

Bodies - similarities and differences

Learning objective

Students explore the physical features of people and identify similarities and differences between them.

Take Home Messages

- Everybody has parts that are the same.
- Everybody has parts that are different.
- We should celebrate the things that make us unique.

Curriculum Links

[WA HPE Curriculum](#)

Sub-strand: Personal, social and community health

- Body parts, visible and private and where they are located.

[International technical guidance on sexuality education](#)

Key concept 1.3: Tolerance, inclusion and respect

- Every human being is unique, can contribute to society and has a right to be respected.

Key concept 6.1: Sexual and reproductive anatomy and physiology

- Everyone has a unique body that deserves respect, including people with disabilities.

Key concept 6.4: Body image

- All bodies are special and unique and people should feel good about their bodies.

Materials

- Images of people with different body types and physical features, e.g. [Everyone's Got a Bottom](#) picture book (page 24 - picture of family).
- Craft supplies (glue, scissors, wool, coloured paper/card).
- Student activity sheet: [Child body outlines](#).

Before You Get Started

- It is recommended and age appropriate that students at this level learn the correct names of their external body parts, including sexual parts, e.g. penis, vulva, breast, testicles and buttocks (or bottom). Knowing these names enables children to communicate clearly if they need to get help; and in particular, in cases of abuse or injury. For more information see the FAQ: [How early should you introduce the names of body parts?](#)
- Read Educator note: [Protective behaviours education](#) so teachers are aware of the concepts of protective behaviours education.
- [Protective interrupting](#) - All staff in the room need to know and understand how to use this technique to prevent students from potentially disclosing sensitive information or abuse in front of other students.

- [Managing disclosures](#) - All staff in the room must be aware of the school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.

Learning Activities

Group agreement

5 mins

Teaching tip: A group agreement must be established before any Relationships and Sexuality Education (RSE) program begins to ensure a safe learning environment. Read: [Essential tools: Establishing a group agreement](#) for tips on how to create one and what to include.

1. Revise or create the class [group agreement](#).

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Learning Activities

Picture Talk

10 min

1. Show children the images on page 24 of [Everyone's Got a Bottom](#). (NB: The shared reading of the book is part of Pre-primary Learning activity: [Private vs public bodies](#)).
2. Invite suggestions from students for adjectives that can be used to describe different physical features. For example:

This is Ben. What colour is Ben's hair?

(black)

This is Ben's little sister, Emma. How is Ben's hair different from his sister's hair?

(brown)

This is Ben's little brother, Jack. What do you notice about Ben's brother's hair? Why do you think it is different?

(light brown and curly, like his dad's, could be step-brother or half brother, could be foster child or adopted)

In order from tallest to smallest, name the characters. Why is Ben the tallest?

(Emma, Jack, Ben. Ben is the oldest)

Are the oldest people always the tallest?

(no, people can be shorter than people that are older than them. People are all different heights)

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Learning Activities

Body outlines

20 min

Independent or Small Group

3. Provide each student with an A3 copy of the [Student activity sheet: Child body outlines](#).
4. Ask students to share their thoughts about the body outlines:

Do you think this body outline is a boy or girl? Why?

(Students may give a range of ideas encourage them to justify their response. E.g. Boy - looks like it has short hair. Do all boys have short hair?)

How is this body outline the same as your body?

(legs, arms, fingers, head, etc)

How is it different?

(I am shorter/taller, I have long hair, I have eyes/nose/other features not identifiable on the outline)

What parts of our bodies are quite similar to other people?

(arms, legs, brain, lungs, heart, toes, etc)

What parts of our bodies can be very different to other people?

(hair - colour, curls/straight, eye colour, height, penis/vulva)

Teaching tip: This provides a good opportunity to talk about body diversity. Some people are not born with some body parts, some people may have had injuries that mean their bodies look/work differently. Use this as a safe space to discuss and embrace these differences whilst also showing similarities. E.g. Our bodies allow us to live, breath, learn, love.

Teaching tip: Private body parts may come up naturally in these conversations. That is OK. Help students to refer to the body parts using the correct terminology and address them in the same way that you do any other body part. Private body parts are covered specifically in the [Learning activity: Public vs private body parts](#).

5. Students use their craft supplies to make their body outlines look different by adding different hair, colouring the skin different colours, etc. Ask students to give each of the body outlines a name.
6. Have students share their work using the [think-pair-share](#) teaching strategy to verbally describe the differences they have illustrated (focusing on the variations, e.g. short hair, long hair, curly hair, straight hair, dark hair, blue eyes, brown eyes, etc).

