships and know how to safely respond, challenge and report non-consensual behaviours and relationships offline and online.												Y
Know how and when digital media can be shared safely, with permission and when it can be a source of harm.												
Awareness of the benefits and dangers of the internet and social media in forming friendships online.												
Exploring the motives behind fabricated and digitally-altered media.												
An understanding of the need to keep safe online, an ability to take steps to protect themselves and an ability to share with trusted adults where something is seen that shouldn't have been or is upsetting or uncomfortable.												
Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect and harassment.				Y								

Hand Washing - School Nurse Delivery

Phase 1 – Lesson 1 (R)

LESSON OBJECTIVES/SKILLS:

Learners will:

- Have an awareness of what germs are.
- Have an awareness of why they need to wash their hands.
- Have an awareness of when they need to wash their hands.
- Have a practical demonstration on how to wash their hands.

RSE CODE STRAND 2 – Sexual health and well-being

➤ An awareness of the importance of personal self-care and hygiene.

LEARNING ACTIVITY/LESSON OUTLINE:

Presentation

Show learners the presentation and ask the following questions:

What are germs?

Where might they find germs?

Why do we need to wash our hands?

When do we need to wash our hands?

Practical demonstration

Demonstrate the hand washing technique referring to poster and step by step.

Consider using a willing learner (with class teacher's guidance) to demonstrate the technique at the front of the class.

Ask learners to talk back through and copy the technique as demonstrated.

Story and Song Time

Worksheets

Story Time - I don't want to wash my hands/Golcha dy ddwylo

Song

KEY QUESTIONS:

What are germs?

When and how do we wash our hands?

RESOURCES:

- Presentation
- Hand washing poster
- Worksheets
- Hand washing song
- Pupil certificate
- Glow Box if available
- Bowl/ liquid soap/water/paper towels

- DVD
- Story time book - I don't want to wash my hands/Golcha dy ddwylo (Tony Ross)

ASSESSMENT – Learning Outcomes:

Can the learner....

Cater for most of their personal needs independently?

Explain what germs are?

Explain why they need to wash their hands?

Explain when they need to wash their hands?

Wash their hands?

Oral Health

Phase 1 – Lesson 2 (Yr1)

LESSON OBJECTIVES/SKILLS:

Learners will:

- State why we need our teeth.
- Demonstrate an effective tooth brushing technique for appropriate length of time.
- Recall the ingredient in toothpaste that protects our teeth.
- Identify who helps to look after our teeth.
- Select foods that are healthy choices.

RSE CODE STRAND 2 – Sexual health and well-being

➤ An awareness of the importance of personal self-care and hygiene.

LEARNING ACTIVITY/LESSON OUTLINE:

- Learners to listen to Boris' story - discussion throughout about Boris' choices and what we use our teeth for.
- Learners to demonstrate tooth brushing using puppets/mouth model for an appropriate length of time.
- Learners to answer question on 'what is the name of the magic sparkles (fluoride) when we brush our teeth?' using nominated questioning.
- Learners to answer 'who helps us to look after our teeth?' Using role play outfit, select some children to dress up as the dentist re-enacting what to expect in a dental visit.
- Learners to select foods using Healthy Chef resource grouping appropriately for children with higher level skills. Inclusive learning for others starting off with the more obvious foods. Engage class discussion about sugary foods.

KEY QUESTIONS:

Do I brush my teeth?

Why is it important that I brush my teeth?

What foods are bad for our teeth?

RESOURCES:

- Boris' story
- Puppets/mouth models and toothbrushes
- Dress up role play dentist outfit
- Healthy Chef

Please note, if you do not have these resources in your school, they can be borrowed from Designed to Smile. Please contact the relevant office number from below

Swansea Area – Tel: 01792 301098 – Email Ryland.hopkins@wales.nhs.uk

Neath Port Talbot Area – Tel: 01639 889086 – Email Emma.Hurley2@wales.nhs.uk

ASSESSMENT – Learning Outcomes:

Can the learner....

Meet their personal hygiene needs independently?

Understand that hygiene and the right types of food and drink are important for healthy bodies?

Consent Ben – Wants, Needs and Rights

Phase 1 – Lesson 3 (Yr1)

LESSON OBJECTIVES/SKILLS:

Learners will:

- Understand that children have the right to refuse consent.
- Consider situations where consent is needed and not needed.
- Develop and build self-confidence.
- Explore different types of communication and relationship, which can support mental health and emotional well-being.

RSE CODE STRAND 1 – Relationships and Identity

- Ability to act with kindness, empathy and compassion in interactions with others immediate to them including family, friendship and peer relationships.
- An awareness of how to communicate wants and needs in relationships and begin to respect those of others.
- Recognising learners' rights to be treated fairly, kindly and with respect.

RSE CODE STRAND 2 – Sexual health and well-being

- Awareness of the different feelings one can have, recognising other people's feelings and how these may differ to your own.

RSE CODE STRAND 3 – Empowerment, safety and respect

- Beginning to recognise that other people have thoughts, feelings and opinions that are different.
- An awareness of the need to seek agreement in order to share, for example toys.
- An awareness of everyone's right to privacy, personal boundaries and which parts of the body are private.

