



Orchard Primary School

Relationships and Sex Education – Curriculum Overview

R.S.E. is delivered as part of a discrete programme of work in the Summer Term. Our school’s P.S.H.E. curriculum delivers further work on relationships, self-esteem, feelings/emotions and making healthy choices. We also incorporate lesson plans from the Local Authority’s ‘Everyone’s Welcome’ programme (Teaching the Equality Act through the ‘No Outsiders’ approach) into both our PSHE and Relationships schemes of work.

The main resources referred to in our overview are listed below:

Title	Author
'Your Mummy Ate my Football'	Birmingham Health
When I grow up	Tim Minchin
Counting Kisses	Karen Katz
There’s a House Inside My Mummy	Giles Andreae and Vanessa Cabban
Not Now Bernard	David McKee
Mrs. Plug the Plumber	Allan Ahlberg
Bill’s New Frock	Anne Fine
Flour Babies	Anne Fine
Strength cards for Kids	https://incentiveplus.co.uk/product/strength-cards-for-kids-new-edition
Everyone’s Welcome books and lesson plans including: And Tango Makes Three & Mommy, Mama and Me	Andrew Moffat/LCC, Justin Richardson, Henry Cole, Peter Parnell & Leslea Newman and Carol Thompson,
Other suggested books:	
How did I begin?	Mick Manning and Brita Granström
Who’s in a Family	Robert Skutch
Lets Talk About Where Babies Come From	Robie H Harris
Hair in Funny Places	Babette Cole
What’s in your tummy Mummy?	Sam Lloyd
Let’s Talk About Sex	Robie H Harris,
Mummy Laid an Egg.	Babette Cole
Where Willy Went	Nicholas Allan
Lets Talk About: Girls, Boys, Babies, Bodies, Families and Friends.	Robie H Harris and Michael Emberley
Mummy Never Told Me	Babette Cole
Julian is a Mermaid	Jessica Love
What’s Happening to Me: Boy/ What’s Happening to Me: Girl	Alex Frith/Susan Meredith, Nancy Leschnikoff
Changes	Anthony Browne

R.S.E. Curriculum for children in EYFS

Learning Outcomes - Pupils will be able to:	Teaching Ideas
1. Make friends with someone different.	<ul style="list-style-type: none"> • Everyone’s Welcome Lesson Plan 7.4. Read ‘Blue Chameleon and discuss the key questions. • Pupils become the chameleons and explore making a new friend. What does my new friend like about me? What do I like about my new friend? • Why can it be fun to have a friend who is different to me? • Give children blank outlines of two chameleons to colour differently. Give each chameleon a speech bubble so that they can write a greeting in each bubble.
2. Understand that it’s ok to like different things.	<ul style="list-style-type: none"> • Everyone’s Welcome Lesson Plan 7.3. Read ‘Red Rockets and Red Jelly. • In pairs pupils consider what they both like, double up to a group of four and repeat, then double up again etc. • Discuss how pupils are different and write simple labels e.g. Ben likes pizza. Sam likes pasta.
3. Celebrate their family. Identify the people who they love and are special to them.	<ul style="list-style-type: none"> • Everyone’s Welcome Lesson Plan 7.6. Read ‘Mommy Mama and Me. • Talk about the importance of family, and how people in a family love and care for one another. • What do they enjoy doing with their special people? • Each child should choose a member of their family and say why that person is important to them, things they share together and how they show that family member that they are special to them (hugs, kisses, going for days out together) etc. • Make a display of the children’s paintings of special people - family, friends, neighbours and teachers.
4. Understand that they entered the world as babies, and that this event is referred to as their birth.	<ul style="list-style-type: none"> • Read and discuss the book ‘There’s a House inside my Mummy’ by Giles Andrae and Vanessa Cabban. https://www.youtube.com/watch?v=FcLec2_SMMY • Invite the children to reflect upon the story. Did the little boy in this story have a new baby brother or sister? What things might the boy in the story do with his new baby brother?
5. To understand that all families are different	<ul style="list-style-type: none"> • Everyone’s Welcome Lesson Plan 7.5. Read ‘The Family Book’. • Recall the different families mentioned in the book. • Who is in my family? How are other families similar or different to mine? • What does my family do for me? • Using a baby doll, explain that the baby needs a volunteer to care for it, keep it calm etc. • That child passes the doll to different ‘family’ members from their class.
6. Recognise the different stages of the human life cycle.	<ul style="list-style-type: none"> • Complete a sequencing activity: baby, toddler, child, teenager, adult, elderly. • Explore children’s views of these stages of life. • Challenge any stereotypical views of age.
7. Understand that people are part of the cycle of nature.	<ul style="list-style-type: none"> • Outdoor Learning: Explore the concept of change (and decay) through nature e.g. the seasons, growing plants and animals, what happens when a leaf dies and how they can tell.

Questions for reflection and assessment.

- How do mums, dads, carers look after babies?
- Where do babies come from?
- How will you change as you grow up?
- Which people are special to you?

Learning Expectations for EYFS - This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and development and related Early Learning Goals:

The Prime Areas:

Physical Development

Health and self-care: children know the importance for good health, of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Communication and language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

The Specific Areas

Understanding The World

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

R.S.E. Curriculum for children in Year 1

Learning Outcomes - Pupils will be able to:	Teaching Ideas
<p>1. Recognise that people are different ages.</p> <p>PSHE Association Core Theme 1: Health & Wellbeing: H26</p>	<ul style="list-style-type: none"> • Bring in pictures of themselves as babies. Discuss things that they couldn't do as babies but can do now. • Discuss the things that the children feel that they are still too young to do by themselves. What can't pupils do now that they would like to? • Discuss the things that can only be done by adults. Why is this? • What are pupils looking forward to being able to do when they are 'grown up'? (Job, family etc.) • On a washing line, or using the children holding up images or artefacts, sequence pictures/articles from babyhood to old age. • How do they think people's needs will change from young to old? • Everyone's Welcome Lesson Plan 7.9. Read 'My Grandpa is Amazing to illustrate that people should not be discriminated against because of their age.
<p>2. Understand how special people show that they care and love us.</p> <p>PSHE Association Core Theme 2: Relationships: R1 & R2</p>	<ul style="list-style-type: none"> • Ask each child to choose a member of their family and discuss as a group why that person is important to them, things they share together and how they show that family member that they are special to them (hugs, kisses, buying presents) etc. • Discuss how other non-family members can also be 'special' e.g. a favourite teacher, a nurse who helps you to feel better, a sporting coach, a friend. How do these people love and 'care' for you? • Who do I look after? What do the children to help their carers feel cared for? (younger sibling, a pet, an elderly relative) • Activity: How do we show that we care about our special people? Each child writes their idea on a love heart which gets stuck in the PSHE Big Book book.
<p>3. Understand that all babies, human and animal, have a mother and a father.</p> <p>To tie in with topic work: Rumble in the Jungle or Green Fingers</p>	<ul style="list-style-type: none"> • What pets do the children have? Have their pets ever had babies? Talk about the names that are given to the offspring of different animals, birds and amphibians e.g. cat-kitten; dog-puppy; frog-tadpole; duck-duckling. • Explain that every living thing has a mother and a father. • Explain how a human baby grows inside the mother. • Talk about how the mothers of different creatures feed their young and how human babies are fed. • Look at the off-spring of different animals, birds and amphibians to explore characteristics/features that are 'inherited'. • Discuss different personalities and characteristics between people/family members.
<p>4. Understand that babies have special needs.</p>	<ul style="list-style-type: none"> • Refer to Lesson 2 where pupils discussed how you show that you care about someone special. • What special care does a baby need? How can we tell what a baby is feeling and/or wants? Pupils to list all the things they can think of adults do to look after babies. • If the baby is crying, what signs might parents/carers need to look out for? E.g. hungry, clothes too tight, pram is in bright sunlight, baby is tired etc. • Activity: Role-play how a parent/carer might solve a range of baby care problems. Or, if appropriate, ask a parent to bring in their baby for this lesson and undertake a Q&Q session.
<p>5. Develop skills to ask for help.</p> <p>PSHE Association Core Theme 2:</p>	<ul style="list-style-type: none"> • Telling. In this activity children are encouraged to express their feelings and needs. • Make a list of people who help us.