3-2-1 Reflection

Treating others with respect

10 min

7. Write the word 'similar/same' and 'different' on the board.
8. Ask students to share one thing that is similar and one thing that is different that they have shown on the body outlines. For example, "They both have blue eyes but Raj is right-handed and Jasmine is left-handed".
9. Point to the words 'similar' and 'different' as the students describe the features.
10. Ask:

How would someone feel if they were treated badly because of a difference they had?

(Bad, sad, angry, lonely, not nice, hurt)

How would do you think they should be treated instead?

(Like everyone else, kindness, invited)

11. Say:

"We are so lucky to live in a world that has so many different, unique and special people. Just because someone looks different or likes different things does not mean someone is bad. Treating them badly because they look different or act differently to us is bully. Bullying is never okay. We can all make the world a better place by accepting people for their differences. Everyone deserves to be treated nicely.

Health Promoting Schools

Background teacher note: [Health promoting schools framework](#).

Environment

Policy

- There are clear anti-bullying policies which names discrimination or bullying based on differences or diversity (eg culture, race, religion, gender) is a form of bullying and there will be actions as a result of that kind of bullying.

Education

Professional development

- Teachers have received training on protective behaviours education.

Partnerships

Family

- [Talk Soon. Talk Often: a guide for parents talking to their kids about sex](#) is a free hardcopy resource that can be bulk ordered by schools and [website](#). Send a copy home to parents prior to starting your RSE program. The booklet offers ages and stage related information on puberty (and other topics) so that parents can reinforce the topics covered in class. ([How to order hard copies](#).) Provide the link to parents on school websites and social media.
- Run a parent workshop and run this activity with parents to model the content that will be covered in your RSE program.
- Run a parent and child evening session, where the children can teach the parents what they have been learning about.

My body inside and out

Learning objective

Students identify the correct names and location of their body parts (which may include genitalia).

Take Home Messages

- Each body part has a different name.
- Every body has similar body parts but there are some parts that are different for male and female bodies.

Curriculum Links

[WA Curriculum](#)

HPE: Being healthy, safe and active

- The different parts of the body and where they are located.

[International technical guidance on sexuality education](#)

Key concept 4.2 (5-8years)

- Everybody has the right to decide who can touch their body, where and in what way.

Key concept 6.1 (5-8 years)

- It is important to know the names and functions of one's body and it is natural to be curious about them, including the sexual and reproductive organs.

Materials

- Teaching resource: [Child body outline](#) - A3 hardcopy or electronic.
- Body jigsaw - enlarge the [Body outline](#) on to A3 (minimum) colour card and cut into 6 jigsaw sections. Enough for each student to have 1 body section each.
- [Body outline with labels](#) - can be used for reference or to show class if desired.
- Alternatively - draw large body outlines onto butchers' paper in different coloured marker and cut into 6 sections to create the jigsaw.

Before You Get Started

- Children need to know the correct names for the parts of their body. Using the correct terminology helps them to speak without embarrassment so that they have the language to ask questions, seek help and explain any changes of concern accurately. This is particularly important for protecting children against sexual abuse.
- This learning activity preludes [Learning activity: Public and private body parts](#). Private body parts may naturally come up in discussion in this lesson.
- The correct names of the private parts are vulva, vagina, breasts, penis, testicles, anus and buttocks (or bottom).
- People often use the word 'vagina' when they mean 'vulva'. The vagina is the inside tube leading up to the uterus (womb). The vulva is the outside part made up of the clitoris and the

labia (inner and outer lips).

- For more information see the FAQ: [How early should you introduce the names of body parts?](#)
- 'Public' body parts depend on cultural contexts. Some cultures consider hair, face, arms, stomach, etc 'private' body parts in the sense that they are covered up in public. However, for the purpose of protective behaviours, 'private' body parts refers to the sexual body parts.

Learning Activities

Body jigsaw 10 min

1. Display a copy of Teaching resource: [Child body outline](#).
2. Give each student a Body Outline - jigsaw piece (some children may need to be given more than one to cater to different group sizes).
3. Ask:

Raise your hand if you are holding a body part that is an arm.

Raise your hand if you are holding a leg/head/neck/shoulder/elbow/etc.
4. [Grouping strategy: Jigsaw](#). Have students join the jigsaw pieces by colour to form a full human body and groups to work in for the next activity.