LEARNING ACTIVITY/LESSON OUTLINE:

Click on Spectrum Project Resource [New Curriculum - - Sbectrwm Spectrum \(spectrumproject.co.uk\)](http://spectrumproject.co.uk), scroll down to 'Foundation Phase/Phase 1' under 'Expressive Arts', download the lesson 'Consent Ben'. All lesson plans, power points and teacher notes can be found here. You will need a code to access the resource. Please email Spectrum to get your school's code.

KEY QUESTIONS:

Why is understanding consent important?

ASSESSMENT – Learning Outcomes:

Can the learner....

Understand the concept of consent?

Myself as a Baby

Phase 1 – Lesson 4 (Yr2)

LESSON OBJECTIVES/SKILLS:

Learners will:

- Gather information from their parents/carers about themselves when they were a baby.
- Identify similarities/trends amongst themselves as babies in respect of their development.

RSE CODE STRAND 1 – Relationships and Identity

- Ability to act with kindness, empathy and compassion in interactions with others immediate to them including family, friendship and peer relationships.
- Awareness of the diversity of families and relationships, including friendship and peer relationships, and why these are important.
- Developing a sense of themselves, in the context of families, friends and communities.
- Recognising how people value different things and have different families, friends and communities.
- Recognising learners' rights to be treated fairly, kindly and with respect.

RSE CODE STRAND 2 – Sexual health and well-being

- The use of accurate terminology for all body parts.
- An awareness of the human life cycle and that reproduction is a part of life.
- Awareness of how human bodies change as they grow.
- Awareness of the different feelings one can have, recognising other people's feelings and how these may differ to your own.

RSE CODE STRAND 3 – Empowerment, safety and respect

- Beginning to recognise that other people have thoughts, feelings and opinions that are different.

LEARNING ACTIVITY/LESSON OUTLINE:

Please note that before starting this lesson, learners will need to have completed 'Myself as a Baby' worksheet at home. This can be found in the Tyfu i Fyny/Growing Up resource - section 15: worksheet number 4. Some families may not have baby photographs available for various reasons e.g. if a learner is in foster care or is an adopted child. You can ask the learners to complete the worksheet about any member of the family i.e. brother, sister, mother or father. Do not use this worksheet if there are concerns about a child in the class.

- Following discussion at home, while completing the worksheet ask learners to share in the class what they discussed with their parents when completing the task.
- Discuss how everybody is different and that choices that parents/carers make are different.
- Use data to calculate what fraction and/or percentage of learners were born in different months, born at home/hospital, fed by mother's milk/bottle fed.
- Are the heaviest babies the tallest children? Looking for patterns. Line up the children in order of the tallest and the shortest.

KEY QUESTIONS:

What is the same and what is different about my friends and I?

RESOURCES:

- [Tyfu i Fyny/Growing Up resource – section 2 and section 15: worksheet number 4](#)

ASSESSMENT – Learning Outcomes:

Can the learner....

Recognise and express their feelings appropriately?

Express understanding of other people's feelings, views and beliefs?

Recognise the cultural similarities and differences between themselves and their peers?

Appropriate and Inappropriate Touch

Phase 1 – Lesson 5 (Yr2)

LESSON OBJECTIVES/SKILLS:

Learners will:

- Understand and learn the PANTS rules.
- Name body parts and know which parts should be private.
- Know the difference between appropriate and inappropriate touch.
- Understand that they have the right to say “no” to unwanted touch.
- Start thinking about who they trust and who they can ask for help.

RSE CODE STRAND 2 – Sexual health and well-being

- The use of accurate terminology for all body parts.
- A recognition that everyone’s body is unique and special to them.
- Recognising trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe.

RSE CODE STRAND 3 – Empowerment, safety and respect

- Recognising harmful behaviour including behaviours which are discriminatory and the right to be free from discrimination.
- Recognising the right to be free from harmful, abusive and bullying behaviour.
- An awareness of how to recognise positive and harmful behaviours, including bullying.
- Ability to share with a trusted adult when faced with harmful behaviours.
- An awareness of everyone’s right to privacy, personal boundaries and which parts of the body are private.
- Ability to communicate if someone is touching them in a way that makes them feel uncomfortable.
- An awareness that everyone has the right to be safe and no one is allowed to harm anyone else.

LEARNING ACTIVITY/LESSON OUTLINE:

Click on NSPCC Resource below – ‘The Underwear Rule’ for all lesson plans, resources and presentations.

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/>

KEY QUESTIONS:

What is the PANTS rule?

Who can I trust and who could I ask for help?

RESOURCES:

The list below is all found in the link provided above to NSPCC Resource ‘The Underwear Rule.’

- A PowerPoint presentation
- Pants template
- Body parts puzzle

- PANTS fill in the gaps
- Pantosaurus film

ASSESSMENT – Learning Outcomes:

Can the learner....

Recognise and express their feelings appropriately?

Have a clear understanding of what is right and wrong?

What is Good about Me? – Personal Qualities

Phase 2 – Lesson 1 (Yr3)

LESSON OBJECTIVES/SKILLS:

- Developing thinking: form personal opinions and make informed decisions. Distinguish between facts, beliefs and opinions.
- Developing communication: express their views and ideas confidently through a range of appropriate methods.
- Working with others: make and maintain friendships and other relationships.
- Improving own learning: reflect on progress, identify strengths and weaknesses and set targets for improvement.
- To resist unwanted peer pressure and behaviour.
- To feel positive about themselves and be confident in their own values.
- To identify personal qualities.
- To appreciate the strengths and personal qualities of other people.
- To show care and concern for others and be sensitive towards their feelings.