<p>Relationships: R20</p>	<ul style="list-style-type: none"> • Working in groups, give pupils different scenarios and ask pupils to decide what they would do and who they would ask for help if they felt unsafe, or were upset or worried for themselves or others e.g. fell over in the playground, lost their book bag on the way to school, got lost in the supermarket. What vocabulary might they use to ask for help? • Read 'Not Now Bernard' by David McKee. Bernard's parents ignored him in the story. How does it feel when people are ignoring us? How should we behave when people are trying to speak to us or tell us something important? How can we attract people's attention in a polite, positive way? How can we ask for help? Reiterate the importance of keeping trying to ask for help until they are heard. • Gaining Attention. Invite the children to consider how Bernard might gain attention or ask for help with the following situations: They need help with something they are doing e.g. they cannot do up their shoe laces after P.E. They are worried about something e.g. they are tired because they heard shouting at home last night. They want to share some good news e.g. their cat has had kittens. They have forgotten something e.g. their packed lunch. Discuss with the children how they might need to have a formula of words prepared for these situations e.g. 'Please listen' 'This is important'; 'Please help me'; 'I am worried (frightened, upset, happy, excited) because ...'; 'I can't wait to tell you because ...' • Alternatively, read the story, Can't you Sleep Dotty? https://www.youtube.com/watch?v=d0rHpA49Zc Discuss the pictures with the children and encourage them to join in with sound effects. Invite the children to consider the following questions: What is Dotty's problem? How did Dotty's friends try to help her? How did Dotty solve her problem? Remind the children that if they have a problem they should tell someone they trust. • Use a puppet or soft toy to 'say' that they want to tell you something that has been worrying them but that they are scared and do not quite know how to do it. Get the children to give the puppet encouragement to tell you. Then get them to think about what they would do if the puppet asked them for help. • Using the puppet, introduce the following scenarios and explain that the puppet needs to speak to someone. Invite the children to consider who they should have told in each of the cases. <ul style="list-style-type: none"> - Yesterday, X was watching a DVD with his/her sister. It had scary monsters in it and X was really frightened. X didn't know what to do. - When X was at the park with his/her mum, a big boy came over and shouted very loudly close to X's face. - When X went to the toilet at playtime, two girls/boys were giggling outside the door and then started to rattle and look under it. X was really upset. • Invite the children to discuss different kinds of worries including examples of big worries and little worries. Ask them to consider if they would tell different people about each. Remind children that if they have a worry or someone has done something to frighten them they should tell someone they trust.
<p>6. Understand the difference between good and bad secrets.</p> <p>PSHE Association Core Theme 2: Relationships: R18</p>	<ul style="list-style-type: none"> • Read The Bog Baby https://www.youtube.com/watch?v=nVuH4BdVQOQ (When two small sisters go fishing to the magic pond, they find something much better than a frog or a newt. They find a bog baby. Small and blue with wings like a dragon, the girls decide to make him their secret. I won't tell if you won't). • Discuss the story and encourage children to share their understanding of what a secret is and any experiences that they may have had of being told or asked to keep a secret. Children might share examples of secrets e.g. buying a present for mummy's birthday. Explain that these are good secrets. • Reassure the children that it is always right to tell someone they can trust if they are told or asked to keep a secret that makes them feel sad, frightened or angry or they get a 'No' or 'I'm not sure' feeling. Explain that we mustn't keep 'bad'secrets.

	<ul style="list-style-type: none"> • Discuss some scenarios either a good secret (e.g. birthday surprise) or a bad secret (brother stole money from mum's purse) scenarios. How do characters feel/ what could they do? How do we feel when a secret is bad? • Activity: Working in groups, pupils sort a further range of good and bad secret cards. Discuss their responses.
Questions for reflection and assessment	<ul style="list-style-type: none"> • How much have I changed since I was a baby? • How are other children similar and different to me? • What things can we do to keep ourselves safe? Can you list some ways to get help? • How are some families different?

Learning Expectations for Year One

At the end of this unit most pupils will:

- be able to recognise babies, children and adults of different ages and put them into age order.
- understand that human babies grow inside their mothers.
- be able to describe the main physical developments which take place in early childhood.
- be able to describe some of the changes in responsibilities and expectations during early childhood.
- understand the basic needs of babies.
- understand how dependent a baby is on parents to provide its basic needs.

Some pupils will not have made so much progress and will:

- be able to recognise most stages of the human life cycle and put them in order with support.
- understand that humans and animals produce offspring of the same type.
- be able to name a few physical developments which take place in early childhood.
- be able to name some new responsibilities they have.
- have a basic understanding of the needs of babies and their reliance on their parents.

Some pupils will have progressed further and will:

- have a clear understanding that babies grow into children and then into adults.
- understand basic life cycles of some animals.
- have a clear understanding that babies grow inside their mother and that they are born.
- may also understand that some groups or animals reproduce differently e.g. birds, reptiles
- have a good understanding of the physical developments which occur during early childhood and may have knowledge of physical development beyond childhood into adulthood and old age.
- be able to describe a broad range of responsibilities they now have and will be able to describe a little of how these might change again in the future.
- be able to describe, with examples, the needs of babies and understand how demanding a young baby is to look after.

R.S.E. Curriculum for children in Year 2

Learning Outcomes - Pupils will be able to:	Teaching Ideas
1. To understand what diversity is.	<ul style="list-style-type: none"> • Everyone’s Welcome Lesson Plan 7.12. Read ‘The Great Big Book of Families’ to help children understand what diversity is. • Play the Diversity Game where a category card is read out e.g. transport, jobs, families, religions etc. and pupils provide an example that would fit that category. E.g. Celebrations – Eid, Christmas, Diwali, Easter, Hannukah. • Discuss the ways in which we celebrate diversity in the UK. • Activity: record the children’s ideas on post it notes and stick these around a map of the UK in the Big Book. E.g. Different Religions. Different families. Different food. Different places of worship. Different families.
2. Understand how they can play with everyone in the class.	<ul style="list-style-type: none"> • Play the five second swap game. • Everyone’s Welcome Lesson Plan 7.16. Read ‘Blown Away. • Role play the story – ask a child to be a penguin and to hold on to an imaginary kite. As you read the story again, add more animals to the line and have them ‘pulled’ around the circle until they eventually get dropped off, one by one. • Activity: Create random groups of 5 children. Pupils draw each other on a kite string and label their ‘helping friends’. • Sum up by discussing how in the story, some people said that different animals can’t be friends because they are different from each other. What do we say in our school if people are different from one another? Can different people get along and help one another? We say there are no outsiders in our school. Were there any outsiders in the story?
3. Understand that there are different types of families and describe the special things that they like to do with their family. PSHE Association Core Theme 2: Relationships: R3, R4 & R5	<ul style="list-style-type: none"> • Choose different photographs to depict different family groups (one parent, two same sex parents etc.) in different situations e.g. cooking playing in a park, someone being comforted etc. • Ask the children to use speech bubbles/still statues to indicate how the characters are feeling or what they might be saying. • Discuss how there are different types of family including those that may be different to their own (including single parents, same sex parents, step-parents, blended families, foster parents). • Discuss the common features of family life and identify how families help and support each other, share activities etc. (commitment, care, love, spending time together, being there for each other in a time of difficulty etc.) • Activity: Children to draw their families. Discuss who they included - grandparents, parents living outside the home, pets? (Be prepared to handle sensitive discussion about family change and provide extra support to any child who needs it.) • Explain that if something about their family makes them feel unhappy or worried, then it is important to tell a trusted adult.
4. Be proud of being different. Develop a positive attitude to difference. PSHE Association Core Theme 1: Health & Wellbeing: H21, H22 & H23	<ul style="list-style-type: none"> • Working with a different group of 6-8 children, ask pupils to stand in a line according to age: Who is the eldest? Who is the tallest? • Ask pupils to choose a partner. Compare hand span, length of arms, legs, elbow to fingertip etc. • Do some physical challenges: who can stand on one leg for the longest? Who can do the most star jumps in a minute? • What do pupils think they’re good at? Celebrate that different children will achieve in different activities. • What makes them special? In what ways are they unique? • What do pupils dislike? What do they like? Reinforce the range of likes/dislikes amongst the class. • Everyone’s Welcome Lesson Plan 7.15. Read ‘Just Because’ and discuss how Clemmie’s body works in a different way. • Role play how we at Orchard would make Clemmie feel welcome, appreciating that we are all different, and that everyone is special. • Activity: Make your own unique ‘silly hat’ like Clemmie.