Learning Activities

Hokey pokey 15 min

5. Sing Hokey Pokey as a class using traditional lyrics to begin with.
6. Ask:

What other body parts can you see that can be included in this song?

(elbow, shoulder, hip, knee, ankle, etc)

7. Sing Hokey Pokey using some of the other external body parts the students listed.
8. Explain:

"These are all body parts that we can see. The body parts on the 'outside' are called 'external' body parts."

9. Ask:

What body parts do we have that you cannot see (the parts that are on the inside)? These are called 'internal' body parts. You might like to remember this by the word 'in'.

(brain, heart, stomach, lungs, etc)

How might these body parts be added to the Hokey Pokey song?

(Point to the external part closest to that part e.g. head for brain)

Teaching tip: Private body parts may come up naturally in these conversations. That is OK. Help students to refer to the body parts using the correct terminology and address them in the same way that you do any other body part. Private body parts are covered specifically in the [Learning Activity: Public vs private body parts](#).

Learning Activities

Draw and label 15 min

10. Allow students time to draw all of the internal and external body parts on the combined jigsaw pieces.

Alternative: use craft materials to create the different body parts (e.g. squiggle of wool for hair, popsticks for bones).

3-2-1 Reflection

5 min

12. Ask:

What is an external body part? (Remember 'ex' means out)

(a body part we can see, body parts on the outside, legs, eyes, nose, elbow, knee, ankle, etc)

What is an internal body part? ('in' for 'inside' and 'internal')

(a body part we can't see, body parts on the inside, stomach, lungs, heart, brain, etc)

Health Promoting Schools

Families

- Send the Talk soon. Talk often link to parents and encourage them to read pages [Ages and Stages 2-5 years](#) and [Keeping children safe](#).

Public vs private body parts

Learning objective

Students develop their understanding of the differences between public body parts and private body parts.

Take Home Messages

- Each body part has a name.
- Everybody has body parts that are the same.
- Some parts of male and female bodies are different.

- Some body parts are public and some are private.
- Each person is in charge of their own body.

Curriculum Links

[WA HPE Curriculum](#)

HPE: Being healthy, safe and active

- The different parts of the body and where they are located.
- Protective behaviours to keep safe and healthy

[International technical guidance on sexuality education](#)

Key concept 4.2 (5-8 years)

- Everybody has the right to decide who can touch their body, where and in what way.

Key concept 6.1 (5-8 years)

- Everybody has a unique body that deserve respect, including people with disabilities

Materials

- Book: [Everyone's Got a Bottom](#) by Tess Rowley
- Pictures from [Everyone's Got a Bottom](#) online reading 2min 20sec OR anatomically correct dolls
- Blank A3 paper - 1 per student
- Student activity sheet: [Child body outline - public vs private](#) (A3 copy)
- Student activity sheet: [Speech bubble](#) - 1 per student

Before You Get Started

- This activity extends the students' knowledge from the Pre-primary Learning activities: [My body inside and out](#) and [Bodies - similarities and differences](#).
- Children need to know the correct names for the parts of their body. Using the correct terminology helps them to speak without embarrassment so that they have the language to ask questions, seek help and explain any changes of concern accurately. This is particularly important for protecting children against sexual abuse.
- The correct names of the private parts are vulva, vagina, breasts, penis, testicles, anus and buttocks (or bottom).
- People often use the word 'vagina' when they mean 'vulva'. The vagina is the inside tube leading up to the uterus (womb). The vulva is the outside part made up of the clitoris and the labia (inner and outer lips).
- Read Educators note: [Protective behaviours education](#) so teachers are aware of the concepts of protective behaviours education.
- 'Public' body parts depend on cultural contexts. Some cultures consider hair, face, arms, stomach, etc 'private' body parts in the sense that they are covered up in public. However, for the purpose of protective behaviours, 'private' body parts refers to the sexual body parts.
- Body diversity - approximately 1.7% of the population are born with intersex variations. It is possible that there will be children in the class that have intersex variations - some may be aware of this and others may not. It is important to acknowledge this diversity when facilitating lessons on physical sex characteristics. For more information read the Background teacher note: [Intersex variations](#).