RSE CODE STRAND 1 – Relationships and Identity

- Ability to form and maintain relationships which are equitable, respectful and kind with a range of others.
- Valuing and recognising the contributions of everyone; and the importance of sex and gender equality.
- An awareness of how positive and negative social and cultural norms regarding sex, gender and sexuality influence relationships and behaviours.

RSE CODE STRAND 3 – Empowerment, safety and respect

- Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online.
- How to be a good friend and advocate for others.

LEARNING ACTIVITY/LESSON OUTLINE:

- Circle time activity: Turn to the person next to a child and introduce them. ‘This is They are good at.... ‘
- Show a template of a coat-of-arms shield. Discuss its purpose e.g. to protect oneself.
- Ask learners to think of four things they are good at. Draw and/or write these on each section of the shield.
- Feedback to class, choosing and saying one positive quality about themselves. This can be displayed on a class ‘Superstar’ display.

KEY QUESTIONS:

What's special about me?

What's special about my friends?

RESOURCES:

- Paper for personal shield
- Colouring pens/felt pens
- Flipchart paper

ASSESSMENT – Learning Outcomes:

Can the learner....

Identify personal strengths?

Appreciate the strengths and personal qualities of other people?

Show care and concern for others and be sensitive towards their feelings?

Reflect on progress, identify strengths and weaknesses, and set targets for improvement?

Friendship – Qualities and Making and Breaking Friends

Phase 2 – Lesson 2 (Yr3)

LESSON OBJECTIVES/SKILLS:

- To recognise the qualities of individuals, identifying positive things about the achievements of themselves and others.
- To develop skills to be effective in relationships.
- To value others' experiences and feelings.
- To be able to resolve differences by looking at alternatives, making decisions and explaining choices.
- To understand that similarities and differences between people contribute to the diversity of friendships and interdependence between friendships.
- Developing thinking: form personal opinions and make informed decisions.
- Working with others: make and maintain friendships and other relationships.
- Developing communication: express their views and ideas confidently through a range of appropriate methods.

RSE CODE STRAND 1 – Relationships and Identity

- Ability to form and maintain relationships which are equitable, respectful and kind with a range of others.
- How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others' rights and part of friendships and relationships.
- Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these.
- Understanding positive behaviours in relationships and what can happen when relationships breakdown.
- Recognising how people's relationships with others shape who they are and their happiness.
- Valuing and recognising the contributions of everyone; and the importance of sex and gender equality.

RSE CODE STRAND 3 – Empowerment, safety and respect

- Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online.
- How to be a good friend and advocate for others.

LEARNING ACTIVITY/LESSON OUTLINE:

- Watch SENSE extract – Enjoying and Achieving: Friendship. Discuss how Jane and Maria felt when their friends helped them.
- As a class, discuss the different types of friendships e.g. friends at school, same sports club.
- As a class, list the qualities in a perfect friend.
- List the situations in which we may need to ask friends for help. Model how to ask for help. Pairs to act out ideas.

- In groups, consider several problems generated by the class, teacher or from the media. Groups become the problem page editor, discussing each problem and finding a solution focused response.

KEY QUESTIONS:

Who are my friends?

Why do I like them?

Am I a good friend?

How do they feel if I fall out with a friend?

How can I sort a problem with a friend?

RESOURCES:

- SENSE: Making Sense of Growing Up and Keeping Safe for Key Stage 2 resource – Enjoying & Achieving: Friendship

ASSESSMENT – Learning Outcomes:

Can the learner....

Make and maintain friendships and other relationships?

Empathise with others' experiences and feelings?

Identify different emotions involved in friendship?

Listen carefully, question and respond to others?

Feel positive about themselves and be sensitive towards the feelings of others?

Form personal opinions and make informed decisions?

Looking After Me – Staying Clean

Phase 2 – Lesson 3 (Yr3)

LESSON OBJECTIVES/SKILLS:

- To take increasing responsibility for keeping the mind and body safe and healthy.
- To form personal opinions and make informed decisions.
- To develop practical skills necessary for everyday life.

RSE CODE STRAND 2 – Sexual health and well-being

- The knowledge and skills needed to manage personal self-care and hygiene, including the importance of menstrual well-being.

LEARNING ACTIVITY/LESSON OUTLINE:

- Discuss with the learners why it is important to always have clean hands and when we should wash our hands.
- Show learners the chart of how to wash hands (e-bug resource- hand washing section).
- If possible, use the Glitterbug resource.
- Learners wash their hands, following the hand washing chart.
- Year 3 children teach year 2 children to wash their hands correctly.
- Create posters to displays around the school reminding everyone to wash their hands and how to do it.
- Compose and perform a song about washing hands correctly.

KEY QUESTIONS:

Why do we need to keep ourselves clean?

What are germs?

What do they do to us?

How and when should we wash our hands?

RESOURCES:

- [PHW Infection Prevention and Control Guidance for Educational Settings](#)
- Glitter bug and hygiene teaching pack
- [E-Bug teaching resource](#)
- Henry the hand, 'Doin' the Handwash' song

ASSESSMENT – Learning Outcomes:

Can the learner....

Explain what germs are and what they do to us?

Wash their hands using the correct technique?

Explain the occasions when it is vital to wash your hands?