<p>5. Name the main parts of the body.</p> <p>PSHE Association Core Theme 1: Health & Wellbeing: H25</p> <p>PSHE Association Core Theme 2: Relationships: R13</p>	<ul style="list-style-type: none"> • Brainstorm/list and discuss all the things that people have in common and those features that make individuals unique and special, especially physical characteristics. • Watch BBC Bitesize video: https://www.bbc.co.uk/bitesize/clips/zsjsbk7#:~:text=The%20skeleton%20%20skull%20%20skin%20,help%20certain%20body%20parts%20function. • Ask pupils to describe the physical differences between boys and girls, men/ males and women/females. • Using pictures discuss the names of male and female animals e.g. cat and tom, cow and bull. How can we tell whether an animal is male or female? Explain that animals are either male or female and that the sex parts of both are necessary for making babies. • Provide an outline of a boy and a girl on a large sheet of paper. Using a bag with laminated labels of the body parts, including the sex parts, using agreed vocabulary e.g. penis, vagina, ask the children to take out a label and place it in the correct place on the body. • As the labels are selected, draw out the following teaching points: emphasise the similarities and differences between the labels on the male and female body; discuss how different families may have different names for the sex body parts, but introduce terms that are recognised by everyone. • During the activity, children may volunteer other names for the sexual parts of the body. Many children of this age will have learned colloquial or family names for body parts such as ‘willie’ or ‘minnie’. Current guidance recommends that teachers accept colloquial or family terms as well as introducing correct anatomical names such as ‘penis’, ‘testicles’, ‘vagina’ and ‘vulva’. Introducing correct anatomical words early on ensures that all children share a common language for making themselves understood during classroom activities and in situations involving personal safety. • Explain that the sex body parts (the parts covered by underwear) are private and we don’t show them to just anyone. • Read the story Your Body Belongs to You. https://www.youtube.com/watch?v=OSrwYszgtKE
<p>6. Understand that it is always the female that gives birth.</p> <p>Explain how a baby is cared for in the womb.</p>	<ul style="list-style-type: none"> • Quiz to revise the specific names for mother and baby animals. • Watch Growth and Change video: https://www.bbc.co.uk/bitesize/clips/z4tmhyc • How do different animals have babies (e.g. the female gives birth)? • How do different animals look after their babies before and after birth? • Why do the children think that having a baby needs a male and a female? Read ‘Your Mummy Ate My Football’. • Making Babies – introduce the very basic concept of where babies come from, Mummy’s tummy. Seed called sperm inside the Daddy, egg inside the mummy. The penis connects to the vagina and the baby is created, it develops and grows until its ready to come out. Pregnancy - womb being a special place where the baby grows and comes out when its ready • Ask pupils to brainstorm their ideas about what they think a baby does in the womb. Activity: To annotate and draw around a picture of a lady who is pregnant.
<p>7. Understand gender stereotypes.</p>	<ul style="list-style-type: none"> • We can tell a boy or girl from body parts. What are similarities and differences between boys and girls? • How do girls and boys grow differently? • Why are we all different? Is it ok to be different? • Explain that there are other similarities and differences between males and females which relate to our likes and dislikes, and how we feel about things. What examples can the children give? • Think about other differences between what boys and girls like/dislike, how they are treated, how they behave etc. and where these stereotypes come from. Begin to question whether children have to conform to stereotypes. • Should boys and girls behave differently?

	<ul style="list-style-type: none"> • Tell the children you are going to show them a picture of a firefighter and a dancer. Can they describe the fire-fighter? Can they describe the dancer? What qualities does each person need? • Show them a picture of female firefighter and a male dancer and discuss their response. • Read a range of literature that challenges stereotypes e.g. Mrs. Plug the Plumber by Allan Ahlberg.
<p>8. Explore the value of trust and identify a person they trust.</p> <p>Develop assertiveness skills.</p> <p>Develop strategies for staying safe.</p> <p>PSHE Association Core Theme 2: Relationships: R15, R16 & R19</p>	<ul style="list-style-type: none"> • What is trust? Would they trust someone who tells lies? Breaks our things? A stranger? • Ask pupils to draw a picture of someone you can/ can't trust. Can we tell from appearances? • Each child to identify an adult they trust. Share pupils' ideas: 'If I was upset I would go to....because....' • Identify the strategies children can use to stay safe against people who they don't know. Also discuss strategies for dealing with people they shouldn't trust e.g. another child/friend who is putting pressure on them to do something they don't want to do and which may make them feel unsafe • Act out these scenarios, with the children exploring ways to say no and/or to seek help. <ul style="list-style-type: none"> - a child feels unsafe in the park as they are approached by someone they don't know or don't trust. - a 'friend' at school tells you to run up to another child and call them 'a fat blob' - your older brother/sister tells you to take some money out of your mum's purse without asking - an adult that you don't know says that they have come to collect you from school • Explain to the children that where someone will not take a polite 'No' for an answer, or where another child is physically threatening or hurting them, a firmer 'No' is required. Model the difference between a polite and more assertive 'No', emphasising the need for eye contact, a firm tone of voice and appropriate body language. Let the children practise saying 'No' assertively, perhaps in pairs or in role play with an adult. Tell the children that if the firmer 'No' does not stop the situation, they need to tell someone they trust. Make sure the children know how they would do this. • Strategies to teach the children: <ul style="list-style-type: none"> - Recognise uncomfortable feelings - Be assertive, it's OK to say No! - Repeat No, No, No - Get away from situation - Tell someone you trust (Who can I go to if I am worried about something?) • Refer back to Lesson 4 - which parts of my body are private? When is it OK to let someone touch me in those areas? (parent administering ointment to that area, a doctor/nurse) How can I say 'no' if I don't want someone to touch me? Who should I tell if someone wants to touch my private parts and I don't want them to? • Talk about how pupils should respond if physical contact makes them feel uncomfortable or unsafe.
<p>Questions for reflection and assessment</p>	<ul style="list-style-type: none"> • Can you explain some different ways in which family and friends care for each other? • Can you name some ways in which we are different, and why this is a good thing. • Where do babies come from? • Why are girls' and boys' bodies different? • What do we call the different parts of girls' and boys' bodies? • Which parts of my body are private? • When is it OK to let someone touch me? How can I say 'no' if I don't want someone to touch me?

Learning Expectations for Year Two

At the end of this unit most pupils will:

- be able to recognise names for the main external parts of the body.
- be able to name the sexual parts using colloquial and occasionally scientific words.
- be able to describe what their bodies can do and understand how amazing their body is.
- show some understanding that their body belongs to them.

Some pupils will not have made so much progress and will:

- show a limited knowledge of external body parts and may be uncertain about naming sexual parts.
- show a limited understanding of what their bodies can do and will need prompting to describe familiar actions.
- need support in understanding their responsibility for their body's actions.

Some pupils will have progressed further and will:

- have a secure understanding of the main external body parts.
- be able to name sexual parts and will often use the scientific names.
- be able to describe their body's capabilities and will understand about the different capabilities of others.
- have a secure understanding of their own responsibility for their physical actions and will be starting to understand that their body belongs to them and therefore they have rights over their body.
- have a clear idea of private body parts and want more privacy now they are older.