- [Gender diversity](#) - it is estimated that between 1.2% and 4% of Australian young people are gender diverse or transgender. This is when someone's sense of being male or female is different from the sex they were assigned at birth. When teaching lessons about physical sex characteristics, it is important to understand and acknowledge this diversity. It is possible that children in the class may be gender diverse and may disclose this information in discussions. For more information read the Background teacher note: [Gender diversity](#).

Learning Activities

Group agreement

5 mins

Teaching tip: A group agreement must be established before any Relationships and Sexuality Education (RSE) program begins to ensure a safe learning environment. Read: [Essential tools: Establishing a group agreement](#) for tips on how to create one and what to include.

1. Revise or create the class [group agreement](#).

Learning Activities

Book: Everyone's got a bottom 10 min

1. Conduct a [shared reading](#) of a picture book that explains public and private body parts such as [Everyone's Got a Bottom](#).

Learning Activities

Private parts 15 min

1. Revise the external body parts from [Learning activity: My body inside and out](#).
2. Ask:

Are there any parts of the body in this story that we did not add to our pictures from our last lesson? ([Learning activity: My body inside and out](#))

(Genitals - penis, testicles, vulva, vagina, breasts, nipples, etc).

Teaching tip: Students may have different names that they use for these body parts. Acknowledge the name the student has used and explain the correct term.

3. Explain:

"There are some names for these body parts that may be considered 'rude words' or 'swear words'. Let's agree to use the correct terms. Sometimes we giggle or laugh when we feel embarrassed, especially when we are talking about things like private parts. It is ok to laugh but also important to be able to learn about our bodies."

Teaching tip: If you have not set up a [group agreement](#), this can be a good way to start building one. Add 'using correct terms' and 'it's ok to laugh' to the start of your group agreement.

5. As the names of the genitals are listed, use the pictures from [Everyone's got a bottom](#) (online reading 2min 20sec) or anatomically correct dolls to point to each part - vulva, vagina, breasts, penis, testicles, anus and buttocks (or bottom).
6. Explain:

"These body parts are 'private' body parts. These are the parts that are covered by underwear or bathers. The other parts of the body (that we can usually see) are 'public' body parts. Male and female bodies have many parts that are the same and some that are different. The private body parts are different for male and female bodies."

3-2-1 Reflection

Independent or Small Group

7. Explain:

"We are in charge of our own bodies. 'From my head to my toes, I can say what goes.' These are rules to help keep us safe. "

8. Have students recite the saying, "From my head to my toes, I can say what goes".

Optional activity: [Student activity sheet: speech bubble](#) - trace around the words and decorate the speech bubble.

Health Promoting Schools

Background teacher note: [Health promoting schools framework](#).

Environment

Policy

- There is clear policy on responding to disclosures of abuse and it is located in an accessible location.

Professional development

- Teachers are trained on what to do and how to respond if a student discloses their nudes have been leaked or posted online without their consent.

Partnerships

Family

- [Talk Soon. Talk Often: a guide for parents talking to their kids about sex](#) is a free hardcopy resource that can be bulk ordered by schools and [website](#). Send a copy home to parents prior to starting your RSE program. The booklet offers ages and stage related information on puberty (and other topics) so that parents can reinforce the topics covered in class. ([How to order hard copies](#).) Provide the link to parents on school websites and social media.
- Run a parent workshop and run this activity with parents to model the content that will be covered in your RSE program.
- Run a parent and child evening session, where the children can teach the parents what they

have been learning about.

Consent: My personal space

Learning objective

Seek, give or deny permission for personal space and possessions.

Take Home Messages

- Everyone has a personal space “bubble”
- You need to ask before entering other people's personal space "bubble"
- Other people need to ask you before entering your personal space "bubble"
- You can say yes or no when someone asks to enter your personal space "bubble"

Curriculum Links

[WA curriculum links](#) HPE: Interacting with others ([AC9HPFP03](#))

- express and describe emotions they experience.
- recalling and sharing emotional responses to different situations and representing these in a variety of ways.
- talking about connections between feelings, body reactions and body language.
- expressing a variety of emotions, thoughts and views in a range of situations.

[International technical guidance on sexuality education](#)

Key concept 4.2 (5-8 years)

- Everyone has a right to decide who can touch their body, where, and in what way.

Key concept 5.2 (5-8 years)

- Everyone deserves to make their own decisions and all decisions have consequences.