My Family – Roles and Stereotypes

Phase 2 – Lesson 4 (Yr4)

LESSON OBJECTIVES/SKILLS:

- To value friends and family as a source of mutual support.
- To explore different types of families.
- To understand that all families are different.
- To know who to go to for help and support.

RSE CODE STRAND 1 – Relationships and Identity

- Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these.
- Recognising how people's relationships with others shape who they are and their happiness.
- An awareness of how identity can be expressed in different ways.
- Valuing and recognising the contributions of everyone; and the importance of sex and gender equality.
- Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour.
- An awareness of how positive and negative social and cultural norms regarding sex, gender and sexuality influence relationships and behaviours

RSE CODE STRAND 3 – Empowerment, safety and respect

- Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online.
- Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.
- Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect and harassment.

LEARNING ACTIVITY/LESSON OUTLINE:

- Circle time – What is a family? Who is in my family? 'My Family Tree' worksheet – Spectrum Project (old curriculum) Year 3 and 4 ~ Family Relationships section ~ My Family Tree Lesson. You will need a code to access the resource. Please email Spectrum to get your school's code.
- Paper carousel or class discussion
 - What makes a family?
 - Do families always live together?
 - Families are good because....
 - Who is in my family?
 - Some families argue because
- In groups look at pictures of different families' worksheet - Tyfu i Fyny/Growing Up resource -section 15: worksheet number 14. Discuss.
- Gender Inequality – Spectrum Project (new curriculum) Key Stage 2/Phase 2 ~ Humanities ~ Gender Inequality Lesson. All lesson plans, power points, resources and teachers' notes can

be found here. You will need a code to access the resource. Please email Spectrum to get your school's code.

KEY QUESTIONS:

Who is in my family?

What do they do?

What is their role?

What different sorts of family are there?

How do family members care for each other, support each other?

RESOURCES:

- My Family Tree worksheet – [Old Curriculum - Spectrum - Sbectrwm \(spectrumproject.co.uk\)](http://spectrumproject.co.uk)
- Gender Inequality – [New Curriculum - Spectrum - Sbectrwm \(spectrumproject.co.uk\)](http://spectrumproject.co.uk)
- Different families poster - [Tyfu i Fyny/Growing Up resource - section 15: worksheet number 14](#)
- Flip chart paper

ASSESSMENT – Learning Outcomes:

Can the learner....

Discuss different types of family structure?

Identify who they go to for support and advice?

Identify several ways in which family members support each other – practical and emotional?

What is Love? – Promises and Commitment

Phase 2 – Lesson 5 (Yr4)

LESSON OBJECTIVES/SKILLS:

- To develop positive attitudes and values towards the formation of a wide variety of relationships.
- To understand that the formation of positive relationships needs both time and commitment.

Learners should be given the opportunity to:

- Value families and friends as a source of mutual support.
- Feel positive about themselves and be sensitive towards the feelings of others.
- Understand the range of their own and others' emotions.
- Explore their own personal values.

RSE CODE STRAND 1 – Relationships and Identity

- Ability to form and maintain relationships which are equitable, respectful and kind with a range of others.
- Understanding positive behaviours in relationships and what can happen when relationships breakdown.
- An awareness of how families, relationships and parenting are shaped by social and cultural norms and laws that have changed over time.
- Recognising how people's relationships with others shape who they are and their happiness.

RSE CODE STRAND 2 – Sexual health and well-being

- Awareness of how people can feel attracted to others as they mature and how this can lead to emotional and physical responses.

RSE CODE STRAND 3 – Empowerment, safety and respect

- Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online.

LEARNING ACTIVITY/LESSON OUTLINE:

- Ask the learners to think of as many feeling words as they can; categorise the words into those that are good to feel and those that are not as good.
- Love is.... ask the learners to think about what we mean by 'love'. What do we mean when we say we love our parents, carers, other family members or friends? What is the difference? Discuss ideas.
- Discuss/paper carousel ways in which people can show each other they like or love each other e.g. smiling, doing something helpful, sending a card, having a hug and giving a gift or flowers.
- Discuss how some people make promises to each other e.g. to love each other forever.
- Talk about marriage and the reason why some people get married.

KEY QUESTIONS:

What feelings do we have about other people?

How can we show people we care about them?

How do we know how they feel about us?

Why do some people get married, and some people choose not to?

What does commitment mean?

ASSESSMENT – Learning outcomes:

Can the learner....

Understand that there are a range of emotions involved in different relationships?

Understand the concept of promise or commitment?

Understand the concept of personal choice and value?

Appreciate that different peoples' values will affect the choices they make?

Express their ideas about emotions and ways in which emotions can be expressed?

A New Baby

Phase 2 – Lesson 6 (Yr4)

LESSON OBJECTIVES/SKILLS:

Learners should be given the opportunity to understand:

- The features and physical and emotional benefits of a healthy lifestyle, especially through pregnancy.
- The reasons for the physical and emotional changes which take place at puberty, to include pregnancy.
- The range of their own and others' feelings and emotions.
- How cultural values and religious beliefs shape the way people live and the choices they make.
- The needs of a baby - before and after birth.

RSE CODE STRAND 2 – Sexual health and well-being

➤ Recognising the process of pregnancy and birth.

