



PSHE and RSE Curriculum

Our aim is to provide our children with an engaging, exciting, and empowering curriculum that equips them for today and their future. At St Botolph's Church of England Primary School the curriculum is designed to: recognise children's prior learning, provide first-hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Curriculum aims:

As stated by the DfE, PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription. However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship, sex and health education (RSHE) and the importance of physical activity and diet for a healthy lifestyle.

- To make sure the children are emotionally aware of how they feel and can label this for themselves.
- To encourage the children to talk openly about their bodies, their feelings and thoughts in a safe environment.
- To know who they can talk to if they are feeling unsafe or if they have an issue in or out of school.
- To have an understanding of the school/community and world around them and develop strategies to cope with the ever-changing challenges of life.
- To have an understanding of how to keep mentally and physically healthy.
- To be able to use strategies, to help support their mental well-being if they are struggling.

PSHE and RSE Intent:

Our Personal, Social, Health and Economic (PSHE) education curriculum will equip all pupils at St Botolph's with the knowledge, skills and understanding that they need to lead confident, healthy, independent lives. We want our children to be informed, active and responsible citizens who can thrive in the ever-changing world that is developing around them. Children's health, well-being, happiness and safety are our first priority at St Botolph's and our PSHE curriculum is the key vehicle through which we teach, share and promote the value of this with our children. A key component of our PSHE curriculum is the teaching of Relationships, Sex and Health Education (RSHE) which enables our children to make informed decisions and know when and where to access support when it is needed. Our intent is that all pupils, regardless of their background or starting point, will be given the opportunity to talk about and discuss their feelings, relationships with others, their mental health, how to keep safe in the modern world and will be given opportunities to reinforce and build upon skills that have been taught.

Our Curriculum:

Our PSHE curriculum has been devised to not only meet the statutory RSE requirements as set out by the DfE, but to also building beyond this to ensure that the education that our children receive is broad, balanced and wholesome. We have used the PSHE Association materials as a basis to device our own scheme of work to ensure that our PSHE education not only reflects the universal needs shared by all pupils, but also the specific needs of pupils at our school too.

Our PSHE and RSE curriculums have been planned and devised around three core strands:

1. Health and Well-being – healthy lifestyles, keeping safe and growing and changing
2. Living in the Wider World – rights and responsibilities, taking care of the environment and money
3. Relationships – respectful relationships, friendships, families and those who care for us, feelings and emotions and valuing differences

Devising our curriculum in this way ensures that the learning is very progressive given that it spirals throughout each year group at an age-appropriate level. By revisiting the strands year upon year, our pupils can retain their prior knowledge as we have built in appropriate repetition, retrieval and consolidation. This approach also allows for year groups working on similar themes to collaborate and work together, as can be seen in our curriculum overview. We value the discrete and explicit teaching of PSHE and ensure that this is planned into the timetables in each year group. We also see value in the cross-curricular learning of PSHE, and will often link and build upon our PSHE objectives in other subjects, for example in Science, PE and RE. The online relationships and internet safety components of the statutory document are covered through our Computing and Digital Literacy curriculum. Furthermore, our weekly Well-being Wednesday provides further coverage of our objectives, to ensure that our pupils are constantly revisiting and building upon skills to help them navigate the challenges of modern-day life. Moreover, we also develop our PSHE through whole school events, such as charity days, as well as through our school council representatives. We place an emphasis on active learning in PSHE as well as the inclusion of visitors and involvement in the community.

Yearly Overview

	Autumn Health and Well-being	Spring Living in the wider world	Summer Relationships
Reception			
Year 1	Healthy lifestyles - How can I look after my personal hygiene? Keeping Safe - How do I deal with unwanted touch? Growing and changing - How do humans change as they grow? Babies have special needs Naming body parts	Rights and responsibilities - Am I unique? Money and work - Where does money come from? Taking care of the environment - How can I care for the environment?	Families and people who care for me - Are all families the same? Recognise what they like and dislike and how to make informed choices to improve their physical and emotional health
Year 2	Healthy lifestyles - How do diseases spread? Keeping Safe - How do can I keep myself safe physically and emotionally? Recognise they share a responsibility to keep themselves and others safe - secrets Name main parts of the body and similarities between boys and girls Growing and changing - Who gives birth to babies?	Rights and responsibilities - Who is responsible for looking after us? Money and work - How is money used in everyday life? Taking care of the environment - How can I care for the environment?	Identify and respect differences and similarities in people
Year 3	Healthy lifestyles - What is a healthy diet?	Rights and responsibilities - What communities do I belong to?	Needs of a new baby Safe sun exposure

	<i>Keeping safe - inappropriate touching and who can help.</i>	Money and work - How can I manage my money?	
<i>Year 4</i>	Healthy lifestyles - What makes a balanced lifestyle? Keeping safe - Road safety Growing and changing - how does my body change during puberty (this is taught when year group is ready taken on a year by year account) Positive attitude to personal body image Understand simple self care techniques (covered before summer holidays to promote self care away from school)	Rights and responsibilities - Why do we have rules and laws? Taking care of the environment - How do our everyday lives impact the environment?	
<i>Year 5</i>	Healthy lifestyles - Why is sleep important? Keeping safe - Cycle safety and first aid Growing and changing - How are the changes the boys and girls experience during puberty the same and different? physical and emotional changes	Rights and responsibilities - What rights do we have? Money and work - How can money be gained and lost?	Identify and respect differences and similarities in people Respectful relationships - what behaviours and qualities affect a relationship love and trust ? Valuing difference - What is bullying?(covered in wellbeing Wednesday)
<i>Year 6</i>	Healthy lifestyles - How do drugs, alcohol and smoking affect a person's health? Puberty - recap Recognise early signs of physical illness	Money and work - What job might I have in the future? Valuing difference - What is discrimination?	Respectful relationships - Why do some people get married? What is meant by LGBT? Growing and changing - How is a baby conceived?

			Good and not so good feelings Healthy and unhealthy friendships influence of the media Challenging gender stereotypes
--	--	--	---

Wellbeing Wednesday Coverage: All the objectives are taken from the new guidance.	
<u>Emotions and Mental Wellbeing</u> <u>Term 1 and 2</u>	<u>Friendships</u> <u>Term 3 and 4</u>
Respectful, kind relationships 6. Practical steps they can take and skills they can develop in a range of different contexts to improve our supporting relationship 8. The importance of self respect and how this links to their own happiness. People should have opportunities to think about how they foster their own self esteem and build strong sense of their own identity, including through developing skills and interests General wellbeing 1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation	Caring friendships 1. How important friendships are in making us feel happy and secure, and how people choose and make friends 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Peoples should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like all the times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it 4. The characteristics of friendships that lead to happiness and security, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

That it is common to experience mental health problems, and early support can help

5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened
6. How to manage conflict, and that resorting to violence is never right
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed ultimate

Respectful, kind relationships

1. How to pay attention to the needs and preferences of others, including in families and friendships. People should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults
3. how to communicate effectively and manage conflict with kindness and respect: how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration
4. pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.

Being safe

		1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc	
<u>Term 5</u> <u>Year 1, 3, 5</u> <u>Bullying</u>	<u>Term 6</u> <u>Year 1, 3, 5 and EYFS</u> <u>Consent</u>	<u>Term 5</u> <u>Year 2,4,6</u> <u>Families and People who care for me</u>	<u>Term 6</u> <u>Year 2,4,6</u> <u>Stereotypes. Respect and manners, isolation and loneliness</u>
Respectful, kind relationships 9. The different types of bullying (including online bullying) the impact of bullying, responsibility of bystanders (primarily reporting bullying to an adult) bracket and how to get help General wellbeing 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. Wellbeing online	Oline safety 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. Being safe 2. The concept of privacy and its implications for both children and adults;	Families and people who care for me 1. That families are important for children growing up because they can give love, security and stability. 2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That families of other children, either in school or in the wider world, sometimes look	Respectful, kind relationships 5. That they can Expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds) or make different choices, or have different preferences or beliefs 7. Conventions of courtesy and manners 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype 11. When needed, including when they are concerned about

8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. Wellbeing online 11. Where and how to report concerns and get support with issues online	including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the difference between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts including online) including those they do and do not know. 5. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence to do so. 6. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g family, school and/or other sources.	different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnership represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	violence, harm, or when they are in sure who to trust General wellbeing 6. That isolation and loneliness can affect children, and the benefits of seeking support. Through all sessions focus on who you can go to for support
---	--	--	--

EYFS

In term 5 and 6 EYFS will revisit term 1 and 2 teaching. To embed and secure the basics of managing feelings and behaviours linked with Early Learning goals.