Materials

- Hoola Hoops – enough for every class, if not available ask students to walk around with their hands out.
- Access to "This is my Bubble (Personal Space Song)" from [Youtube](#) - or have song lyrics printed out/written on board for students to sing along to; This is my bubble, this is my bubble, this is where I feel comfortable, This is my bubble, this is my bubble, this is where I feel comfortable, This is my bubble, this is my bubble, please don't let it pop – x3 each time changing the matching actions as per below R1- with hoop up, R2 - with hoop on ground and hands out, R3 – hoop on ground with hands down.

Before You Get Started

- [Protective interrupting](#) - Teachers need to know and understand how to use this technique to prevent students from potentially disclosing sensitive information or abuse in front of other students.
- [Dealing with disclosures](#) - Teachers must be aware of the school and legal procedures if a

student discloses personal issues, particularly disclosures of sexual abuse.

- Read Educators note: [Protective behaviours education](#) so teachers are aware of the concepts of protective behaviours education.

Learning Activities

Discussion: Asking permission

10 min

1. Ask: How would you ask permission to borrow your friend's pencil?

How would you ask a sibling if you could borrow a toy?

How would you ask a care giver if you can go to the park?

2. Discuss: "We know how to ask permission to do things or borrow things. Asking permission to enter someone's personal space is the same except you can't SEE someone's personal space. Personal space is like an invisible bubble around someone's body. Everyone has this invisible bubble and if you want to enter this space you have to ask them, and they have to say yes or show yes before you enter it."
3. Ask: How would you ask permission to enter someone's personal space?

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Learning Activities

Personal space bubble practice

30 min

4. Ask students to stand up and put hands out with palms up and turn in a circle slowly. Explain that this is the size of their personal space bubble.
5. Ask them to keep turning slowly but change the heights that they do this at. Explain that the personal space bubble is all around them
6. Round 1: Give students a hoola hoop each and ask them to move around the room holding them while trying not to bump into each other.
7. Round 2: Students to move around the room again but this time they are allowed to ask permission from someone with the same-coloured hoop as theirs if their hoops can over-lap. Everyone to try asking someone and everyone who is asked is to practice saying no.
8. Round 3: Students to move around the room again but this time they are allowed to ask permission of someone with a different coloured hoop if their hoops can over-lap. Each student decides if they want to say yes or no. If a student says yes, their hoops can gently overlap.

Teaching tip: Watch to make sure students are moving slowly, asking politely and crossing hoops gently. Can be used to discuss non-verbal behavioural elements of consent and permission giving/getting.

3-2-1 Reflection

10 min

13. Ask:

How did it feel to have someone say no/yes to you?

How did it feel to say no/yes to someone?

Why might someone say no when you ask to enter their personal space?

What should you do if someone enters your personal space without your permission?

14. Say "Sometimes if people enter our personal space bubble without permission it can make us feel uncomfortable or scared. We all have a right to feel safe at all times. When you feel uncomfortable or scared you can talk to someone you trust like a teacher or parent."

Health Promoting Schools

- How can we practice asking each other permission in our class/school?
- Ask students to talk to their siblings/care givers about their personal space bubble.
- Speak at the school assembly about how as a school we can respect everyone's personal bubbles. Ask some PP students to demonstrate moving around without "bursting" each other's bubbles.

Trusted adults

Learning objective

Students explore trusted adults who can help them to feel safe on a 'helping hand'.

Take Home Messages

- We all have the right to feel safe all of the time.
- There are lots of people in the community that we can trust to help us.
- Trusted adults are people whose words and actions make you feel safe.

Curriculum Links

[WA HPE Curriculum](#)

Sub-strand: Being healthy, safe and active

- Protective behaviours to keep safe and healthy
- Trusted people in the community who can help individuals feel safe
- Actions that promote safety in a range of situations

[International technical guidance on sexuality education](#)

Key concept 4.2 Consent, privacy and bodily integrity

- Everyone has a right to decide who can touch their body, where, and in what way.

Key concept 5.2 Decision making

- Everyone deserves to make their own decisions and all decisions have consequences.

Key concept 5.5 Finding help and support

- Friends, family, teachers, religious leaders and community members can and should help each

other.

Materials

- Blank A4 paper (can be coloured) - 1 per student

Before You Get Started

Before you get started

- Read educator note: [Protective behaviours education](#).
- [Protective interrupting](#) - Teachers need to know and understand how to use this technique to prevent students from potentially disclosing sensitive information or abuse in front of other students.
- [Managing disclosures](#) - Teachers must be aware of the school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.