LEARNING ACTIVITY/LESSON OUTLINE:

- Bring in photographs of themselves as babies (sensitivity around CLA and adopted children).
- Circle time - pass a doll, share own experiences of a new baby in the family.
- Look at how a person keeps healthy during pregnancy - Tyfu i Fyny/Growing Up resource - section 10.
- Discuss practical preparations before a baby arrives – equipment etc. Research items a baby needs – use baby catalogues, internet.
- Set up a baby clinic role play area using lifelike dolls.
- Sequencing during pregnancy– one week to nine months – how did I get here? Tyfu i Fyny/Growing Up resource - section 9.
- Discuss the practical and emotional needs of a new baby – to be fed, bathed, dressed, to be cuddled, talked to, comforted, the need for routine, security, love and stimulation. Tyfu i Fyny/Growing Up resource - section 12.
- Discuss how new parents might be feeling and how they might need extra support around this time. Who can give support? Tyfu i Fyny/Growing up resource - section 13

KEY QUESTIONS:

How does the lifestyle of the parents affect the unborn baby?

How does being pregnant affect the person physically and emotionally?

What things does a baby need? – Before and after birth?

Who does what for the baby?

How is the baby fed?

RESOURCES:

- [Tyfu i Fyny/Growing Up resource - sections 9, 10, 12 and 13](#)

- SENSE: Making Sense of Growing Up and Keeping Safe for Key Stage 2 resource - Being Healthy; Making Babies
- Baby catalogues

ASSESSMENT – Learning outcomes:

Can the learner....

Explain some of the physical and emotional changes that take place during pregnancy?

Identify physical and emotional needs of a baby before and after birth?

Understand the commitment and care that a baby requires?

Identify there are different types of family structures and roles within a family?

What is Puberty?

Phase 2 – Lesson 7 (Yr 5)

LESSON OBJECTIVES/SKILLS:

- To begin to understand the physical and emotional changes associated with puberty.
- To understand that puberty is an important part of growing up.
- To show acceptance of change and difference and show sensitivity to others.
- To be able to formulate and ask questions.
- To be able to engage in active listening, reflection, discussion and to be able to express concerns.

RSE CODE STRAND 2 – Sexual health and well-being

- Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction, including what supports menstrual health and well-being.
- The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty.
- The knowledge and skills needed to manage personal self-care and hygiene, including the importance of menstrual well-being.
- Awareness of how people can feel attracted to others as they mature and how this can lead to emotional and physical responses

RSE CODE STRAND 3 – Empowerment, safety and respect

- Understanding of the right to bodily privacy, personal boundaries including online.

LEARNING ACTIVITY/LESSON OUTLINE:

- Agree and set ground rules using positive language, e.g. listen, personal and probing questions, confidentiality.
- Opinion line activity with 10 puberty statements.
- Watch SENSE extract – Puberty and Hygiene section.
- Complete puberty changes activity in Tyfu i Fyny/Growing Up resource - section 4.
- Complete puberty worksheets.

KEY QUESTIONS:

What does growing up mean?

Why do some people want to hurry up into being grown up?

What changes happen to the male body as they grow up?

What changes happen to the female body as they grow up?

Why do some people worry about growing up?

RESOURCES:

- SENSE: Making Sense of Growing Up and Keeping Safe for Key Stage 2 resource – Puberty and Hygiene section
- [Tyfu i Fyny/Growing Up resource – section 4](#)
- Flip chart, papers and felt tips
- Worksheet – puberty

ASSESSMENT – Learning outcomes:

Can the learner....

Listen, reflect, discuss and ask questions?

Discuss different aspects of growing up and name some changes?

Show sensitivity to others?

Puberty and Conception - School Nurse Delivery

Phase 2 – Lesson 8 (Yr 5)

Please note, this is a summary version of the lesson that the School Nurse will deliver. For more detail and information, please contact SBU.SchoolNursing@wales.nhs.uk

LESSON OBJECTIVES/SKILLS:

- Working with others: work cooperatively to solve problems.
- Developing thinking: identify links between cause and effect.
- Developing communication: listen carefully, question and respond to others.
- To develop a deeper understanding of the concepts covered thus far.
- To develop a deeper understanding of the menstrual cycle and the changes surrounding individuals with female anatomy during puberty.
- To develop a deeper understanding of the changes surrounding individuals with male anatomy during puberty.
- To start to develop an understanding of how a baby is conceived and born.

RSE CODE STRAND 2 – Sexual health and well-being

- Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction, including what supports menstrual health and well-being.
- Recognising the process of pregnancy and birth.
- The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty
- The knowledge and skills needed to manage personal self-care and hygiene, including the importance of menstrual well-being.

RSE CODE STRAND 3 – Empowerment, safety and respect

- Understanding of the right to bodily privacy, personal boundaries including online.

LEARNING ACTIVITY/LESSON OUTLINE:

- Discuss what is already known about puberty.
- Deliver lesson on puberty to whole class on changes experienced by individuals with female and male anatomy including:
 - Physical changes
 - Emotional changes
- Discuss with the group the specific changes that occur only to individuals with female anatomy including:
 - Menstruation
 - Breast awareness
 - Breast feeding
- Discuss with the group the specific changes that occur only in individuals with male anatomy including:

- Wet dreams
- Erections
- Discuss conception and birth. Use Tyfu i Fyny/Growing up resource - section 7 (conception) and section 10 (birth).
- Show SENSE Making Sense of Growing Up and Keeping Safe for Key Stage 2 resource, Being Healthy section.
- The class is to be split into smaller groups.
You will discuss with the group, in further detail, menstruation and will show a range of sanitary protection products available for use.
Allow the group to ask questions.