Progression of Knowledge for PSHE that teachers teach

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Healthy Lifestyles Inc -Physical health and fitness -Healthy eating -Drugs, alcohol, tabaco and vaping -Health protection and prevention		The importance of, and how to maintain personal hygiene.	How germs and diseases can be spread and treated and the importance of hand washing. The responsibilities they have for their own health and that of others.	- To know what constitutes a healthy diet is and what influences their own food choices - The principles of planning and preparing a range of healthy meals - The characteristics of a poor diet and the risks associated with unhealthy eating (including obesity and tooth decay)	- To know what makes a balanced lifestyle, including the importance of building regular exercise into daily/weekly routines. - The risks associated with an inactive lifestyle (including obesity) - About dental health and the benefits of good oral hygiene, including brushing twice a day with fluoride toothpaste and regular check-ups with the dentist.	The importance of sufficient good quality sleep for health and the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens at bedtime. The impact of poor sleep on weight, mood and ability to learn	- To understand the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol and drug taking. - To understand the importance of a healthy relationship with food - How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body - How and when to speak to support including which adults to speak to if they are worried about their health.
Keeping safe Inc -being safe -personal safety - basic first aid	To develop skills for dealing with unwanted physical contact.	- To know the concept of privacy and its implications for adults and children - To know that each persons body belongs to them	Rules for and ways of, keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets.	To know the concept of privacy and its implications for adults and children, including it is not always right to keep secrets if they relate to being safe.	Road safety: to differentiate between the terms, 'risk', 'danger' and 'hazard'. To recognise, predict and assess risks and decide how to manage them responsibly	- Cycle safety - bike ability - How to make a clear and efficient call to emergency services if necessary, - To understand the concept of basic first aid, dealing	- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. - How to report concerns or abuse, and the vocabulary and

			- To recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll as' and 'I'll tell'. - About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people look after them. - Rules for and ways of, keeping physically and emotionally safe (including safety on line, the responsible use of ICT)	- To consider touch and to know that people have a right to say what they like and don't like. - To recognise and report feelings of being unsafe or feeling bad about any adult. - To identify who they could go to for help and support. - About safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer		with common injuries and ailments. To know the concept of privacy and its implications for adults and children, including it is not always right to keep secrets if they relate to being safe.	confidence needed to do so. - How to recognise when a relationship is harmful or dangerous - Understand how to keep safe using the internet and other technology. Whole school: Have a safety day focus upon hazards, fire risks And how to keep safe around level crossings, water and roads
Growing and changing Inc -developing bodies		- To introduce the concept of growing and changing. - Male and Female - To know names of the body parts - Understand that babies have special needs.	- About the process of growing from young to old and how people's needs change - The names for the main parts of the body (including external genitalia) the similarities between boys and girls.	- Re-visit the naming of body parts including sexual body parts and the differences between male and female. - Understand the needs of a new baby.	- Begin to learn about the physical changes that happen during puberty. - Begin to learn about the practical and emotional changes that someone may encounter during puberty – feeling	- Understand how girls and boys bodies change in puberty - Menstruation – have a basic knowledge about periods. - How to deal with physical changes e.g. Wet dreams, shaving, body hair etc.	- Revise and develop their understanding of puberty. - Understand how a baby is conceived. - Understand how babies are born. - Consider when an adult might be ready for parenthood.

			- Understand that it is always the female that gives birth. .		moody, being picked on.	Understand the emotional changes that happen during puberty.	.
Rights and responsibilities		- To recognise ways in which they are all unique; understand that there has never been and will never be another 'them' - To understand the ways in which we are the same as all other people; what we have in common with everyone else.	- For pupils to learn that they belong to various groups and communities such as family and school - About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency	- To appreciate the individuals and groups that volunteer to help our local community - To know how to show compassion towards others in need and the shared responsibility for caring for them.	- The reason for rules and laws - The importance of abiding by the law and what might happen if rules and laws are broken	- To identify basic human rights, including the rights of children - To understand how human rights protect people	
Taking care of the environment		How to look after the environment. (CROSS YEAR-GROUP PROJECT WITH YEAR 2)	How to look after the environment. (CROSS YEAR-GROUP PROJECT WITH YEAR 1)		The importance of protecting the environment and how everyday actions can either support or damage it.		
Money and work		To learn where money comes from and how money can be used	To learn about the role money plays in their lives including about spending or saving money and the	How to keep track of money and why it is important to know how much is being spent.		To understand how money can be lost e.g. stolen, through scams, fraud and gambling	- To identify job interests and aspirations for the future - To explore the variety of routes into work e.g. college,

			difference between needs and wants. About different ways to pay for things e.g. cash, cards, e-payment			- To understand how not having money can impact a person's emotions, health and well-being - To develop an initial understanding of the concepts of 'interest', 'loan' and 'debt'	apprenticeships, university The importance of diversity and inclusion to promote people's career opportunities
Valuing differences		- To identify and respect differences and similarities in people. - Protected characteristics	- Develop respect for elderly people and other generations. age - Explore their perceptions around gender stereotypes. gender - To identify and respect differences and similarities in people Protected characteristics			Recognising and responding to bullying	- Discrimination - To understand what LGBT means and the meaning behind the vocabulary used to describe a person's sexuality and feelings. Sexual orientation, gender reassignment, gender - To research, discuss and debate topical issues and events that are of concern to them
Being safe	•			•		How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence to do so.	- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence to do so. - How to ask for advice or help for

						How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g family, school and/or other sources.	themselves or others, and to keep trying until they are heard. Where to get advice e.g family, school and/or other sources. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
Online safety and awareness	That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships,	- How to recognise harmful content or harmful contact, and how to report this. - That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. - How to critically evaluate their online relationships and sources of information, including awareness of	The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations.	- That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. - Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way	- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. - Online risks, including that any material provided online might be circulated, and that once a picture or words has been

			the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.			- of deleting it everywhere and no control over where it ends up - How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this..	circulated there is no way of deleting it everywhere and no control over where it ends up.
Wellbeing Online		That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and	That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and			How to consider the impact of their online behaviour on others, and how to recognise and	Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also

		negative aspects of the internet..	negative aspects of the internet..			display respectful behaviour online. • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted • How to understand the information they find online, including from search engines, and know how information is selected and targeted. • That they have rights in relation to sharing personal data, privacy and consent.. • Where and how to report concerns and get support with issues online	how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. • The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and
--	--	------------------------------------	------------------------------------	--	--	--	---

							apps, is appropriate for them.
General wellbeing	See road map and wellbeing objectives.						
Respectful Kind Relationships	See road map and wellbeing objectives.						
Caring Friendships	See road map and wellbeing objectives.						
Families and people who care for me	See road map and wellbeing objectives.						
Feelings and emotions	See road map and wellbeing objectives.						

Unit Planning

Year 1 Autumn Term Healthy lifestyles – How can I look after my personal hygiene? Keeping Safe – How do I deal with unwanted touch? Growing and changing – How do humans change as they grow?	
Knowledge to be taught: - The importance of, and how to, maintain personal hygiene. - To develop strategies to stay safe. Develop skills for dealing with unwanted physical contact. - To introduce the concept of growing and changing. - Male and Female - To know names of the body parts - Understand that babies have special needs.	
Pop task suggestions: - Session 1 or 2 - show a worried face - children to name the emotion and describe how their body feels. - Second half of the term - Ask children to choose the right option from three that explains what the pants rule is. - Show a range of faces with different emotions - can the children recognise the emotions? - Show a muddled human life cycle Can the children order it and explain the mistakes. How did they know?	
Lesson Guide	Key Vocabulary
1. The importance of, and how to maintain personal hygiene. Explore Pop Task Introduce the term 'personal hygiene' and slowly reveal a related picture(s). What do the children think this is? Learn	Clean, healthy, routine, wash, soap, bath, shower,

Discuss what personal hygiene is, show some examples washing hands, brushing teeth etc.. . What can we do to maintain our personal hygiene? Brush teeth, wash hands using soap, clean nails, having clean clothes, having a shower/bath, keeping noses clean, using tissues, stopping spread of germs etc.. Talk about when in the day you may do these different things and why they are important? What will happen if we don't maintain our personal hygiene? Talk about how thankful we are for running water and facilities for us to keep clean Respond ? Children to record themselves on Seesaw completing the sentence 'To keep clean I can...'.??/draw pic to upload Reflect Partner ping pong - one child says one thing they can do and the other responds with something different until they run out of ideas. Christian Value: Perseverance, thankfulness, truthfulness, compassion, respect, friendship	shampoo, Touch, feelings, unwanted touch, saying yes, saying no, help, safe, Legs, arms, knees, fingers, hands, mouth, head, ears, nose, thumbs, eyes, tummy, boy, girl, hair, same different, growth, private parts, penis, vagina, vulva, breasts,
• 2. To develop strategies to stay safe. Develop skills for dealing with unwanted physical contact. Explore Pop Task Read the word 'safe' with the children. Ask what they know about staying safe. Learn Who does your body belong to? YOU Respect yourself - Can you decide everything? - If you don't want to put a coat on when cold etc.. no your parents will probably decide that.. if you are full up and don't want to eat anymore ... probably....What do you decide you do at home? Chores./ jobs round the house etc... AS you get older you will decide more but lots of these decision are made by parents atm. Explore what to do if someone does something you don't like? Some things are severe some less than.. eg someone pinching you in the line to a family member wanting a kiss and cuddle and you don't want to or someone older hitting or hurting you. Also go over the pants rule - if it is covered by your pants it is private. If someone asks you to keep something secret and it makes you feel worried or unsure tell a grown up you trust. Respond	

Look at different scenarios and who to go to in each for help and what they can do to make themselves feel safe again. <u>Reflect</u> Children to tell their partner what the pants rule is and what to do if it is broken. Christian Value: <i>respect</i>	feet, male, female, gender, Babies, needs, milk, food, love, warmth, shelter, protect, clothing, nappies, cot,
• 3. To introduce the concept of growing and changing. <u>Explore</u> Pop Task Look at term lifecycle and what it means - What lifecycles do they know? Any animal ones? Have pictures on smart to support. <u>Learn</u> Explore the different stages of the human lifecycle and what happens at each Baby, toddler, child, teenage, adult, old age. Children to share their view and ideas focus upon baby, toddler and childhood as they should have the most knowledge about these? What are the similarities and differences? Cover what we mean by growing and changing. <u>Respond</u> Put these onto a timeline - children to order the pictures (Seesaw activity or physical cards to order depending on children). Children to name the stages and write the matching word, or children to then match the word to the picture. <u>Reflect</u> Show images of a baby, toddler and child. Children to tell their partner something they have learned about growing and changing during the lesson.	
• 4. Understand that babies have special needs. <u>Explore</u> Pop Task Show an image of a baby. Fact dump - children share what they know about babies with their partner. <u>Learn</u>	

Have a discussion in class who has a younger sibling or what experience they have had with a new baby. When a baby is born they do not know how to do anything for themselves and they need lots of help. We need to be **compassionate** towards a new baby. They cannot talk yet, so how do they communicate? Crying is a baby's way of saying they need something. What do babies need? What are their basic needs? Sleep (a lot of it), feeding regularly (their tummies are very small), to be washed, nappy changes, warm and comfy clothing, love and attention.