R.S.E. Curriculum for children in Year 3

Learning Outcomes - Pupils will be able to:	Teaching Ideas
<p>1. Recognise that change is a part of growing up.</p>	<ul style="list-style-type: none"> • Read the book 'When I grow up' by Tim Minchin. • Discuss 'Growing Up'. Order the human life cycle. • What changes will occur as the children get older? (secondary school, friendships, physical appearance etc.) What changes are pupils looking forward to? What changes are they worried about? What responsibilities will they have as they grow older? • Activity: Inspired by the book, each child writes a post-it note 'When I grow up I want to ...' Their ideas should be imaginative and funny. Combine the post-it notes to create a class poem, selecting the most effective ideas and adding extra content in where appropriate e.g. adjectives, adverbs. Ideas should incorporate exaggerated references to the body's capabilities e.g. When I grow up I want to be ten feet tall; When I grow up I want to be able to run faster than a cheetah. Display the poem in the Big Book.
<p>2. Identify different types of relationships and begin to identify how to develop the skills to be effective in relationships</p> <p>PSHE Association Core Theme 2: Relationships R1, R10 & R11</p>	<ul style="list-style-type: none"> • Write the word relationships on the board and identify what this means. Identify the different people in their lives who they may have relationships with: brother, sister, mother, father, stepfather, teacher, friend etc. • Draw a house template with as many windows as people who are important to you. Draw them into the windows. Share with the class who the people are and why they are important to you. Discuss how families are made up of lots of different people and there is no set make up for a family unit. • How do relationships change as you grow up? • Linking this closely to 'friendship', identify what makes a strong relationship and then make the comments into a paper chain that connects as a circle. E.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties etc.) • Explain that the same principles apply to online friendships as to face-to-face relationships. • Break the chain and identify what sorts of things put a strain on the relationships e.g. telling lies, no time, not listening, being unkind. • What sorts of things could help to rebuild the relationship?
<p>3. Reflect on the need for love and trust in a range of relationships</p> <p>PSHE Association Core Theme 2: Relationships R1</p>	<ul style="list-style-type: none"> • Ask the children broad questions: What is love? Who or what do we love? What about love between two people? • In groups make a list of all the things they love, e.g. friends, family, pets etc. • How do we show love? E.g. giving cuddles, holding hands, doing something good for someone, caring about their feelings etc. • What is friendship? Ask pupils to consider the characteristics of a good friend e.g. caring, supportive, kind, good listener, sensitive etc. When they have made all of their suggestions, ask them which three attributes they consider to be the most important. Discuss how the attributes of a good friend would also be important in a relationship where two people love and care for one another. • Why do we need love and trust in friendships and relationships? • Read a story about a loving friendship. E.g. Lost and Found by Oliver Jeffers. • Ask the pupils to identify the loving behaviour in the story. Reflect upon the loving behaviour they show to others.
<p>4. Revise the correct terms for sexual body parts and other major organs in the body.</p>	<ul style="list-style-type: none"> • Brainstorm/list and discuss all the things girls and boys have in common and can do irrespective of their gender. • Can they identify things that only girls or boys can do? E.g. females give birth to babies.

<p>Understand the importance of personal hygiene. PSHE Association Core Theme 1: Health & Wellbeing H9 & H30</p>	<ul style="list-style-type: none"> • Explain that males and females have special parts of the body that help them to make a baby. Using an IWB template of the male and female body, consolidate the names of the external genitalia and internal reproductive organs in males and females (e.g. vulva, vagina, penis, testicles). Discuss the function of these organs in general terms. • Briefly introduce the process of puberty and how this relates to human reproduction. Explain that to keep healthy, especially during puberty, every day hygiene routines are very important. Discuss personal hygiene routines and healthy lifestyle choices we can make to ensure our organs function properly e.g. cleanliness (showering, brushing teeth, washing hair etc.), exercise, sleep, diet.
<p>5. Recognise that a feature of positive family life is caring relationships</p> <p>Understand the needs of a new baby and consider the impact of a new baby on the family</p> <p>PSHE Association Core Theme 2: Relationships R6,7 & 8</p>	<ul style="list-style-type: none"> • Referring back to previous lessons, discuss the qualities that pupils feel are important in a relationship. • Explain that a feature of positive family life is caring relationships. Discuss the different ways that in which people care for one another. • Discuss that these qualities are especially important in a loving adult relationship where the couple have decided to start a family. • Explain that there are different types of family structure (including single parents, same sex parents, step-parents, blended families, foster parents) and that families of all types can give family members love, security and stability. • Discuss the huge impact a new baby has on a family. Feelings (new parents, siblings), time, sleep deprivation etc. • Discuss things that a baby will need in order to be healthy and well cared for. • Remind pupils however, that other shared characteristics of healthy family life do not cost money – commitment, care, love, spending time together, being there for each other in a time of difficulty • Ask pupils to reflect on the responsibilities their parents had for them when they were much younger. • Why are families important for having babies and bringing them up? • Using internet research, ask pupils to ‘prepare’ for a baby arrival. Give groups of children a £300 budget to buy essential things for the new baby.
<p>6. Develop skills for dealing with unwanted physical contact.</p> <p>PSHE Association Core Theme 1: Health & Wellbeing H14</p>	<ul style="list-style-type: none"> • Feely Bags: Use drawstring bags, just big enough to hold an object and allow a child to place their hand inside without revealing the contents. Place something that the children can feel into each bag. They must not look, only feel. Choose objects that give a variety of sensations, including some that have a definite scent. The selection might include: herbs, rice grains, cotton wool, conkers, leaves, crumpled up paper, dried pulses, pasta, shells. Seat the children in a circle and pass the bags around. Invite the children to take turns to feel inside the bags and comment on the sensations it gives them. They should not be guessing what the object is, they should describe the feeling they get from it. Always allow a child to say ‘No’ or pass on a turn if they do not want to feel inside the bags. This activity gives the children the opportunity to explore different touch sensations and understand that they may like something that others do not like and that we all like different touches. • Which things did the selected pupils like to touch? Which didn’t they like? Why/Why not? • ‘Yes’ and ‘No’ Touches. Ask the children for examples of touches they like to have and give to people at home e.g. hugs, snuggling up on the sofa etc. These are all touches that make us feel good, they are Yes touches. • Invite the children to share examples of touches that make us feel bad e.g. pushing, hitting. These are touches that make us feel bad, they are No touches. • Teach pupils to understand that their body belongs to them and that there are ‘boundaries’. • Using a range of images, discuss Yes and No touches including some of the reasons that doctors or nurses might need to touch people. During this discussion, explain that sometimes doctors and nurses need to touch the intimate/private areas of our bodies to help us get better or find out what is wrong. Explain that there is no touch, kiss or hug that ever needs to be kept a secret. Children should always tell someone they trust if they have a ‘No’ or ‘I’m not sure’ feeling.

	<ul style="list-style-type: none"> • Discuss how to deal with unwanted touches using the NSPCC’s PANTS rule. Talk through the acrostic poster. Remind pupils of the parts of their body that are ‘private’. Discuss where pupils could get help for unwanted touching. • Activity: Design own ‘smarty pants’.
<p>7. To use my pupil voice in not being bystander</p> <p>To appreciate gender stereotypes</p>	<ul style="list-style-type: none"> • Everyone’s Welcome Replacement Lesson Plan: Watch a reading of ‘Big Bob, Little Bob’ to help children understand gender stereotyping and the role of a bystander. • Discuss the concept of ‘pupil voice’. • Discuss gender stereotyping – what examples can the children think of? • Debate: should boys and girls should be able to play with whatever toys they like; whatever games they like etc.?
<p>Questions for reflection and assessment</p>	<ul style="list-style-type: none"> • How do our responsibilities change as we get older? • Can you name and describe some of the different relationships that you have with other people? • What are the three healthiest activities that you do? How do these help your body?

Learning Expectations for Year Three

At the end of this unit most pupils will:

- be able to identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy.
- be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood.
- be able to give a list of the main external parts of male and female bodies and may use some scientific names for these.
- be able to use the scientific terms penis, testicles, breast and vagina and explain which parts are male and which are female.
- be able to give several examples of the capabilities of their own bodies.
- be able to describe familiar hygiene routines such as brushing teeth and washing hair, and understand the reasons for doing these things.
- be able to look forward to new areas of responsibility for their personal hygiene.
- be able to explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself.

Some pupils will not have made so much progress and will:

- be able to describe some of the stages of the human lifecycle and place an individual in a broad category or age.
- be able to express some simple ideas about being grown up, which might be personalised rather than generalised observations e.g. I might drive a car. (Rather than ‘Adults can drive cars if they pass their driving test.’)
- be able to name some of the external body parts of males and females. They may prefer to use the colloquial names for sexual parts e.g. willie, boob.
- be able to identify some parts which are male and some which are female.
- be able to give a few examples of the capabilities of their own bodies.
- have some knowledge of basic hygiene routines such as brushing teeth and washing hair, but may be unsure of the reasons these activities are necessary.
- have some understanding of the areas of personal hygiene for which they are now responsible, but will have limited understanding of areas they will be expected to take charge of in the future e.g. washing clothes, booking in at the dentist.
- be able to name some basic tasks that parents carry out for babies, but be uncertain of the links between these tasks and the dependence of the baby.