KEY QUESTIONS:

Why do these things happen to us as we change?

Do these changes happen to everyone?

Are these changes normal?

What worries do I have and who can I talk to?

RESOURCES:

- Girls - variety of sanitary products
- Girls - demonstration pair of pants
- [Tyfu i Fyny/Growing Up resource - sections 8 and 11](#)
- SENSE: Making Sense of Growing Up and Keeping Safe for Key Stage 2 resource - Being Healthy

ASSESSMENT – Learning Outcomes:

Can the learner...

Understand the terms menstruation, ejaculation, wet dreams?

Understand the changes inside the body, outside and emotional changes?

Work with others to come up with ideas?

Share their own personal opinions/ask questions/listen to others?

Make decisions based upon the content of the lesson?

Contribute towards class discussion?

Emotional Changes during Puberty

Phase 2 – Lesson 9 (Yr 5)

LESSON OBJECTIVES/SKILLS:

- To begin to understand the emotional changes associated with puberty.
- To understand that puberty is an important part of growing up.
- To show acceptance of change and difference and show sensitivity to others.
- To be able to formulate and ask questions.
- To be able to engage in active listening, reflection, discussion and to be able to express concerns.
- To understand and show acceptance of change and difference and show sensitivity to others.

RSE CODE STRAND 2 – Sexual health and well-being

- The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty.
- The knowledge and skills needed to manage personal self-care and hygiene, including the importance of menstrual well-being.
- Awareness of how people can feel attracted to others as they mature and how this can lead to emotional and physical responses.

RSE CODE STRAND 3 – Empowerment, safety and respect

- Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online.
- Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.
- How to be a good friend and advocate for others.

LEARNING ACTIVITY/LESSON OUTLINE:

- Icebreaker: Where the wind blows (see worksheet).
- Discuss emotional changes and complete worksheet.
- Discuss positive and negative feelings; complete 'feelings' worksheet.
- Discuss changes and complete associated worksheet.

KEY QUESTIONS:

What emotional changes can you expect as you grow up?

Does everybody experience changes in emotions?

RESOURCES:

- Worksheets - where the wind blows: emotional changes & feelings

ASSESSMENT – Learning outcomes:

Can the learner....

Listen, reflect, discuss and ask questions?

Show sensitivity to others?

Puberty & Conception Recap

Phase 2 - Lesson 10 (Yr 6)

LESSON OBJECTIVES/SKILLS:

- Working with others: work cooperatively to solve problem.
- To contribute to class discussions and take part in debates.
- Developing thinking: identify links between cause and effect.
- Developing communication: listen carefully, question and respond to others.
- To develop understanding of the changes that occur during puberty.
- To understand the reasons for puberty.
- To know the cycle of menstruation in some detail.
- To understand how a baby is conceived.
- To understand how a baby is born.
- To understand how a baby is loved and cared for pre-conception, through its development and after the birth.

RSE CODE STRAND 1 – Relationships and Identity

- An awareness of how identity can be expressed in different ways.
- Valuing and recognising the contributions of everyone; and the importance of sex and gender equality
- Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour.

RSE CODE STRAND 2 – Sexual health and well-being

- Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction, including what supports menstrual health and well-being.
- Recognising the process of pregnancy and birth.
- The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty.
- The knowledge and skills needed to manage personal self-care and hygiene, including the importance of menstrual well-being.
- Awareness of how people can feel attracted to others as they mature and how this can lead to emotional and physical responses.

LEARNING ACTIVITY/LESSON OUTLINE:

The learners will consider the 3 areas of change during puberty - inside the body, outside the body and emotional changes. They will look for similarities and differences between male bodies and female bodies.

- Revision of the male and female reproductive organs and revision of body parts names using Tyfu i Fyny/Growing Up resource - sections 4, 5, 7 and 8.
- How a baby is born - Tyfu i Fyny/Growing Up resource – section 11

KEY QUESTIONS:

What changes happen to us as we grow up?

Why do male and female bodies have different reproductive organs?

Why are they called reproductive organs?

What do they do?

What does conception mean?

What do you know about how babies begin?

RESOURCES:

- [Tyfu i Fyny/Growing Up resource – sections 4, 5, 7, 8 and 11](#)

ASSESSMENT – Learning Outcomes:

Can the learner.....

Understand the terms reproductive organs?

Understand the changes inside the body, outside and emotional changes?

Understand the needs of a baby?

Follow the stages of conception?

Work with others to come up with ideas?

Share their own personal opinions/ask questions/listen to others?

Make decisions based upon the content of the lesson?

Contribute towards class discussion?

Conception to Birth

Phase 2 - Lesson 11 (Yr 6)

LESSON OBJECTIVES/SKILLS:

- To develop positive attitudes and values towards the formation of a wide variety of relationships.
- To raise awareness of the human life cycle.
- To build on knowledge and understanding of life from birth to death.
- To develop an understanding of how a baby is conceived, developed in the uterus, and is born.

RSE CODE STRAND 1 – Relationships and Identity

- Ability to form and maintain relationships which are equitable, respectful and kind with a range of others.
- Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these.
- Understanding positive behaviours in relationships and what can happen when relationships breakdown.
- An awareness of how families, relationships and parenting are shaped by social and cultural norms and laws that have changed over time.
- An awareness of how positive and negative social and cultural norms regarding sex, gender and sexuality influence relationships and behaviours

RSE CODE STRAND 2 – Sexual health and well-being

- Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction, including what supports menstrual health and well-being.
- Recognising the process of pregnancy and birth.
- Awareness of how people can feel attracted to others as they mature and how this can lead to emotional and physical responses.