Respond

Talk about them can they list/ draw them etc. Evidence on Seesaw of children's drawings/lists to show what babies need.

Reflect

True or false. Show a list of 3-5 statements about what babies need. Children to identify which are true and which are false using their thumbs.

Christian Value: **compassion**

- To know names of the body parts

Explore

Pop Task

Introduce the aim of the lesson and play Simon says using names for the most common body parts (arm, leg, head, finger, thumb, foot, shoulder).

Learn

Explore different body parts they can label internal body parts, but the lesson will focus upon the outside. What are private parts? How do we know? - they are what is covered by our pants. Introduce and name the private parts for both boys and girls explaining there are many different words for them you may use at home, what words do you use? Children to share the words they use. Teach the scientific words are penis, testicles and vulva. Explain they may have heard the word vagina, and this is a part of your body but it is on the inside of your body and the vulva is the outside parts that you can see. Also use the words breasts.

Respond Draw around their bodies and label parts. This could be in groups or as a class. Evidence on Seesaw. Or, children could have a body outline to label themselves. Reflect Talk about how <i>thankful</i> we are for our bodies and how much we are able to do with our body. Christian Value: <i>thankfulness</i>	
Feedback:	

Year 1 Spring Term Rights and responsibilities - Am I unique? Money and work - Where does money come from? Taking care of the environment - How can I care for the environment?	
Knowledge to be taught: - To recognise ways in which they are all unique; understand that there has never been and will never be another 'them' - To understand the ways in which we are the same as all other people; what we have in common with everyone else. - How to look after the environment. (CROSS YEAR-GROUP PROJECT WITH YEAR 2) - To learn where money comes from and how money can be used	
Lesson Guide	Key Vocabulary

1. How am I unique? Explore On the board, or using toys show the children a giraffe and an elephant. How are they different? How are they the same? Learn Turn to your learning partner. How are you the same? How are you different? As a class - Can they identify someone with something different? Emphasise that there are lots of things about them that are the same but there are some things that are different - this is the same in the wider world. Remind the children that we can't always see things that are the same/different - we have to find out about these things by what people say/do. Respond Children to stand up and move around the room. When they meet a friend discuss how they are the same and how they are different. The children could write these down on post it notes / paper. Learn / Respond Read Giraffes cant dance https://www.youtube.com/watch?v=o0wweS8P-tY Does it matter that Gerald was dancing differentlu? How did Gerald feel? Reflect - How should we treat people who are different to us? If someone was making them feel unhappy about their differences, who would they tell?	Same, different, ourselves, others, individual, together, similar
2. What is the environment? Explore https://explorify.uk/en/activities/odd-one-out/different-homes Learn Ask the children, what is our environment? Discuss with the children that 'When we talk about our environment we mean everything in the world around us which can affect our lives. Watch https://www.youtube.com/watch?v=TSKlasvoE4k When we talk about the environment we mean everything in the world around us that surrounds and affects all life on earth, including the air, food chains, the water cycle, plants, animals and other humans.' Water cycle video https://www.youtube.com/watch?v=MWKrWZ_XiSQ Respond Children to draw a picture of what the environment is. Reflect Spirital reflection - close eyes and reflect on how thankful we should be for our environment. Could do this in the school garden.	environment, protect, harm, care, pollution, recycle
3. How are we damaging the environment? Explore Recap what an environment is. Learn Ask who is responsible for caring for our environment? Explain that some of our actions help the environment whilst some of them harm it. Picture task - can children identify the things that help or harm the environment e.g. pollution, not recycling, not turning off lights, using hose/baths/lots of water etc., littering, oil spills from boats. Also, lots of books in the library on caring for the environment. Respond Go for a walk around the school environment. Can we see any harm to our school environment? (Littering, not using recycling bins correctly, electricity left on in unused rooms, better provision for nature (bird	

feeders, maintenance of bug hotel etc.), single use plastics, taps left on, lots of printing/paper use). Children to take photos and upload to seesaw. Reflect Mind map ideas on how we can care for the environment for next session.	
4. How can we take better care of our school environment? (Ideally with YEAR 2!) Explore Recap the things that were harming our environment from last week's lesson by looking at the mind map from the reflect task. Learn How could we stop these things from happening? Explain that, together (ideally with year two) we are going to take action! Create mixed year group teams of children to tackle various problems spotted e.g. one group could focus on recycling, one could focus on littering etc. Have a vocabulary check to ensure children know what all these words mean. Respond Teams to work together to create something to engage the rest of the school - could be a video educating others, could be posters to display around school etc. (MAY NEED 2 sessions to do this well?!) Reflect Children to share what their groups plan is. Put poster up around school.	
5. Where does money come from? Explore Hold up a purse/wallet. What would we find in there? (Money, notes, coins, cards). Learn Baseline assess - Where does money come from? Get each child to write their idea on a post it and stick onto a whiteboard to create a graffiti wall. Refer back to these at the end of the lesson to see progress. Explain that money comes from jobs/working. So, is it important to have a job? Discuss with the children the importance of having money to live and survive. Link to jobs/chores at home and children earning pocket money etc. to make this relevant to them. Respond Children to add to the post it notes/graffiti wall showing where money comes from. Own learning give the children access to money and objects with price tags for the children to go shopping. Reflect Reflect on how fortunate we are to have money to buy food, clothes.	money, notes, coins, cards, job, career
Feedback:	

Year 1
 Summer Term
 Friendship - What is friendship?
 Families and people who care for me - Are all families the same?

Knowledge to be taught:

- To understand what friendship is. Be aware that their feelings and actions have an impact on others
- To know that there are different types of families and that family are special.
- To recognise what they like and dislike, how to make informed choices that improve their physical, and emotional health, to recognise that choices can have good and not so good consequences

Lesson Guide

Key Vocabulary

- that there are different types of families and that family are special.

Explore What is a family? What does a family look like?

Learn Explore different families, show different combinations of families. How are they all different and explore how that doesn't matter, and we are all unique and **respect** diversity. What do families do for each other? Care (**compassion**), protect, love, provide.. go over what these all mean and how does your family do these things for you? Families can still argue but does that mean they don't love each other? Share their views and thoughts on their family.

Respond Draw/ paint their family/ do a family tree?

Reflect What are we **thankful** for about our families?

Christian Value: **thankfulness, compassion, respect,**

Relationship,
friend,
feeling,
positive,
negative,
bullying,
kindness,
love, happy,
trust, sorry,
apologise,
Family,
parents,
children,
mother,
father,
brother,
sister,
grandparent,
single parent,
step parent,
foster family,
children in

	care, fostering, adoption, Like, dislike, feelings, choice, physical, health, emotional,
- To recognise what they like and dislike, how to make informed choices that improve their physical, and emotional health, to recognise that choices can have good and not so good consequences Explore What choices do we have? E.g what game shall I play? What shall I have to eat? Learn Play a game about making choices. How can they effect how we feel? Explore the choices they can make everyday? EG what to have for breakfast, what socks to put on, what to play, who to play with? We also have a choice of what we say and how we act however this can impact on others. Choices can have consequences good and bad - we must try and persevere to make good choices to make us and others feel good. However, we cannot control what choices others make or control what they say or do so must respect their choices as they should respect ours. Respond Go over scenarios of good and bad choices and how these can make us feel. Eg, choosing to use green man crossing, choosing to eat sweets all the time, choosing to leave a friend out of a game... Reflect What would you do if other people were making bad choices? - Christian Value: Perseverance, respect	
Feedback:	

Year 2 Autumn Term Healthy lifestyles – How do diseases spread? Keeping Safe – How do can I keep myself safe? Growing and changing – Who gives birth to babies?	
• How some diseases can be spread and can be controlled and the responsibilities they have for their own health and that of others. • Rules for and ways of, keeping physically and emotionally safe (including safety on line, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets. • To recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell'. • About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people look after them. • About the process of growing from young to old and how people's needs change. • The names for the main parts of the body (including external genitalia) the similarities between boys and girls. • Understand that it is always the female that gives birth.	
Pop task suggestions • Matching key vocabulary to images/definitions • Showing images of safe and unsafe situations for the children to sort/thumbs up if safe, thumbs down if not • Sequencing the human life cycle autumn term) • Look at pictures of babies at different stages (what do babies learn to do in their first year?)	
Lesson Guide	Key Vocabulary
1. • How some diseases can be spread and can be controlled and the responsibilities they have for their own health and that of others. <u>Explore</u>	Disease, spread, controlled

Pop task Introduce key questions for the session: how are some diseases spread? How can we stop this? Children share what they already know. Learn Look at key vocabulary for the lesson: disease, germ, controlled and ensure children know what they mean. Explain disease can be spread by germs. How can we stop germs from spreading? - handwashing. Be thankful we are able to stop germs spreading. Watch video to show how quickly bacteria can grow. What problems might this cause? Respond Do handwashing experiment https://www.bbc.co.uk/cheebies/watch/germs-experiment Reflect Discuss why it is important that we wash our hands with soap and what the consequences of not doing this could be. Christian Value: thankfulness	Online, secret, surprises, Teacher, family member Baby, toddler, child, teenager, adult, elderly Testicles, sperm, egg, fertilisation, womb, pregnancy, pregnant, birth, c - section, natural birth
Rules for and ways of, keeping physically and emotionally safe (including safety on line, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets. Explore Pop Task Explore what it means to be physically safe and emotionally safe - what feelings might we have if we are in an unsafe situation? What would the feelings look and feel like - faces, body language, butterflies, etc. Learn Tell a story about a character including safe and unsafe situations. After each situation ask if they think it is safe or unsafe and why. Eg put a knife in the toaster/ kicked a ball into the road/ holding a parents hand when walking to school etc.. We need to stay safe in many different areas, home, road, computer, car, school etc... Discuss dangers that might occur in each of these areas and how we can make each situation better?	