Some pupils will have progressed further and will:

- be able to identify the main stages of the human lifecycle and identify accurately the stage of an individual.

- be able to make intelligent generalisations about the responsibilities of adulthood.
- be able to give a list of the main external parts of males and females.
- be able to use the scientific terms penis, vagina, testicle and breast confidently.
- be able to explain which parts are male and which are female and may be able to explain elements of their functions.
- be able to explain a wide range of their own body's capabilities and they will have a positive attitude towards different body shapes and sizes.
- be able to describe familiar and unfamiliar hygiene routines and explain the reasons for these.
- have a broad understanding of their own responsibilities for personal hygiene now and in the future.
- be able to reflect on the responsibilities their parents had for them when they were much younger.
- be able to identify areas of new responsibilities they can take up now and in the near future as they approach the teenage years.
- be able to explain ways that parents/carers are responsible for babies and understand the level of time, love and commitment a small baby needs.

R.S.E. Curriculum for children in Year 4

Learning Outcomes - Pupils will be able to:	Teaching Ideas
<p>1. Describe strategies for coping with change.</p> <p style="text-align: center;">Begin to learn about the physical and emotional changes during puberty.</p> <p>PSHE Association Core Theme 1: Health & Wellbeing H31 & 32</p>	<ul style="list-style-type: none"> • In groups, list changes we can choose e.g. what clothes to wear, who our friends are, what leisure activities we do. • Discuss what changes we have no control over e.g. seasonal changes, changes in the weather, physical changes. • Explain that as they get older and go through a change called ‘puberty’, they will begin to notice a number of physical changes that happen naturally and they have no control over them. • How has your body changed since you were a baby? • Why do you think your body is changing? • Why are some children growing quicker than others? • Puberty. Watch BBC’s Operation Ouch! https://www.bbc.co.uk/cbbc/watch/operation-ouch-puberty • Activity: Using hoops as a Venn Diagram, ask pupils to sort cards with body changes into ‘boys’, ‘girls’ or ‘both’. Changes could include: facial hair, hips broaden, breasts start to grow, hair and skin may get greasier, periods, spots increase. Discuss answers. • Consider some of the practical and emotional difficulties a young person may encounter during puberty e.g. feeling moody, being teased/bullied because of acne, a boy who isn’t growing as tall as his friends etc. Who can you turn to for help? • What strategies can we use to cope better with changes? Watch BBC Scotland Health and Wellbeing - Dealing With Change https://www.bbc.co.uk/programmes/p08mqrtz
<p>2. Understand how the need to keep clean changes during puberty.</p> <p>PSHE Association Core Theme 1: Health & Wellbeing H9 & H32</p>	<ul style="list-style-type: none"> • Watch BBC Teach Class Clips: Ask Lara – Oh no B.O! https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2--ks3-oh-no-bo/zntfgwx After a sports session at school, 13-year-old Gabriel goes to class without showering or changing his T-shirt. The girls notice that Gabriel smells. He’s embarrassed, but Tony insists it must mean that he is becoming a man. Gabriel thinks he has beaten the smell by spraying on some air freshener but he soon realises that the smell has returned. Everywhere he goes, a green B.O. monster follows him, and it’s making his life miserable. Tony and Gabriel seek advice from 16-year-old Max – after all, the girls fall at his feet – and with his guidance, Gabriel defeats the B.O. monster once and for all. It’s just a shame that Tony then becomes a different kind of smelly monster, by going over the top with deodorant and aftershave. • What are good habits for looking after my growing body? E.g. showering, hand-washing etc. • Activity: Sort hygiene products into 3 groups: essential, nice, luxury. Discuss why essential hygiene products and practices are necessary.
<p>3. Consider why some people get married.</p> <p>PSHE Association Core Theme 2: Relationships R1, R2, R3, R4, R5 & R9</p>	<ul style="list-style-type: none"> • Who or what do they love? What is love? Record their answers. • Using dictionaries children look up the definition of the word ‘love’. Do they really ‘love’ all of the people and things listed on the board? Are their better words to use in some cases like adore, like, respect. Thinking about the kind of love that is about caring for another person and wanting the best for them, children create some ‘Love is’ statements. • What different types of relationship can pupils think of? (friendships, family relationships, romantic relationships, online relationships) • What makes a relationship happy or unhappy? • Why/How do relationships change during adolescence? (as you grow older you may become attracted to someone emotionally, romantically and sexually; people may be attracted to someone of the same sex or different sex to them)

	<ul style="list-style-type: none"> • Put the word ‘marriage’ on the board and ask pupils to brainstorm ideas as to what they think it means and what it is for. List reasons why people get married or have a civil partnership e.g. to make a commitment before God/to each other, to show that they love each other, for legal reasons, to have children etc. Ask children to discuss the reasons in groups then sort them along a continuum, starting with what they think is the best reason. • Explain that marriage and civil partnership is a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong. • What do the words ‘lesbian’ and ‘gay’ mean? Everyone’s Welcome Lesson Plan 7.23. Read ‘King and King’ to explore the concept of a gay marriage. • Explain that forcing anyone to marry against their will is a crime; that help and support is available for people who are worried about this for themselves or others • Discuss other choices that people make instead of getting marrieds, e.g. living together a stable loving relationship, living apart in a committed relationship, choosing to be being single. • What can children do about family break-ups? Talk to children about how to seek help or advice if family relationships are making them feel unhappy or unsafe.
<p>4. Recognise some of their own positive qualities, skills and attributes.</p> <p>Develop positive attitude to personal body image.</p> <p>PSHE Association Core Theme 1: Health & Wellbeing H27 & H28</p>	<ul style="list-style-type: none"> • Use Strength cards for Kids to help them recognise their personal strengths. • In a circle, allow children to pick cards that mention positive qualities about themselves. • Children then choose cards for other people in the class, recognising strengths in others. • Brainstorm any other positive qualities they can think of in friends, family, role models, etc. which do not relate to physical appearance. E.g. kindness, compassion, courage. • Ask pupils who their celebrity role models are. Why are they idolized? Talent, personal qualities <u>or looks</u>? • Ask pupils to describe the physical qualities that are often seen as ‘attractive’. • Discuss the meaning of the word ‘attractive’. In groups, list the qualities of what they think makes a person attractive, e.g. cheerful, beautiful, kind etc. and arrange in a diamond 9 with most desirable quality at the top. • BBC Teach Class Clips: The Big Talk - RSE KS2: Body Image - What is perfect? Watch https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-body-image-what-is-perfect/zhq3xyc In this short film you will see small groups of children ask questions on behalf of their peers to adults they trust. Questions covered are: What is meant by a body image? Why do people feel like they have to wear makeup? Do some people want to get plastic surgery to have body parts bigger or smaller? Is anyone perfect? • Should it matter how people look? Emphasise that being truly attractive is far more than physical appearance – it’s about your qualities as a person.
<p>5. It’s ok to be who you want to be.</p> <p>PSHE Association Core Theme 1: Health & Wellbeing H27</p>	<ul style="list-style-type: none"> • Everyone’s Welcome Lesson Plan 7.26. Read and discuss ‘Red: A Crayon’s Story.’ • What did the red crayon find difficult? What made everyone think he was red? What colour was he inside? How did the other characters help him to become red? • Activity: Role play the advice given to Red and then provide advice as a class. • Discuss how at our school we can make sure everyone feels proud to be who they are.