LEARNING ACTIVITY/LESSON OUTLINE:

- Briefly explain session aims and objectives; remind learners of ground rules.
- Watch SENSE extract 'Sex'. Use appropriate terminology and language.
- Look at pictures of babies at different stages of development in the uterus e.g. how does the baby get air.
- Discuss ways the learners know that babies may be born and associated issues.
- Discuss feelings of people when a baby is born, how do they celebrate? Set up a display of congratulation cards, balloons etc.
- Set up a display of the learners when they were babies; guess who is who (be aware of and be sensitive to children who are adopted or fostered and children who are looked after).
- Plenary – any questions, uncertainties? Emphasise that many people believe that making a baby is best done as part of stable, trusting and loving relationship.

KEY QUESTIONS:

How does a baby start?

How does the person's body look after the baby while it is growing?

How does the person's body get ready for birth?

What happens at birth?

RESOURCES:

- SENSE: Making Sense of Growing Up and Keeping Safe for Key Stage 2 resource - Being Healthy: Sex section
- Baby photos
- Ultrasound photos
- Let's Talk about Sex – Robie H Harris (ISBN 0-7445-3252-3)
- Let's Talk About Where Babies Come From – Robie H Harris (ISBN 978-1-84428-173-2)
- Mummy Laid an Egg – Babette Cole (ISBN 0-948930-071)
- Made with Love – Kate Pertry (ISBN 0-333-74186-2)
- Where Willy Went – Nicholas Allan (ISBN 0-19-189295-3)

ASSESSMENT – Learning Outcomes:

Can the learner....

Use key vocabulary appropriately and in context?

Show an understanding of the key concepts and stages?

Secrets

Phase 2 - Lesson 12 (Yr 6)

LESSON OBJECTIVES/SKILLS:

- To be able to recognise when relationships are unhealthy.
- To be able to know where to go for support and advice.
- Help learners understand their thoughts, feelings, emotions and knowledge to keep themselves safe.

RSE CODE STRAND 1 – Relationships and Identity

- Ability to form and maintain relationships which are equitable, respectful and kind with a range of others.
- How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others' rights and part of friendships and relationships.
- Understanding positive behaviours in relationships and what can happen when relationships breakdown.

RSE CODE STRAND 2 – Sexual health and well-being

- Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults.

RSE CODE STRAND 3 – Empowerment, safety and respect

- Understanding of the right for everyone to be free from harm or abuse.
- How to seek support for oneself and offer support to others.
- Understanding of the right to bodily privacy, personal boundaries including online.
- Recognising which steps to take to keep safe from harm both in offline and online friendships.
- Developing the skills to build consensual behaviours and relationships and know how to safely respond, challenge and report non-consensual behaviours and relationships offline and online.

LEARNING ACTIVITY/LESSON OUTLINE:

Click on Spectrum Project Resource [New Curriculum - Spectrum - Sbectrwm \(spectrumproject.co.uk\)](http://spectrumproject.co.uk) - scroll down to 'Key Stage 2/Phase 2' under 'Health and Wellbeing' download the lesson 'Secrets'. All lesson plans, power points and teachers' notes can be found here. You will need a code to access the resource. Please email Spectrum to get your school's code.

KEY QUESTIONS:

Do you recognise when relationships are unhealthy?
Where can you go for support?

ASSESSMENT – Learning Outcomes:

Can the learner....




Understand their thoughts and feelings and know how to keep safe?
Recognise the difference between a healthy and unhealthy relationship?

Evaluation Sheet

Name:

Class:

Date:

<p>What have I learnt?</p> 	<p>How did I learn?</p> 	<p>Did I enjoy?</p> 	<p>Where would I get more information?</p> 

Resources and Services to Support RSE

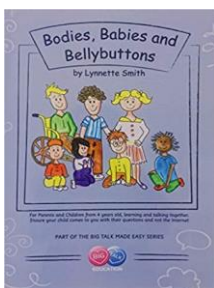
The list of services and resources below are recommendations only and are regarded as reputable, developmentally appropriate, and sensitive to every child's needs. It is advised that all staff critically engage and check their suitability before using them.

- Swansea Bay School Health Nurse Service - SBU.SchoolNursing@wales.nhs.uk
- [Cross-cutting themes for designing your curriculum](#) – Welsh Government RSE Code and Guidance.
- [Brook Learn](#) - A range of high-quality, self-directed and mostly free-to-access courses to empower, support and encourage you to deliver effective relationships and sexuality education.
- [Spectrum](#) - Educating schools, pupils and parents in Wales about healthy relationships by taking a whole school approach to tackling domestic abuse.
- [Growing Up/Tyfu I Fyny Resource](#) – Supports delivery of RSE. Only available via HWB.
- [SENSE Interactive Resource](#) – Supports delivery of RSE. All schools have been provided with a copy.
- [SchoolBeat](#) - Providing information and resources for pupils, teachers, parents and partners to reinforce the key messages delivered by our School Community Police Officers in primary and secondary schools as well as alternative educational settings.
- [Frisky Wales](#) – NHS Wales Sexual Health Website.
- [NSPCC Learning](#) - Training and resources to help you protect children from neglect and abuse.
- [PANTS Resource](#) - Free resources for schools and teachers including a lesson plan, slide presentation, curriculum links, classroom activities and more.
- [Underwear Rule](#) - A simple conversation to help parents keep their child safe from sexual abuse.
- [Stonewall Cymru](#) - Supporting schools to become more LGBTQ+ inclusive.
- [ThinkuKnow Toolkit](#) - Information and guidance which is appropriate and relevant to the experiences of young people aged 11-18. The toolkit includes activities that can be delivered as one-off lessons or used as part of young people's relationships and sex education.
- [Kooth](#) - Kooth is a free, safe and anonymous online wellbeing service for children and young people.
- [Meic](#) – A free 24-hour helpline for children and young people in Wales. MEIC provides advice and support for a range of issues including bullying and sitting exams.
- [Terrence Higgins Trust](#) – Information about HIV, other sexually transmitted infections and how to maintain good sexual health.
- [CAFOD](#) - Education resources for primary and secondary schools.
- [Amnesty International UK](#) – Ordinary people from across the world standing up for humanity and human rights.