Respond

Look at more scenarios and explore the safe/unsafe aspects and what they can do to keep each other safe. Children could respond and discuss in pairs, before feeding back to the class, or children/pairs could have scenario(s) stuck on paper to annotate with the safe and unsafe aspects of them before explaining how to make the unsafe aspects safer. Children to photograph for Seesaw.

Reflect

Discuss how keeping safe takes lots of perseverance and is not always the easy option or the thing we want to do,, e.g holding a parent's hand, wearing appropriate clothing when it is cold and wet.

Having **compassion** with others and making sure we tell the **truth** if a situation arises and **persevere** to keep ourselves safe and do the right thing

Christian Value: **Perseverance, truthfulness, compassion**

- To recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell'.

Explore

Pop task

Explore children's understanding of secrets - mind map

Learn and respond

What are good/ bad secrets? What would you do if someone told you to keep a bad secret?

Role play situations in which you are being told to keep a secret - how does it make you feel, how do you know whether it is a good or bad secret?.

Whiteboard or Seesaw activity - sort the secrets into good and bad. Good secrets - keeping a surprise, party, birthday present etc.. having **respect** for those to keep good surprise secrets. Bad secrets - giving someone a password when a grownup has told you not to, see someone stealing and they ask you not to tell, see someone hurting someone else and they say don't tell,

someone asks you to keep anything to yourself and it makes you feel uncomfortable or feel worried.

Practice saying no in some situations and giving reasons and being able to tell the **truth** to a trusted grownup and **respecting** your gut feelings if a situation doesn't feel right. How can you tell a secret that makes you feel worried - write a note/ draw a picture/ close your eyes turn your back and tell them.... Give a scenario where children have to keep a bad secret. They act out how this makes them feel and how they would respond (I'll tell. NO!) and how they would tell a trusted grown up.

Reflect

What was a good secret you have been told to keep before? How did it make you feel? What should you do if someone gives you a bad secret to keep? Why should we share bad secrets with trusted adults?

Christian Value: **truthfulness, respect,**

- The names for the main parts of the body (including external genitalia) the similarities between boys and girls.

Explore

Pop task

Can you name as many body parts as you can?

Learn

Read story Boys and Girls. Emphasise some body parts are private, and we don't show them to just anyone. What situations may we need to show someone our private parts? Drs/ having a bath at home/ if we are concerned about a part of our privates? Some families have different names for the private parts, what names do you have at home?, The correct scientific names are penis, testicles and vulva. If you have a vulva you will also have a vagina which is on the inside of your body. Be **thankful** for our amazing bodies and what they can do.

Respond

Children to sort the names for the main parts of the body (including external genitalia) into three groups: boys, girls, both. What is the same? What is different? OR, they could label them on a body map. One for girls and one for boys.

Reflect

Show/read the children some statements. Are they about boys, girls or both.

Christian Value: *thankfulness*,

- Understand that it is always the female that gives birth.

Explore

Pop task

What body parts do we know - re cap from previous session. Include private parts.

Learn and Respond

Today we are going to learn about babies and how they are made. Show pictures of animals with male, female and a baby. The most common way to have a baby you need a male and a female. Males and females each have special parts inside their body that are needed to make a baby. Does anyone know what they are? If you have a penis inside your body you make sperm. If you have a vulva inside your body you make eggs. Explain sperm are tiny and can only be seen under a microscope and eggs are also tiny too, they are not like chickens eggs!

Read the story Where Willy Went by Nicholas Allan. Highlight the new vocab of sperm and egg and go over sperm is made in the testicles which you will have if you have a penis. Eggs are made inside the female so if you have a vulva you will produce eggs.

When a baby is ready to be born it can be born one of 2 ways. The female goes into labour the baby comes out through the vagina which is a hole in your vulva underneath your urethra (the hole you wee out of) but it is not your bottom where you poo. So you have 3 holes 1 where you wee out of which is at the front, vagina opening which is in the middle and then a hole where you poo.

Or the female has an operation where the baby then comes out through the tummy. This is called a c section. Many of the children will probably know how they were born - They can go home and ask.

Reflect

Lets think about humans have babies? Why do animals have babies? Share and feedback. But get the children to think about fact if we do not reproduce then there will be no more humans. And all animals reproduce so their species will continue to live on

Feedback:

Year 2 Spring Term Rights and responsibilities – Who is responsible for looking after us? Money and work – How is money used in everyday life? Taking care of the environment - How can I care for the environment?	
• For pupils to learn that they belong to various groups and communities such as family and school • About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency • How to look after the environment. (CROSS YEAR-GROUP PROJECT WITH YEAR 1) • To learn about the role money plays in their lives including about spending or saving money and the difference between needs and wants. • About different ways to pay for things e.g. cash, cards, e-payment	
Lesson Guide	Key Vocabulary
<i>To understand the meaning of 'belonging'</i>	

What communities do I belong to?

EXPLORE

What does 'belong' mean? *Talk partners.*

LEARN

- Look at the pictures of each person. *What do they belong to? How do you know? I.e. they are wearing a uniform, hugging, in a group.*

- What groups do you belong to?

RESPOND

Children to write on a post it note the group that they belong to and add it to the large piece of sugar paper. *Photograph this and pop it on Seesaw.*

REFLECT

- Back on the carpet, read the story of Beegu- an alien who doesn't feel like he belongs.

To understand the roles that people have in our community

Who in our community cares for us?

Explore

Look at places in Sleaford- do the children recognise them?

LEARN

- Look at the first place in Sleaford. *Who is responsible for keeping this place safe? Discuss and jot notes on IWB.*

- Repeat with other places.

- Explain that there are many people in our community that care for us and our environment. Go through the powerpoint to learn more.

RESPOND Seesaw activity- Who should I ask? REFLECT Think about how YOU can help look after our community what can you do to help keep our community healthy. - litter pick, put rubbish in bin etc...	
<u>To understand who to contact in an emergency</u> Who in our community cares for us? EXPLORE Who do these people work for? What is their job role? (Emergency services) LEARN - When might you need to contact the emergency services? Talk partners. Feedback. RESPOND: Seesaw sorting activity- when should I call 999? <u>Activity 2:</u> - Back on the carpet, show the children how they would call 999 and what would happen if they did. Use the transcript with another child acting. REFLECT - Look at firefighters in more detail using the powerpoint and watching the videos.	community, group, belong, member, welcome, outsider
<u>To know where money comes from</u> EXPLORE https://youtu.be/FrZq34-ES8 - Set the scene with Ant and Dec. Group Discussion- What different jobs are in your families? Take ideas and scribe them on sugar paper.	protect, responsible, environmnt

Learn:

Why do adults need to have a job? On the board, show a list of bills that need to be paid each month- this is why adults need to earn money. So that we have food to eat, clothes to wear, heating, water and electricity.

Respond:

Talk partner activity- Children to choose a 'job picture card'. They are to act out the job.

Can the other children guess their job?

Children to draw their job then draw what they could spend their money on. SEESAW.

Reflect:

Show that once a job is done, an adult would get their wages once a month. Then, they would pay all of their bills.

In the News: Some adults are striking because of poor wages. What is a strike and why does it happen?

<https://www.bbc.co.uk/news/round/61882043>

To understand the different between 'wants' and 'needs'

Explore:

Why do adults need to go to work?

Learn:

- Read, 'I Want It'. <https://www.valuesmoneyandme.co.uk/teachers/i-want-it-ks2>

Ask the questions- why might mum not have bought everything the girl wanted? Should the girl be asking for all of those things? How might the girl save her money?

- Look again at all of the bills that adults have to pay once they have got their wages. Some families need to prioritise spending as they won't have enough money to buy everything. Look at 2 things on the board- which do you think should be bought? Why? Is this a 'want' or a 'need'?