<p>6. Develop awareness of the pressures to conform to gender and some strategies on how to deal with gender based prejudice.</p> <p>Recognise that there are agencies to support young people to be safe and happy.</p> <p>PSHE Association Core Theme 1: Health & Wellbeing H14</p> <p>PSHE Association Core Theme 3: Living in the Wiser World: L9</p>	<ul style="list-style-type: none"> • This lesson teaches pupils about stereotypes and how they can negatively influence behaviours and attitudes towards others. • Complete agree /disagree continuum using gender statements e.g. boys don't cry, girls are not as good at football, boys shouldn't wear pink, girls can't be plumbers etc. • Make a list of successful people who don't conform to stereotypical images and research some examples. • Read extracts from Bill's New Frock by Anne Fine/Boy in the Girl's Dress by David Walliams OR read picture books about gender inequality. E.g. Pink Is for Boys by Robb Pearlman; Shine by Sarah Asuqu • Discuss how not conforming to gender stereotypes can often lead to friendship difficulties/poor body image/bullying e.g. boys who do ballet. • Discuss strategies for challenging stereotypes. • Discuss where pupils can go to get professional support via Childline. • Role play a child wanting to phone Childline. Where would they find the number? How would they start the call?
<p>Questions for reflection and assessment</p>	<ul style="list-style-type: none"> • Can you name some way that you need to keep clean during puberty? • Can you name some positive ways to face change? • How can you develop a positive self-image? • Have you any further questions or worries?
<p>Learning Expectations for Year Four</p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> • be able to describe some of the changes associated with the onset of puberty. • understand that puberty affects people in different ways both physically and emotionally. • be able to describe familiar and unfamiliar hygiene routines and explain the reasons for these. • understand some basic reasons why a couple might choose to get married. • have a basic understanding about body image. • understand the concept of gender stereotyping. <p>Some pupils will not have made so much progress and will:</p> <ul style="list-style-type: none"> • have a solely negative or solely positive view of the emotions associated with puberty. • display a basic understanding of familiar and unfamiliar hygiene routines. • have an understanding of adult relationships and emotions, based solely on personal experience. • show limited understanding that couples can choose to get married. • Be able to identify positive qualities about themselves <p>Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> • be able to describe a range of positive and negative emotions associated with the onset of puberty. 	

- understand a wide range of ways that puberty affects people differently, both physically and emotionally.
- describe a wide range of characteristics of a loving, trusting relationship.
- understand several reasons why a couple might choose to get married.
- understand ways they can prevent the spread of common diseases, and understand HIV and how it can (and cannot) be spread.
- have a sound understanding about body image, and have learnt some ways to support a positive body image for themselves and others.

R.S.E. Curriculum for children in Year 5

Learning Outcomes - Pupils will be able to:	Teaching Ideas
<p>1. Identify external genitalia and internal reproductive organs in males and females and understand how the process of puberty relates to human reproduction.</p> <p>PSHE Association Core Theme 1: Health & Wellbeing H30, H31, H32 & H45</p>	<ul style="list-style-type: none"> • Watch youtube clip - Inside Puberty https://www.youtube.com/watch?v=Rsj6dW6qKRc&list=PLFoGqe-srS2oslyxCfDdJhd5_tT477aqB&index=3 • Watch the following puberty clips on youtube: Puberty in girls https://www.youtube.com/watch?v=j_mFJ2d0qxQ&list=PLFoGqe-srS2oslyxCfDdJhd5_tT477aqB&index=2 Puberty in boys https://www.youtube.com/watch?v=Yvw7QGytgNQ&list=PLFoGqe-srS2oslyxCfDdJhd5_tT477aqB&index=1 • Children to have the opportunity to ask further questions in single gender groups. • Boys – Discussion of general changes in both sexes during puberty. • Girls - Understanding the female monthly cycle. Play ‘fact or myth’ game e.g. a woman cannot go swimming during her period. Research the different products available for menstruation. Talk about how to deal with having a period e.g. how to carry sanitary protection in school, where to put used towels, who to go to if you start your period at school.
<p>2. Explain a range of emotional changes during puberty and how to deal with them.</p> <p>PSHE Association Core Theme 1: Health & Wellbeing H17, 18 & 19</p>	<ul style="list-style-type: none"> • Review understanding of puberty taught from the previous lesson. BBC Teach Class Clips: The Big Talk - RSE KS2: - What’s happening to my body? https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-puberty-whats-happening-to-my-body/znhdvk7 • Draw an outline of a young person with a name not in the class. • What worries or concerns might they have as they approach puberty and address them as a whole class? In groups devise answers to typical ‘Problem page’ questions concerning puberty e.g. spots, self –consciousness about changes etc. • Watch BBC Scotland Health & Wellbeing – Taking Care https://www.bbc.co.uk/sounds/play/p08nwb0
<p>3. Consider when an adult may be ready for parenthood</p> <p>PSHE Association Core Theme 2: Relationships: R5 & R6</p>	<ul style="list-style-type: none"> • Ask children to consider when they think they will be a parent. What age will they be? Where will they be living and who with? What skills do they think they will need? • Referring back to lessons delivered in Y3, discuss the qualities that pupils feel are important in a relationship, but especially before they consider sexual activity e.g. honesty, love, kindness etc. • What are the important relationships in your life now? • What is love? How do we show love to one another? • Can people of the same sex love one another? • Discuss the qualities of an adult loving relationship in which making love takes place. Within the context of talking about positive and stable relationships, talk about marriage, but also talk about strong and mutually supportive relationships outside marriage. Include concepts such as legal age, committed stable relationship, shared responsibility etc. • In the context of a loving couple deciding to start a family, discuss preparations for a new baby and the level of responsibility needed. How might a new parent’s life change? What choices and sacrifices will they need to make to be an effective parent? • Everyone’s Welcome Lesson Plan 7.31. Read and discuss ‘And Tango Makes Three’. (Omit the Main Activity). • Discuss that a feature of positive family life is caring relationships; discuss the different ways in which people care for one another • Explain the synopsis of Flour Babies by Anne Fine. The Blurb says ‘When the annual school science fair comes round, Mr Cartwright's class don't get the soap factory, or the maggot farm, or the exploding custard tins. They get the flour babies - sweet little bags of flour that must be treated gently.’

	<ul style="list-style-type: none"> • Activity: Challenge each child to carefully look after a bag of flour for the day. Remind them that they can't leave it alone, must check on it regularly, will need to care for it, mustn't drop it etc. (Each child to bring in a bag of flour from home).
<p>4. Understand that the pressure to conform to gender and body stereotypes comes from media and peer pressure.</p> <p>PSHE Association Core Theme 3: Living in the Wiser World: L16 (images)</p>	<ul style="list-style-type: none"> • This lesson focuses on how images in the media and on social media can be manipulated or invented. • Show a range of pictures of both male and female models from magazines/adverts/social media. Ask – does she/he look like this every day? How did she/he prepare for this photo? What attributes are favoured? (Women - slim, long hair, large lips; Men - 'six pack', hairless chest, chiseled jaw). • View the following 'Dove Evolution of a Model' clip https://www.youtube.com/watch?v=iYhCn0jf46U • How does the media distort our perception of body image? Can I believe everything I see on the TV about perfect bodies/relationship/girls and boys....to be true? • Examine pictures of male and female 'celebrities' in the media. What attributes are favoured? Discuss why these images are considered by some as 'attractive' and the effect on young people (such images don't reflect 'real-life' and can therefore be worrying or confusing). • Compare with other successful people who don't conform to these images. • Help pupils to understand that the media often shows a distorted image of men and women with 'perfect' faces and bodies. Explain that many images are routinely edited and 'photoshopped'. Talk about how 'normal' people look. Reassure children, difference is good. • Activity: In groups, children to write answers to typical 'problem page' worries. Compare group answers. OR complete tasks from https://www.childnet.com/ufiles/PSHE-Toolkit---Body-image-resource.pdf
<p>5. Understand the influence of the media when forming views on healthy and safe relationships</p> <p>PSHE Association Core Theme 2: Relationships R9</p>	<ul style="list-style-type: none"> • BBC Teach Class Clips: The Big Talk - RSE KS2: Healthy vs Unhealthy Relationships. Watch https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-healthy-vs-unhealthy-relationships/z6s7rj6 In this short film you will see small groups of children ask questions on behalf of their peers to adults they trust. Questions covered are: Can a healthy relationship change? Is there such a thing as a perfect relationship? Can family hurt you? • Does a family always have to have love? Can some relationships be harmful? Are boys and girls expected to behave differently in relationships? Why?/Why not? • Review the features of a healthy relationship and an unhealthy relationship. Can the children think of any celebrities or characters in a soap or other programme that could be said to have an unhealthy relationship? What are the features in their relationship that make it unhealthy? • Discuss the signs that might indicate that a family relationship is breaking down, and discuss how to seek help or advice if this is making them feel unhappy or unsafe. • Play Healthy Relationship Bingo.
<p>6. Understand how to keep safe using the internet and other technology.</p> <p>NB. This unit could be covered on Safer Internet Day in February.</p> <p>PSHE Association Core Theme 2: Relationships R12, R15 & R18</p>	<ul style="list-style-type: none"> • BBC Teach Class Clips: The Big Talk - RSE KS2: Keeping Myself Safe • Watch https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-safety-keeping-myself-safe/znnjbdm • This lesson focuses on helping pupils to recognise things that are appropriate to share and things that should not be shared on social media. • Remind pupils of the difference between 'knowing someone online' and how this differs to knowing someone face-to-face. • What are the risks of communicating online with others not known face-to-face? • Use some anonymous/made up Facebook and messaging entries to explore – is this safe or healthy behaviour e.g. accepting 100s of friends you don't know , putting personal details on such as address and mobile, making nasty comments about their children or adults? Emphasize the legal age for a Facebook account.