Learning Activities

Group agreement

5 min

Teaching tip: A group agreement must be established before any Relationships and Sexuality Education (RSE) program begins to ensure a safe learning environment. Read [Essential Tool: Establishing a group agreement](#) for tips on how to create one and what to include.

1. Revise or create the class [group agreement](#).

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Learning Activities

Discussion: Adult we can trust

10 min

2. Ask:

Who are some people in our families that we can go to if we need help?

(mum, dad, grandmother, grandfather, aunties, uncles, elders, older siblings, bonus-aunties and uncles)

Teaching tip: This is a good opportunity to discuss cultural diversity - different names used for grandparents and aunties/uncles, etc (e.g. Nonna/Nonno, NaiNai/YeYe, etc)

Who are some people in our community, or not a family member, that we can go to if we need help?

(teachers, police, doctors, security officers, nurses, neighbours, etc)

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Learning Activities

Body signals

10 min

3. Say:

"Close your eyes and think of one of the adults in your life that you love and trust. Picture them being here with you."

4. Ask:

How do you feel when you are with someone that you love and trust?

(good, warm, safe, loved, happy, cuddly, protected, etc)

How does your body tell you that you feel this way?

(feel warm in my tummy, feel it in my heart, mind is calm, body is relaxed)

5. Say:

"Our bodies are very good at giving us signals to tell us when we feel safe or not safe. A trusted adult is someone whose actions and words make us feel safe."

6. Invite students to share who their person was that they thought of as someone they love and trust.

7. Ask:

Did everyone have the same adult?

(It is likely that there will be a range of responses.)

8. Say:

"We all have different people that we are close to and love and trust. That is ok. Only you can tell who you feel safe with."

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Learning Activities

Helping hand

20 min

9. Ask students to hold up one hand (5 fingers) and see if they can list a trusted adult for each finger.

10. In pairs, give students a piece of A4 paper each and have them trace around their partner's hand on a piece of blank paper.

11. Ask students to draw a face on the end of each finger to show a different trusted adult.

12. Remind students that trusted adults can include teachers, police officers, doctors, family friends, etc.

Teaching tip: It is very important not to list the trusted adults for students to write (e.g. Do not tell them to write mum on the first finger, dad on the second finger, etc). For some students these may not be trusted adults in their lives.

3-2-1 Reflection

Calling emergency services

5 min

13. Explain:

"The trusted adults we have listed on our helping hands are all people we can go to if we need help or to talk to about anything."

13. Ask:

Who would you call if there was an emergency?

(000, ensure students do not think that the American/UK/etc emergency number works in Australia)

14. Say

"Let's pretend we need to phone 000. Pick up your phones and dial 000."

(Model the conversation with the teacher as the operator...

Operator: Ambulance, Fire or Police?

Students: (answer)

Operator: What address?

Students: (say address)

Operator: What has happened?

Students: (answer)

15. Note any students who do not know their address and have a teaching assistant work with them to rehearse their address in this scenario at a later date.

16. Ask students to add '000' to the palm of their helping hand.

Health Promoting Schools

Background teacher note: [Health promoting schools framework](#).

Education

- Ensure all staff have received protective behaviours education training and are aware of school policy and legal obligations to report suspected/confirmed abuse.

Environment

- Ensure there are clear policies and procedure for staff on reporting suspected/confirmed abuse
- Ensure it is clear where to report suspected/confirmed child sexual abuse. Is there a link saved on every teacher's computer or signage in common teacher areas?

Partnerships

Family

- [Talk Soon. Talk Often: a guide for parents talking to their kids about sex](#) is a free hardcopy resource that can be bulk ordered by schools and [website](#). Send a copy home to parents prior to starting your RSE program. The booklet offers ages and stage related information on puberty (and other topics) so that parents can reinforce the topics covered in class. ([How to order hard copies](#).) Provide the link to parents on school websites and social media.
- Order copies of [Puberty](#) and [Relationships, sex and other stuff](#) to be sent home for parents. Provide the link to parents on school websites and social media.
- Run a parent workshop and run this activity with parents to model the content that will be covered in your RSE program.
- Run a parent and child evening session, where the children can teach the parents what they have been learning about.

School staff

- Invite the school nurse to your class to answer some of the question box questions. This serves two purposes - they may be able to answer some of the questions you are unsure of and helps to build a relationship between the students and the nurse.
- The school nurse may like to take small groups of students requiring additional or specialised care to run separate activities with on this topic.