<u>Respond:</u> - Set the scene for the 'respond' challenge: https://www.youtube.com/watch?v=2e-6RGWOZAk How would you spend the money? Using the Diamond 9 cards, the children are to place the cards in a diamond formation with the most important buys at the top. PHOTOGRAPH FOR SEESAW EVIDENCE <u>Reflect:</u> Newsround: Tell the children that some families are struggling to buy even basic needs. What are food banks and why might people use them? https://www.bbc.co.uk/newsround/54887135	
<u>To understand how to keep money safe</u> <u>Explore:</u> What do all of the images have in common? (They all keep things safe). Complete the sentences, 'One way I keep my belongings safe is to...' <u>Learn:</u> - Teach the different ways that money can be looked after. <u>Respond:</u> Display the 'ways of saving' around the classroom. Share a scenario with the children, they are to move to the best place to keep that money safe. <u>Reflect:</u> How many ways could you pay for things?	money, save, spend, need, want, priority/prioritise, essential
Feedback:	

Year 2 Summer Term Feelings and emotions – Can feelings change? Valuing differences – What is a gender stereotype?	
Knowledge to be taught: • Explore their perceptions around gender stereotypes. • To identify and respect differences and similarities in people focussing upon respecting elders •	
Lesson Guide	Key Vocabulary
<i>To know how we could assist the elderly</i> <i>Explore:</i> Human life cycle recap. <i>Learn:</i> Meet Mr and Mrs Fredrikson (Up!) (0:30 - 4:26) https://www.youtube.com/watch?v=8mzsU208tuU <i>How has Mr Fredrickson's life changed over the years? How has Mr Fredrickson changed? - Show the next clip:</i> https://www.youtube.com/watch?v=XubM62q9nlw (0:00- 2:29) - How could Russell assist Mr Fredrickson to get his final badge? Share ideas, talk partners. <i>Respond:</i> Children to share ways that the elderly could be assisted. REFLECT think about how you could help someone elderly in your life?	Respect, Stereotypes, gender roles People of colour, black skin, white skin, wheelchair, disabled, tall, short, background, hair colour, eye colour

Year 3 Autumn Term Healthy lifestyles - What is a healthy diet? Keeping safe – inappropriate touching and who can help. Safe sun exposure.	
Knowledge to be taught: - To consider touch and to know that people have a right to say what they like and don't like. - To recognise and report feelings of being unsafe or feeling bad about any adult. - To identify who they could go to for help and support. - Practical steps they can take in a range of different contexts to improve or support respectful relationships. - To identify who they could go to for help and support. - Practical steps they can take in a range of different contexts to improve or support respectful relationships. - To know what a healthy diet is. - To know what influences foods choices and offer advice	
Pop tasks - Sorting secretes into good and bad secrets (y2 link) - Give the children a scenario around being safe - is it safe or unsafe? What are the dangers? How can we make this safer? How are they being safe? - Choosing items from a selection to make a healthy meal for a character - Naming and describing feelings using images	
Lesson Guide	Key Vocabulary
To know what a healthy diet is SEE SCIENCE LESSON ON SCIENCE DOCUMENT	healthy, healthier, unhealthy, choices, diet, consume, energy, calories, nutrition, junk

To know what influences foods choices and offer advice	food, processed foods, influence, dilemma, decision, positive, negative, pressure
SEE SCIENCE LESSON ON SCIENCE DOCUMENT	
Feedback:	

Year 3 Spring Term Rights and responsibilities – What communities do I belong to? Money and work – How can I manage my money?	
- To appreciate the individuals and groups that volunteer to help the local community - To know how to show compassion towards others in need and the shared responsibility for caring for them. - How to budget and keep track of money and why it is important to know how much is being spent. - To understand that how people spend money can have a positive or negative effect on others e.g. charities, buying single use plastics	
Pop tasks -	
Lesson Guide	Key Vocabulary
Are volunteers important to our community?	community, volunteer, local, compassion, responsibility
Explore	

Show pictures of communities. Explain the word community and what it means? 'a group of people living in the same place or having a particular characteristic in common or the condition of sharing or having certain attitudes and interests in common' Explore the different communities you can have with clubs, religion, where you live. Can they think of any other communities there could be?

Learn

Form a physical continuum in the classroom. Have work for money on one side and work for free on the other side of the room. What do they think? Ch to stand where they believe.

What does word volunteer mean? Make sure ch understand difference between 'volunteer' and 'work' - can use school staff as an example (teachers staff work - parents volunteer on school trip etc) or brownie/ scouts cubs leaders volunteer time. Librarians etc..

Respond

Going to have a debate: Should people volunteer in the community and work for free? split the class into two halves and allow them time to prepare their arguments before hosting a debate. Arguing and persuading for both sides. This will be the first time they have debated so it may need to be guided a lot. Ensure to conclude by emphasising the importance of community volunteers and encouraging that this is positive and people can gain a lot from giving their time. Kindness etc....

Reflect

Do the physical continuum that was done at the beginning of the lesson. See how it has changed.

Can I show compassion to those in need? This will need 2 lessons maybe more depending on what you do.

This will need looking at in advanced. I am not going to prescribe what you do here as you may have some good ideas. Below I have outlines what I have done before if you want to volunteer time around school. Time to get the children involved in the community and volunteer themselves! If possible, try and organise a local community experience to get involved with – visiting an old people's home, litter picking in the local area, food bank support, a local charity to get involved with,

Explore

How many different ways can you think that people can volunteer their time? Children to see how many they can come up with.

Learn

Do we have a responsibility to care for those in our local community? We are going to volunteer our time.

With lack of time we have volunteered around the school before. The children came up with ways in which they can help, jobs for Debbie, office, help EYFS, tidy classrooms, library, litter pick with lorna etc....

Respond

Second lesson was doing the volunteering.

Reflect

How did volunteering make you feel? Who did you help? Who did you support? Would you do it again?

How can I keep track of my money?

budget, tracking,
spending, income,

Explore Give the children a list of items and set amount of money to spend, what items would they choose on the list? What have the children chosen? What have they prioritised? (there is some recap here from year 2 learning of wants and needs with money) Learn Have the children ever been shopping and ran out of money? Or not had enough to buy what they wanted? Explain the word budget and how people plan how to spend their money. Everything in life costs money but we only have a set amount to spend. Respond Explore scenarios from the 'money week' resource (pg 7 and 8) looking at the different children's spending. Can the children advise how they can budget for the things they want to save for. Can respond on seesaw. Reflect Is there anything you want to save up for? Is there any way you can do this? Or what advice would you give someone? If they don't get pocket money is there another way they can save or earn money?	expenditure, positive, negative
Feedback:	

Year 3 Summer Term Respectful Relationships – What different types of relationships do I have in my life? Valuing difference – How can I resolve conflict?
--

- Relationships/types of love for family, friends, pets, places or possessions.
- Identify different types of relationships and begin to identify how to develop skills to be effective in relationships.
- Identify different sorts of families. Understand that families are different and may have different members. Families are special whatever their makeup.
- Identify the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- To identify who they could go to for help and support
- Re-visit the naming of body parts including sexual body parts and the differences between male and female.
- Understand the needs of a new baby.
- To understand what conflict is
- To know how we can compromise

Lesson Guide	Key Vocabulary
• Re-visit the naming of body parts including sexual body parts and the differences between male and female. • Understand the needs of a new baby. Explore Odd one out - picture of a baby in a nappy, man and old lady. Also explore you cannot tell the sex of a baby unless you know their private parts. Does it matter what gender it is anyway?? Learn and Respond In mixed ability pairs give children body outline to label all the body parts that they know. (Use this as a starter for skeleton recap for later in the session) Have they drawn a male or female? Children to swap gender and see if there are any labels that have been missed. Go over private parts and scientific names penis, testicles, vulva (vagina is on the inside of the body as is sperm), breasts.	

Go through the bodies on the board. What are the differences between male and females? Take photos for

Seesaw

Learn

Do you think deciding to have a baby is a big, serious, or small, easy decision? Why? Has anyone had a baby sister/brother/cousin etc recently-How did that make you feel? Balance any negative thoughts with positive ones-crying at night/new person to teach things to etc.

Respond

Show baby doll-In groups chn suggest things this new baby will need-write on post it notes and stick onto board. why do they need these? Can't do things for themselves, need to be taught etc. Many chn will have experience of younger siblings/members of family to draw on. Discuss suggestions on board.

Sort the 'needs' into things that cost money and things that don't like time and love and discuss not all needs cost money.

Which is most important? Which is least important?

Chn complete 'building for a baby worksheet' ranking needs in order with most important on top.

Reflect

We need all these things to look after Humans-what about other baby animals? Compare and discuss needs of kitten, lamb and chick. <http://www.bbc.co.uk/education/clips/zh62tfr>

1) Christian Value: compassion,

- Sun safety - link science

Explore

What if the sun was out all the time?

Learn

How safe is the sun? Go through the power point on sun safety and discuss.

Respond

Children to create a poster on sun safety.

They must include how the sun can be dangerous and how they can protect their eyes.

Reflect

Tell your partner one thing you have learnt and one thing you will tell your family about keeping safe in the sun.

They cannot be the same.