<p>PSHE Association Core Theme 3: Living in the Wiser World: L15</p>	<ul style="list-style-type: none"> • Explore some typical hurtful text messages. Develop some strategies for responding safely, such as deleting the person’s number from the phone, asking an adult for help. • Pupils should then consider the need to stay safe when sending images or ‘selfies’ of themselves to others. Emphasise the importance of privacy and not being influenced by peer pressure to post images or pass on images via a mobile phone that are abusive or are of a sexual content (sexting). • Ensure that pupils understand the rules surrounding the distribution of images. Explain that it is actually illegal to produce, possess or distribute an indecent image of a person under the age of 18 – even if it’s a picture of themselves. • Discuss strategies for recognizing and managing peer influence, and a desire for peer approval e.g. having a topless picture of your girlfriend to fit in with the boys. • What could be the effect of your online actions on others e.g. a false rumour is spread around school; an image of a girl in their underwear is circulated in class etc. How would the victim feel? • If a friendship (online or offline) is making them feel unsafe or uncomfortable, how can they manage this and who could pupils go to for support?
<p>7. Recognise when someone needs help.</p> <p>PSHE Association Core Theme 1: Health & Wellbeing H14</p>	<ul style="list-style-type: none"> • Put the word ‘empathy’ on the board. What do the children think it means? • Everyone’s Welcome Lesson Plan 7.29. Read and discuss ‘My How to Heal a Broken Wing.’ • Explain how Amnesty International helps people around the world who are in prison because they can’t speak up about wanting freedom of speech and democracy. • Focus on the role of the boy in helping the bird. • Why is it important that we recognize when someone needs help? • If you or someone you cared for needed help or advice, who could you turn to? Discuss the role of Childline, NSPCC, adults in school, a trusted adult in the family etc. • Literacy Link Activity: Write a descriptive piece based on one of the illustrations in the book.
<p>Questions for reflection and assessment.</p>	<ul style="list-style-type: none"> • How will you and your friends change physically as you go through puberty? • How would you describe puberty in your own words? • What qualities do you like in your friendships? • What is love? • What strategies would you find most useful to resist pressure?
<p>Learning Expectations for Year Five</p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> • know and understand the appropriate use of the scientific names for the external and internal sexual parts of the body, and be able to explain basic functions. • understand the main changes that will happen at puberty, know some ways to manage them, and how it affects people differently. • have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others. • understand the importance of washing regularly and of maintaining other hygiene routines during puberty. • understand how to keep safe using the internet and other technology. • know how to seek help, should they need it, from external agencies such as Childline or the NSPCC <p>Some pupils will not have made so much progress and will:</p>	

- know scientific names and basic functions of some of the external and internal sexual parts of the body.
- understand that some words for sexual parts are not appropriate to use in some circumstances.
- understand the main changes that will happen at puberty and, with support, some ways to manage these, including hygiene routines.
- understand that people can feel hurt when others say unkind things about their appearance.
- have an awareness of how to keep safe using the internet and other technology

Some pupils will have progressed further and will:

- be able to use appropriately and confidently the scientific names for the external and internal sexual parts of the body, and be able to explain basic functions.
- understand how to manage the main changes that will happen at puberty, including the need for hygiene routines, and how it affects people differently.
- reflect on their own body image and understand some ways to support a positive self-image for themselves and others.
- understand how to keep safe using the internet and other technology and how to report concerns/issues

R.S.E. Curriculum for children in Year 6

Learning Outcomes - Pupils will be able to:	Teaching Ideas
<p>1. Explain a range of emotional changes during puberty and how to deal with them.</p> <p>PSHE Association Core Theme 1: Health & Wellbeing H17, 18, 19, 20, H31, H32 & H34</p>	<ul style="list-style-type: none"> • Hormones. Review understanding of puberty taught in Y5. Watch BBC Teach Class Clips: Ask Lara – Mood Swings https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2--ks3-mood-swings/z7n6f4j • Tony has woken up in a bad mood, and is snapping at all of his friends. As the day progresses he gets increasingly wound up and irritable. Monica is very proud of her cupcakes, but they taste disgusting. Everyone pretends they are delicious, except Tony who is brutally honest and makes Monica very upset. The friends turn on Tony, who realises that he has gone too far. His friends apologise for annoying him throughout the day, and Tony apologises for his bad temper. He doesn't understand what is going on; his hormones are just all over the place. They quickly forgive his moody behaviour; everyone has their off days, and it's all just part of growing up. • Questions throughout the clip ask pupils how they would react to a friend in a bad mood, what they would do if they had cross words with a friend, and how they deal with a bad day. • Q. Have you ever felt like Tony? What do you think is wrong with him? What do you do when you're in a mood, especially if it is all because of exams? What do you think you shouldn't do to a friend that is in a mood? What could you do to be a good friend and support someone who might be in a mood? • Discuss how hormones can affect our moods, especially in the early teenage years as they fluctuate wildly. • Discuss techniques to manage irritability, aggression and low moods. • Monica's storyline is useful to also generate discussion about honesty in friendships, and why difficult discussions are sometimes necessary.
<p>2. Recognise the emotional changes associated with having a crush on someone.</p> <p>Recognise the difference between healthy and unhealthy friendships and relationships, and understand their right to physical boundaries.</p> <p>Develop strategies for resisting peer pressure.</p> <p>PSHE Association Core Theme 2: Relationships R2, R22, R25, R26, R27, R28 & R29</p>	<ul style="list-style-type: none"> • On post it notes, list the qualities needed for a good relationship. • Using these ideas, do a Diamond 9 exercise on qualities that make a relationship work. Emphasise that good friendships and relationships should be fun, supportive and caring. They do not involve coercion, pressure or violence. • What is 'a crush?' Discuss the feelings and emotions associated with 'liking' someone in a romantic way. What does having a boyfriend or girlfriend mean at Year 6? How does this differ for teenagers? How might the relationship evolve? • Asking someone out. Watch BBC Teach Class Clips: Ask Lara – Gabriel's First Date. https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2--ks3-gabriels-first-date/z4qwxyc Keshia from school asks Gabriel out on his first ever date. Gabriel isn't sure he wants to go out with girls yet, and is nervous because he doesn't know Keshia very well, but all his friends are very excited and tell him he must go. They give him contradictory dating advice that leads to Gabriel making a fool of himself in front of Keshia. He's terribly embarrassed, but eventually explains to Keshia that he has doubts about dating in general and doesn't really know her. They agree to be friends, with Keshia being pleased that at least he is being true to himself. Quiz questions throughout the film ask pupils to consider if they feel ready to date, if they would take dating advice from a friend and how they would react if they embarrassed themselves on a date. • Explore this concept by working in pairs. Each child is given a sweet or other enticing healthy snack. Child A has to convince their partner to eat the sweet/snack. Child B has to convince their partner not to eat the sweet/snack. After 5 minutes stop and discuss how it makes us feel when someone is trying to persuade us to do something. Ask the children to list all the strategies they could use to resist peer pressure/persuasion. Talk about times when different strategies are appropriate.