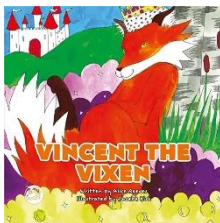
- [Mentally Healthy Schools](#) - Learn without fear: girls' rights school pack.
- [Kaleidoscope Trust](#) – Freedom, safety and equality for LGBT+ people.
- [Barnardo's](#) - Resources to help identify and engage young people at risk of sexual abuse and exploitation.
- [Repository - Hwb \(gov.wales\)](#)
- [Children's Commissioner for Wales](#) – Resources for schools.
- [Education and Training Foundation](#) - Useful resources – Prevent for Further Education and Training.

Books

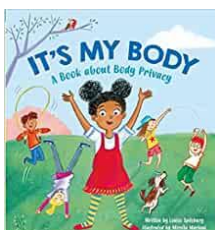
- Bodies, Babies and Bellybuttons – Lynnette Smith – Age/Oed 4-7



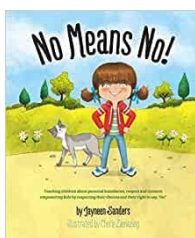
- Vincent the Vixen: A Story to Help Children Learn about Gender Identity (Truth & Tails Children's Books) – Alice Reeves Age/Oed 4-8



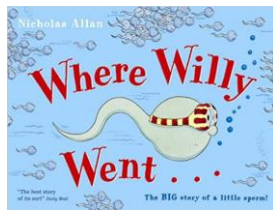
- It's My Body: A Book about Body Privacy for Young Children – Louise Spilsbury – Age/Oed 5-7



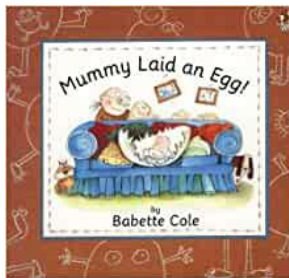
- No Means No!: Teaching personal boundaries, consent; empowering children by respecting their choices and right to say 'no!' – Jayneen Sanders – Age/Oed 3-5



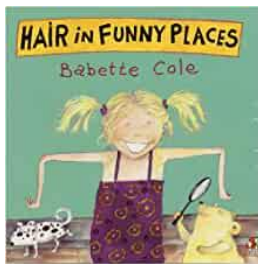
- Where Willy Went – Nicholas Allan – Age/Oed 5-7



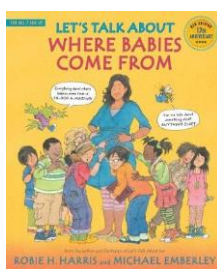
- Mummy Laid An Egg! – Babette Cole – Age/Oed 5-7



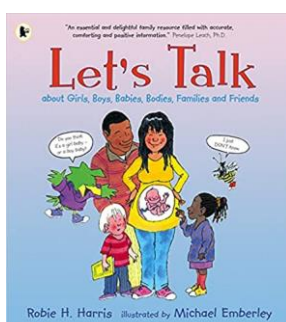
- Hair in Funny Places – Babette Cole – Age/Oed 7-9



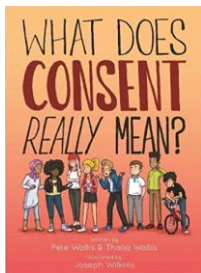
- Let's Talk About Where Babies Come From: A Book about Eggs, Sperm, Birth, Babies, and Families – Robie Harris & Michael Emberley – Age/Oed 7-9



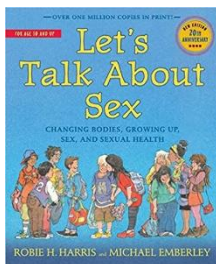
- Let's Talk About Girls, Boys, Babies, Bodies, Families and Friends – Robie Harris & Michael Emberley – Age/Oed 6-9



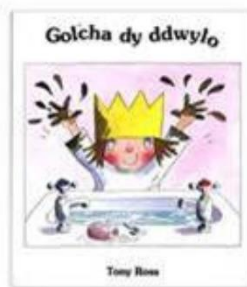
- What Does Consent Really Mean? – Thalia Wallis – Age/Oed 13-18



- Let's Talk About Sex – Robie Harris – Age/Oed 10-14



- Golcha dy ddwylo – Tony Ross



- [Book Council for Wales](#)
- [Stonewall books list](#)