Year 4 Autumn Term Healthy lifestyles - What makes a balanced lifestyle? Keeping safe - Road safety Growing and changing – how does my body change during puberty?		
• To know what makes a balanced lifestyle, including the importance of building regular exercise into daily/weekly routines. • To understand what is meant by the term ‘habit’ and why habits can be hard to change • The risks associated with an inactive lifestyle (including obesity) • Road safety: to differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’. To recognise, predict and assess risks and decide how to manage them responsibly • <i>Begin to learn about the physical changes that happen during puberty.</i> • <i>Begin to learn about the practical and emotional changes that someone may encounter during puberty – feeling moody, being picked on.</i> • <i>Begin to talk about the importance of keeping clean particularly in relation to puberty.</i> • <i>Develop a positive attitude to personal body image.</i> • <i>To challenge stereotypes and discuss gender</i>		
<i>Pop Tasks</i>		
Lesson Guide		Key Vocabulary
• <i>Develop a positive attitude to personal body image.</i> <i>Class rules</i> ADD BOTH ACTIVITIES ONTO SEESAW <i>Part 1 – photo shop part look at pictures and do perfect 365 app</i> <i>Part 2 – qualities games similarities and differences/ qualities</i> <i>Katie and I then swap over so we can use all the ipads</i> EXPLORE		

We are going to start with a game. We have to walk around the room and when you call stop they need to shake hands with a person doesn't always need to be your friend. You need to figure out what you have in common something you love/ do/ feel/ look like/ club you go to) and something that is different about you both. Share ideas. Repeat game however many times you can.

LEARN

show the children pictures from a magazine - how do they look? How would you describe them?

Watch dove beauty video - how a model is transformed. Dove beauty products have a video on YouTube which shows how a model is transformed for an advertisement.

http://www.youtube.com/watch?feature=player_detailpage&v=iYhCn0jf46U

[then watch](#)

<https://www.youtube.com/watch?v=zRlplkH3b5I>

Then show them before and after pictures? Should the pictures have been changed? Why/why not? Does it matter what people look like? If you look a certain way does it always make you a nice person? Does everything you see online/ you tube/ adverts is it always the actual truth or real? NO!

People can make you think their life Is perfect or they look perfect because of what they are posting/ showing people they look like but this is not real life. Unless you can see it in front of you do not always believe what you see.

Fact - Kim Kardashian takes 300 selfies before she posts one picture!

RESPOND

Look at your partner and tell them one nice thing about how they look.

Then tell them one nice thing about them that is not about their looks. (share and brainstorm ideas here - what could you tell someone that is kind that is not about looks but about personality/ attributes/ skills they have etc...

Using A3 sheet per 3/4 ch can they think of different qualities some of the people have that they love. Write them on the big piece of paper. Share. These need to be things that do not involve looks - need to include caring qualities/ may skills they have etc...

Watch 'what's the big idea' episode from cebeebies - is everyone different https://www.bbc.co.uk/iplayer/episode/b01rn5k4/whats-the-big-idea-15-is-everybody-different What do the children think? LEARN and RESPOND Use photo shop - perfect 365 - children to take a before and after picture and upload into but they can change their face -not use silly filters just add to their own face REFLECT Hand out love yourself sheets Hand out love yourself sheets. Child to put their name in the bottom square. The class will then go around and write something they like about that person in the love hearts, could be something about how they look, what kind of person they are a skill they admire etc... (make sure we read what is out to make sure nothing inappropriate is on it) Then children can go back to their seats and read what people think of them? Would they have said that about themselves? Using a mirror they look in it and say all those things to themselves. Can they add anything else to their sheet that they believe of themselves? There is only one of them - the world would be boring if we are all the same.	
I. What is balanced lifestyle? <u>Explore</u> Pop task Draw and write it task - ask the children to draw a person who lives a healthy, balanced lifestyle and label it with what makes it healthy and balanced, giving the person an age and explaining the different factors that make up their healthy lifestyle. Pupils can also explain anything that makes being healthy easier or more difficult for them and what might help. (Keep these for the end of the lesson). Share ideas	lifestyle, balanced, activity, benefit, barrier, challenge, feelings, physical, mental, mood, healthy, habit

LEARN

Explain that balance is important across different aspects of people's lives.

Display the following words (rest, indoors, on-screen, work, money, time alone) can the children suggest words to balance these? e.g. rest-exercise, time alone-time with others.

. For example, suggestions might include; rest: exercise/activity, work: play, indoors: outdoors, spending money: saving

money, on-screen: off-screen, time alone: time spent with others.

RESPOND

Can do this on SEESAW

Pair children up and give each pair a character profile from the PSHE Association Balanced Lifestyle resources (pages 70-73) and get them to complete the associated healthy lifestyle chart for their character (pages 76-79 of the resource). This will get them to identify the elements of balance discussed earlier. Can they then compare their chart to another pairs? Do the children in the character profiles all have the same approach to a healthy lifestyle?

I have put all the profiles on IWB you can model one if needed.

REFLECT

Go back to baseline activity and self-assess against their initial ideas. Do they agree with their labels, do they need to add anything to give their 'healthy person' a more balanced lifestyle?

What dangers will I face on the road.

EXPLORE

Baseline assess: Use the survey from Brake Road Safety charity (in resources folder) to gauge children's initial thoughts, knowledge and understanding of road safety, particularly in reference to their local area and own experience (do adapt the questions if needed). Use Think! lesson plan and resources : including watching the video <https://www.think.gov.uk/resource/expect-the-unexpected/> and spotting hazards, dangers and risks (ensure understanding of these terms).

LOOK AT GREEN CROSS CODE AND HOW TO CROSS SAFELY

Do survey of whole class asking for hands up

LEARN and RESPOND

Watch the video above

Load map of local area (link to be found upon the actual lesson plan from THINK!

Go over the questions on the plan - do not use the activity just do page one of the plan.

LOOK AT GREEN CROSS CODE AND HOW TO CROSS SAFELY - hedgehog video

<https://www.youtube.com/watch?v=KrwXN24E2yY>

Look at different crossings

Zebra Crossing

A zebra crossing is easy to spot because of its black and white stripes that form a path across a road and the flashing yellow Belisha beacons at either side of the road. You might have fond memories of attempting to jump from one white stripe to another as a child, whilst your mum desperately tried to drag you across the road and out of harm's way

Pelican Crossing

Pelican crossings use buttons, lights and sounds to allow pedestrians to cross the road safely. Pelican is short for Pedestrian Light Controlled Crossing. These crossings do exactly what they say on the tin – the pedestrian presses a button, traffic is brought to a stop by traffic lights and the pedestrians are signalled to cross by a signal on the opposite side of the road. These types of crossings are usually found in busier, heavily populated areas

Puffin Crossing

The puffin crossing is the smarter, younger sister to the Pelican crossing. Puffin is short for Pedestrian User Friendly Intelligent crossing. They operate in a very similar way to the Pelican crossing, however they are fitted with smart sensors. These can tell when the crossing is clear to release the traffic with a green light, or when a pedestrian may be taking longer to cross the road and so can hold the traffic at a red light a little longer. The other difference is the signal to tell pedestrians when it is safe to cross is actually beside them, rather than the opposite side of the road to them

REFLECT

Next week you will go on a walk showing how you will cross the road.

TELL your partner how you will cross the road safely What are the key steps.

STOP, LOOK ALL WAYS< LISTEN, CROSS SAFELY

4. Can I assess and respond to a road danger?

EXPLORE <i>Recap green cross code.</i> LEARN AND RESPOND <i>Give the children real life experience during the lesson by taking them out on the road, putting into practice the learning from last lesson. Use the Stop, look, listen, think crossing code to assess and predict possible risks and hazards. Ask the children prior to the lesson whether or not there are any particular roads/places locally that they feel nervous/take extra care - might be useful to cover some of these if possible. Link in also that the time of day (dark/light) and the weather will influence the way that both they and drivers need to respond.</i> <i>I class go on a walk to cross roads</i> <i>Walk in pairs and children to cross the road together talking and going over the green cross code</i> TAKE AN IPAD OUT TO TAKE PICTURES THIS IS THE WALK WE DID, PLEASE FEEL FREE TO CHANGE. <i>Come out of school turn left and cross the road along the dead end lane where cars park at end of the day</i> <i>Cross again over rookery avenue</i> <i>Head down sheldrake road</i> <i>Cross the road at hawks way and continue following hawks way.</i>	Road, safety, hazard, danger, risk, assess, predict, manage, responsibility
--	--

Keep on the path cross the road at kestrel close (keeping on hawks way)

Cross again at peregrine close (keeping on hawks way)

Continue up to rookery avenue and cross the road.

Head back towards school and cross again at cygnet close and back to school

Other class to create a quiz

Once pupils have established their local road safety issues list - their task is to work in pairs or groups to design a road safety quiz for 7-12 year olds. Their quiz should use a range of questions based on their local road safety issue list as a way of teaching important messages to their audience of 7-12 year olds and the age group concerned. We recommend that pupils research existing child road safety quizzes/ideas online, through a search engine.

Children to use green cross code handout to help make

5 - 10 questions about crossing the road

Do one together to model

Can have yes no answers

Or multiple choice or a mixture of the both

REFLECT

Answer the quizzes

THIS LESSON NEEDS TO BE DONE BEFORE THE PUBERTY SESSION

- To challenge stereotypes and discuss gender

Class rules - RSE/ this science lesson is very different to a maths lesson - it can be very emotive and people have very different opinions - no opinion is wrong and all opinions should be respected.

No teasing, put-downs, or harassment. Such behaviour, inside or outside the class, will be dealt with very strictly. RESPECT

No personal questions. You can say, "That's a personal question and I'm not going to answer it."

No such thing as a stupid question. Don't be afraid to ask anything, perhaps anonymously or write it on a post it.

Respect diverse opinions. You need to listen to and not put down views with which they strongly disagree.

No cold-calling. You can be completely silent throughout the course if they wish.

- If you have any questions leave a selection of post it notes on tables for them to write questions down to put in a box/ tray somewhere - everyone can write down either a question or they can write their name 3 times on a piece of paper to put in the box so we don't know who is asking a questions.