	<ul style="list-style-type: none"> • Reflect on why someone might want to pressurize us, and also how we would expect a friend to treat us. • Using various scenarios, discuss what is appropriate around physical contact and devise strategies to resist pressure e.g. someone wants to hold their girlfriend's hand in the playground, but she doesn't want to. What could she say to her boyfriend? What could she do? A girl is bombarding a boy she has a crush on with texts. He likes her as a friend, but nothing more. What could he do or say so that he let her down gently?
<p>3. Understand how a baby is conceived</p> <p>PSHE Association Core Theme 1: Health & Wellbeing H33</p>	<ul style="list-style-type: none"> • What is a life cycle? What life cycles are the children familiar with? Discuss the purpose of life cycles and the idea that if a species were unable to reproduce it would not survive. • Ask pupils about the human life cycles and where in the cycle they are at the moment. Tell them that one day they may decide to have children of their own and to continue the human life cycle – explain that the programme examines how this happens. • What is sex? Introduce the term 'Sexual Intercourse' – explain the concept and provide a 'fascinating facts' session to answer questions that pupils often ask e.g. How many sperm does a man produce? How many eggs does a woman have? How do sperm reach the egg to make a baby? • Talk about laws relating to sexual intercourse within the general context. • Discuss how methods of conception may differ however depending on the family unit and circumstance e.g. surrogate for a male couple, IVF, sperm donor for a female couple to answer a question such as how do families with same-sex parents have babies? • Explain that conception doesn't always occur as it can be prevented through the use of contraception. • Where could you find information about puberty and sex? How could you find reliable information about these things safely on the internet? • Can pupils order the conception process, before and after an egg is fertilised by a sperm and develops into an embryo? (Use description cards to make a simple timeline of the development of the foetus in the womb. What features has the foetus developed in 6 weeks, 3 months, 6 months, 9 months?)
<p>4. Be aware that adults need to protect their health during sexual relationships.</p>	<ul style="list-style-type: none"> • Ask the class how a couple who are having sex can prevent pregnancy. Explain at a basic level, types of contraception. • Watch BBC Teach Class Clips: The Big Talk – What is Sexual Health. https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-what-is-sexual-health/zm6kf4j • In this short film you will see small groups of children ask questions on behalf of their peers to adults they trust. Questions covered are: What is sexual health? Can you get ill from having sex? What is an STI? How do clinics or doctors know that people have STIs? • Talk at a basic level about STIs and HIV and how it is important to protect your body from contracting diseases which can be spread through sexual contact. • Emphasise the responsibility to behave safely with a partner and the need for assertiveness, self-respect and respect for others. • Re: behaving responsibly. Pupils should be reminded to think about the need to stay safe when sending images or 'selfies' of themselves to others; emphasise the importance of privacy and not being influenced by peer pressure to post images or pass on images via a mobile phone that are of a sexual content (sexting). Remind them that it is illegal to produce, possess or distribute an indecent image of a person under the age of 18 – even if it's a picture of themselves. (Taught in Y5).
<p>5. Understand how a baby develops in the womb during pregnancy and how babies are born.</p> <p>PSHE Association Core Theme 1:</p>	<ul style="list-style-type: none"> • https://www.youtube.com/watch?app=desktop&v=SK72lu8TbF4 Discuss how the baby grows in the mother's tummy in a special place called the womb. Explore pupils' ideas about pregnancy and investigate how the foetus functions inside the mother – how does it eat, breath, move, can it see, how long does pregnancy last etc? • In groups sort statements about what will / will not be harmful for an unborn baby's mother to do, e.g. smoking, running a

<p>Health & Wellbeing H33</p>	<ul style="list-style-type: none"> • marathon, staying up late, travelling by plane etc., discuss with them what they could do to help a pregnant relative to stay healthy. • Talk about how a baby grows inside its mother’s tummy, how it gets its nourishment. Talk about how the womb provides warmth and protection for the growing baby and how oxygen and food pass from the mother through the blood supply of the umbilical cord. • Recap how it is important for the mother to eat a healthy diet, exercise well and avoid smoking. What food should a pregnant mum eat? What exercise would be beneficial for her and the baby? What things should she avoid?
<p>6. Understand how babies are born.</p> <p>PSHE Association Core Theme 1: Health & Wellbeing H33</p>	<ul style="list-style-type: none"> • Watch BBC Teach Class Clips: The Big Talk - RSE KS2: Sex – what it’s all about. https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-sex-what-its-all-about/zht8y9q • In this short film you will see small groups of children ask questions on behalf of their peers to adults they trust. • Questions covered are: Why do some people feel uncomfortable talking about sex? What does sex mean? • How do you know when you’re in love? What is an orgasm? How do some teenage girls get babies so early? • What’s the age limit for legally being allowed to have sex? • What else do pupils know about pregnancy and giving birth? Correct misconceptions. • Watch Living & Growing Unit 3 programme 8 (How Babies Are Born) just the part of the video that shows a baby being born.
<p>7. Understand how for some people, gender identity does not correspond with their biological sex.</p> <p>PSHE Association Core Theme 1: Health & Wellbeing H26</p> <p>PSHE Association Core Theme 2: Relationships R2</p>	<ul style="list-style-type: none"> • Everyone’s Welcome Lesson Plan 7.32. Read and discuss ‘My Princess Boy.’ • Discuss the concept of gender identity and explain how this is different to sexual orientation. • Talk about how for some people, gender identity does not correspond with their biological sex. • If Dyson came to our school, how could we make him feel welcome? Write ideas onto post it notes and display in Big Book. • Discuss with pupils what British Law says about gender identity and the seven characteristics on the Equality Act poster. • Watch BBC Teach Class Clips: The Big Talk - RSE KS2: Identity - Understanding sexual and gender identities https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-identity-understanding-sexual-and-gender-identities/zfqrhbk • What does it mean to be gay, lesbian, bisexual or transgender? • What is the difference between transvestite and trans-sexual?
<p>8. Recognise their freedom (links to transition to Y7)</p> <p>PSHE Association Core Theme 1: Health & Wellbeing H24 & H35</p>	<ul style="list-style-type: none"> • Briefly explain the purpose of the UDHR. • Everyone’s Welcome Lesson Plan 7.36. Read ‘Dreams of Freedom.’ • Give the children three quotes to discuss. • Activity: Create a piece of art work in response to the quote by Anatloe France.
<p>Questions for reflection and assessment</p>	<ul style="list-style-type: none"> • What is risk? What sort of risks do children take with friends, or on the internet? • How can they manage risk in different situations? • How can the media affect the way we behave and live our lives? • Can you identify the main reproductive parts and describe what they do? • What do babies need from their parents to be happy, safe and well cared for? • In what ways can you respond to unwanted behaviour such as stereotyping or aggression?
<p>Learning Expectations for Year 6</p> <p>At the end of this unit most pupils will:</p>	

- be able to describe the main stages of how a baby is made, using some scientific vocabulary.
- be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively.
- understand that puberty affects people in different ways both physically and emotionally.
- understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt needlessly.
- describe some characteristics of a loving trusting relationship.
- understand some basic reasons why a couple might choose to have children.
- show awareness of some family arrangements which are different from theirs.
- understand ways they can prevent the spread of common diseases, and have a rudimentary understanding of HIV.

Some pupils will not have made so much progress and will:

- be able to describe some elements of the reproductive cycle, and may need support to use scientific vocabulary and to order the stages.
- have a solely negative or solely positive view of the emotions associated with puberty.
- display a basic understanding of the different ways puberty affects different people.
- show some understanding of how their behaviours and actions affect others, and need support to put this in practice.
- have an understanding of adult relationships and emotions, based solely on personal experience.
- show limited understanding that couples can choose to have children.
- show an understanding of the nature of different family arrangements, based on personal experience.
- understand ways they can prevent the spread of common diseases.

Some pupils will have progressed further and will:

- be able to describe in detail the main stages of reproduction using mainly scientific vocabulary.
- be able to describe a range of positive and negative emotions associated with the onset of puberty.
- understand a wide range of ways that puberty affects people differently, both physically and emotionally.
- understand that the way they behave, physically and socially, affects others and that they have some responsibility to others to make sure they are not hurt needlessly.
- describe a wide range of characteristics of a loving, trusting relationship.
- understand several reasons why a couple might choose to have children.
- show awareness of a range of family arrangements which are different from theirs and value them equally
- understand ways they can prevent the spread of common diseases, and understand HIV and how it can (and cannot) be spread.