Explore

Find some pictures that challenge stereo types a boy asking a dad for a doll and him saying no another picture of a boy looking after and feeding a baby - Display them and ask what do these pictures show?

Show the picture of pantosaurus - what do you remember about this? Hopefully they will remember the song.

Play the song and recap the rules

p- privates are private

a - always remember your body belongs to you

n - no means no

t - talk about secrets that upset you

s- speak up someone can help.

Learn and Respond

Today we are going to challenge stereotypes and talk about bodies.

They should know lots about body parts. Confirm which ones are privates they should say penis, vagina, ,ay include nipples or breasts, anus. (we will be changing the word vagina to vuvla so it is anatomically correct.)

What is a stereotype?

Watch video below [Bing Videos](#)

So now we know the correct names for private parts.

If you have a penis you are probably used to seeing it because it dangles right there in front of you, you look and it is there. You also used to holding it because since a toddler you have been holding it to aim to wee in the toilet. If you have a vagina/ Vulva it is trickier because it is tucked inside your legs. And you have never had to hold it when you go to the toilet.

When you are born the dr or midwife says 'it's a boy' 'it's a girl' they look to see if you have a penis or a vulva. Why may this may then link to if you wear? What stereotypically happens? blue or pink clothes.

But as we know if you have a penis or vulva that does NOT decide what you like to do, what you like to wear or who you are on the inside. They have nothing to do with the sports you play or what friends you choose or what colour shoes you wear. You get to do that yourself!! So when you are born and the dr says it's a boy or a girl that is what we call sex assigned at birth because it is assigned at birth. So if a baby is born with a penis it is assigned male. If it is born with a vulva then it is assigned female.

Most babies who are born with a penis grow up feeling like a boy this is called cis gender (feeling like the sex you were assigned with at birth) but there are some that feel like a girl and this is called transgender. Similarly there are babies born with a vulva who grow up feeling like a girl (cis gender) but there are some who feel like a boy on the inside this is transgender. It is really important to respect the way a person feels on the inside and use the pronouns he or she as they would like.

Show a selection of images of people in uniform eg police men and women - does it matter what gender someone is to make them a good police officer or firefighter or dancer or shop assistant etc.... NO being a kind person trustworthy, reliable, compassionate etc... is important and your gender has absolutely nothing to do with that.

Sometimes people do not know if they feel like a boy or a girl so are not sure which pronouns to use and it takes some time. Knowing and feeling like you are a boy or girl or you are not sure (no matter what private parts you have is called gender identity) It is ok if this seems a bit confusing and if you have never really thought about it you are probably cis gender but some children can find it frustrating and confusing when their body doesn't match the thoughts they have on the inside. You can't hide how you feel and there is no right or wrong way everybody is unique and that's what makes the world so

interesting. Nobody can change how you feel on the inside so you have to do what is right for you. This is called gender identity. Show sliding scale.

Show some pictures of men being feminine and women being masculine with how they dress. Children to discuss what they see/ what they think ensuring RESPECT is happening at all times.

How a person chooses to express themselves is again up to that person and should not be changed or altered by anyone. How someone decides to express themselves is called gender expression. This can be a sliding scale and can change or it may never change.

Show the children the image from your story book on pg 32. Children to explore it.

Introduce some characters from the book

Jasmine and Antonio - are stereotypical cis gender people

Oliver is transgender

Lashaun - identifies as a boy but has a feminine gender expression

Maria - identifies as a girl but has a masculine expression

Does it matter? NO

Read Maria story on page 9 your story Children to discuss

Can read Lashaun story about how Oliver is transgender pg 23 ????? not sure about this one

Reflect

Take a moment to shut your eyes and reflect about yourself looking at the 3 scales of gender identity, expression and sex assigned at birth. How unique you are. How special you are. How it doesn't matter

what is going on inside or on the outside you are a worthwhile amazing person who we are lucky to know.

Offer yourself open to talk about any of this anytime.....

PUBERTY – this lesson is moveable and can be done in spring or Autumn term depending on the maturity of the cohort but needs to be done the same time in both classes.

- Begin to learn about the physical changes that happen during puberty.
- Begin to learn about the practical and emotional changes that someone may encounter during puberty – feeling moody, being picked on.
- Begin to talk about the importance of keeping clean particularly in relation to puberty.

Class rules – RSE/ this science lesson is very different to a maths lesson – it can be very emotive and people have very different opinions – no opinion is wrong and all opinions should be respected.

No teasing, put-downs, or harassment. Such behaviour, inside or outside the class, will be dealt with very strictly.

No personal questions. You can say, “That’s a personal question and I’m not going to answer it.”

No such thing as a stupid question. Don’t be afraid to ask anything, perhaps anonymously or write it on a post it.

Respect diverse opinions. You need to listen to and not put down views with which they strongly disagree.

No cold-calling. You can be completely silent throughout the course if they wish.

- If you have any questions leave a selection of post it notes on tables for them to write questions down to put in a box/ tray somewhere – everyone can write down either a question or they can write their name 3 times on a piece of paper to put in the box so we don’t know who is asking a questions.

Explore

Tell me everything you know about how your body changes?

Learn and respond

When children understand what their peers experience, they grow up more empathetic and supportive.

Every BODY goes through puberty. It is normal to be a little nervous about it but its also normal to be excited. Every BODY will grow up.

Puberty is a funny word and it actually means 'adulthood' and 'to grow hairy' in Latin.

For most people it can take about 5 years to go through.

Most girls start between age of 8 and 13

Most boys will start between 9 and 14

Many of the changes are the same for EVERY body (like growing taller and getting sweaty but some are different depending on your body parts. (but I think we knew this) Sometimes it may feel like YOU are the only one dealing with body changes but EVERY body goes through puberty.

Why do we go through puberty?

Our bodies go through these changes to help make a baby if you choose to but it also just part of becoming an adult, to do things adults do and grow into the best version of yourself.

It can feel very embarrassing talking about this but being curious about your body and bodies different to yours and to know what will happen is totally normal and knowledge is power!

Where does Puberty Start?

It starts in the brain! You cant see or feel it when it begins as our brain sends out things called HORMONES. These can be blamed for things like silly behaviour or grumpy moods but they are also

really useful. Hormones act as messengers that tell your body parts important things like to grow/ sleep. They also control your energy, tell you when you are hungry and even how much wee to make.

Hormones are also responsible for telling your body to grow faster, hair to grow in new places, your breasts to grow or testicles to grow. (ask if they know any other words for these, be open and honest but just bring them back to the 'science' words) and also cause the smells that will creep out of your arm pits.

When will these changes happen?

Unfortunately we cannot answer this as scientists don't even know what the cause of this is so there is no answer that works for EVERY body. Just like we are all unique puberty is unique for us all too. So you will have differences to your friends and being different is NORMAL!!

Growing bigger

Growing bigger is one of the first signs of puberty, your growth hormone increases rapidly during puberty to make you grow fast! But don't worry growing takes a long time and you won't wake up one day as a grown up. Fun fact the first things that grow are your hands and feet.

There are other hormones one called ESTROGEN, and another called TESTOSTERONE and these cause the changes to your private parts. Your brain sends a message to start making these hormones. Testicles make testosterone and Ovaries make estrogen. We will learn more about these hormones throughout this lesson.

Your brain also starts to grow bigger during puberty and around the age of 11 you begin to understand things that didn't quite make sense when you were younger.

Everybody also sweats more under their arm pits/ feet/ private parts.

Skin can become oilier which can make hair and skin feel and look greasy. This can also cause spots. This doesn't mean you are dirty or need to wash extra amount as this can dry your skin out and want help. Just make sure you wash twice a day and showering.

Feeling weird

Puberty is a time of many changes it is perfectly NORMAL to feel a little weird or worried about what goes on. You may feel like you want more privacy when you dress or undress or want to keep your naked body private. Sometimes you may feel embarrassed about changing body parts or curious how your friends bodies are changing. BUT remember that all these changes happen a little differently for everyone and that is NORMAL

Is it HORMONES?

We know lots of grownups and maybe you have experienced, if you have older siblings, that young peoples moods and attitudes are all caused by hormones but actually your mood comes from your brain. AS puberty brings your changing brain and your new hormones make you feel emotions BIGGER and FASTER than ever before. This happens to EVERY body. This can affect friendships you make feel happy and giggly on moment and then suddenly something makes you sad or tearful. IT IS OK!! Big feelings can be hard to manage but they are normal it takes practice to learn how to deal with it in healthy ways. We will hopefully teach you many ways to deal with this during the next few years at primary school. There are easier and difficult emotions but not good or bad all emotions are important even the difficult ones it is just harder to manage our difficult emotions.

Body parts

Can you sing head shoulders knees and toes? Yes and you all know you are singing parts of the body but what about the private parts people don't normally talk about. Private parts are anything a swimming costume or trunks covers. This means NOONE should look or touch those parts (except you and maybe a parent or health care professional IF they have your permission) remember the PANTS we do in Year 3. IT also means no one should ask you to touch or look at their private parts or show you

any pictures or videos of others private parts. It is really important to know the proper names of your private parts so if you have any questions or want to talk to a dr about anything then you can and you will know the proper names.

Do you know the proper names? (they should!) discuss any other names they may have or heard for penis and vulva. Sometimes people may use some not nice words for these body parts thinking they are cool or sound older but they don't. But again bring back to these words. May want to say about the word vagina can be used but vagina is actually the part inside the body but we will be learning more about penis and vulvas.

Lets start at the top

When we talk about private parts we often think about parts in our pants but some people have private parts on top. EVERY body has 2 nipples on their chest. The nipple is a hard little bump inside a circle of darker skin. The circle of the darker skin is called the areola. Together eh areola and nipple can look like a target but it looks different on everyone. Some nipples poke out, some lay flat. Areola can look different on everyone too, it can be dark or light, big or small and some can have small bumps on them ALL NORMAL. You may already know most girls develop breasts and there are a lot of other names for these too.

If you have a vulva

So most girls and some transgender girls have a vulva

Vulva is the name of the whole group of parts between your legs. It is made up of different parts.

Clitoris - this is a bump at the top of the vulva, it is very sensitive just like the tip of a penis

Urethra - is a small hole which your wee comes out

Labia - these are like lips/ flaps that cover some sensitive parts between them

Vaginal opening - this is a larger hole below the urethra and it is the part that connects the inside parts to the outside.

Further back also the anus - where your poo comes out we know all about that from science

If you have a penis

So most boys and some transgender boys have a penis. So from an early age you have been looking and touching your penis and hopefully learned to hold it to wee. Penis is where urine (wee) comes out. It has 2 parts the head (glans) and the shaft which is the longer part which attaches to the body. At the tip of the penis there is an opening where wee comes out. EVERYbody has an urethra as everyone needs to wee. Behind the penis are 2 testicles that hang below the body. The testicles hang in a pouch called the scrotum this can stretch and hang lower as the testicles grow.

Hair

When you go through puberty hair starts to grow in places it hasn't been before and that depends on what HORMONES you have. As we know EVERYbody grows a bit of testosterone early on in puberty. Testicles grow a lot and estrogen in the ovaries grows a little. This makes hairs on legs and arms darker and thicker. As well as??? Under arms, around private parts called pubic hair. The amount of testosterone depends if you also grow hair on your face maybe a beard or moustache, you may also later in puberty grow hair on your chest, tummy and back.

Periods

You have probably already heard something about periods and these happen during puberty and is also called menstruation. It is very normal and very healthy thing that happens for anyone with a uterus and a vagina. Periods usually start a couple of years into puberty and happen about once a month for many years. We are going to learn a little bit about them

When a period starts there is bloody fluid that trickles out of the vagina for about 3-7 days. It may sound scary but it is actually amazing and is a sign their body is growing and developing as it should.

Hormones send a message to the uterus and ovaries (ensure a picture of where uterus is is on smart)

The ovaries release an egg about each month. The uterus creates a thick layer inside. It is this layer that comes away each month and there is only a few tablespoons of blood but it can feel like more

When will my period start?

Most people with a uterus and vagina will eventually get a period if you expect to have periods wouldn't it be nice to get a phone call or a text message to tell you when one will arrive? Unfortunately that doesn't happen no call no text nothing. There is no way to predict exactly when all this stuff will happen but you can use a few clues to guide you. Remember EVERY body develops their own time schedule so even though you and your friend may start to develop at the same time, you might start to have your periods many months or even years apart look for the following clues to help you know when you might be close to your first period

- 1 1/2 to three years after your breasts bud
- after a growth spurt of several inches over three to six months
- when your breasts are in or near stage 4
- when your pubic hair reaches stage 3 or 4

if you have a health condition or if you are very athletic or thin your period might start later if you haven't started your period by the age of 15 then visit a doctor for a checkup just to make sure everything is OK there are lots of reasons this may happen and your doctor is the best person to help you

The first period you might think you will feel it the second it starts but sometimes you don't even know a period has started until you see it. That's because you've already been having vaginal discharge which

is a clear/ white fluid that leaves your vagina and you might see it in your pants. This is nothing to be concerned about and is completely normal and can sometimes make you feel a little wet or damp in your underwear. The moment your period starts you may not feel any different because it can usually start with just a little bloody fluid. Periods won't ever shoot out or pour out they trickle.

Also a period may not look exactly like fresh blood because it's made-up of blood and other fluids it can look thicker and can be pink to brown or even more dark maroon and a bit black all of these colours are totally normal. Remember most periods last about three to seven days and in the first two days it is typical to have a heavier flow which means there will be more blood at the end of a period the flow is usually lighter. If a period last longer than seven days or longer than two weeks it's important to go and see a doctor just to get a checkup

After your first period your second. Might arrive about a month later or it might take several months it can take quite a while for your period to become regular And this is completely normal.

When you begin your period there are many types of protection you can use we're going to look at three of them today:

Pads- show and talk through pads - how to put them into pants (use period pants we have to show use) what wings are for and how to dispose of them and how often to change them Always go in the sanitary bins next to the toilet never ever down toilet. Explain there are some with wings and some without and longer ones for nighttime

Period pants - GREAT IDEA - This is a pair of pants with a built in lining that is made of super absorbent and leakproof fabric it is washable so you can reuse it over and over again. There are many styles of period pants. You can wear them for a whole day so you won't have the feeling of a pad inside your underwear. You need to rinse the pants and wash them every day but you will not need to change it as regularly as pads or tampons

Tampons - Take a tampon out of the packet and show the children what it is using your hands model how this would be inserted into your vagina with the tampon inside and the string hanging out of your body. Often when you start your period tampons are not something you may feel comfortable using but

the more you get used to having a period you might find this method of protection works best for you. Tampons can often be essential for swimmers dancers and gymnasts as you will not be able to see a bulky pad. You need to change a tampon regularly like a pad but it doesn't feel as big or clumpy inside your underwear. If you want to try wearing a tampon there are instruction leaflets inside the boxes so you can read take your time and make sure that you can insert it correctly. If it is inserted correctly you will not be able to feel it, if it isn't then you will feel it may take some practise

All sanitary products must be disposed of correctly in the appropriate bin and not down the toilet.

If you notice that you have started your first period and you do not have a pad nearby fold up some toilet tissue and pop it in your pants. This will soak up and absorb some of the blood whilst you are able to get a pad or speak to a trusted grown up. At school in the disabled toilet there are some draws that are filled with symmetry products for you to use if you start your period at school. All the grown-ups know about this so if you find yourself in that situation speak to a grown up you trust and they will be able to help you. If you think that you are close to starting your period it may be a good idea to have a pencil case or a small bag in your rucksack which has a spare pair of pants and some pads inside. This can be discreet and no one needs to know it's there but it might make you feel more comfortable.

Reflect

Give each child a piece of paper and they can write a question on it or write three words eg table table table so all children have written something. Collect in the pieces of paper and answer the questions in an age appropriate manner. If there are questions that are not appropriate then you are able to say you will learn more about that in year 5/year 6 etc.... but I have only ever had one in all year groups that I have needed to say that about.

Christian Value: *compassion,*

Feedback

Year 4
Spring Term

Rights and responsibilities – Why do we have rules and laws?
Taking care of the environment – How do our everyday lives impact the environment?

- The reason for rules and laws
- The importance of abiding by the law and what might happen if rules and laws are broken
- The importance of protecting the environment and how everyday actions can either support or damage it.

Lesson Guide

Key Vocabulary

Why do we need rules and laws? What happens if rules are broken?

Explore

Play guess my rule game. (rules are in PSHE folder)

Rule 1 everyone can take part ADD IN OTHER RULES

- the teacher will not explain the rules and the students cannot ask what they are;
- when they break a rule, the students have to sit down;
- the aim of the game is for the students to score a goal without breaking the rules; the students' task is to work out what the rules are so that they don't break them.
-

How did you feel about the game? Was it good/ bad/fair? How did you feel about not knowing the rules?

LEARN

Pose the thought ' a world without rules and laws is better than a world with rules and laws'

What are your thoughts?

RESPOND

Why do we have rules? Write on post its

Some ideas are safety, wellbeing, fairness, equality, respect... etc...

Sort post its in order from most important to least important? Why have you sorted them this way?

LEARN

Watch

<https://www.bbc.co.uk/bitesize/topics/zvypmfr/articles/z7bfhbk?scrlybrkr=fb40169a>

What happens if rules are broken?

What are the school rules? Jot ideas down in pairs.

In a different colour what happens when rules get broken?

RESPOND

Give a slip of paper to a volunteer. They can act out a rule that is broken. They vary in severity from being disrespectful to people's stuff to hurting someone..

What should the consequences be?

Are consequences always fair?

Should they always be the same for every rule broken?

Who gets to decide what the consequences are?

REFLECT <i>In wider society When laws are broken there are consequences? Who upholds these laws?</i> <i>The consequences depends on the severity of the law broken? - Is this fair?</i>	
5. How are our everyday actions affecting the environment? – This is the same as a science lesson on environment – see science document	Environment, pollution, climate change, support, damage, harm, change, impact
Feedback:	

Year 4 Summer Term	
Knowledge to be taught:	
Lesson Guide	Key Vocabulary
Feedback:	

Year 5 Autumn Term Healthy lifestyles – Why is sleep important? Keeping safe - Cycle safety and first aid Growing and changing - How are the changes the boys and girls experience during puberty the same and different?	
• Cycle safety • Basic first aid – following the St John’s ambulance lesson plans https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ • <i>Understand how girls and boys bodies change in puberty</i> • <i>Menstruation -have a basic knowledge about periods.</i> • <i>How to deal with physical changes e.g. Wet dreams, shaving, body hair etc.</i> • <i>Understand the emotional changes that happen during puberty.</i> • <i>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</i> • <i>how and when to seek support including which adults to speak to in school if they are worried about their health.</i> • <i>that mental wellbeing is a normal part of daily life, in the same way as physical health.</i>	
Lesson Guide	Key Vocabulary
Cycle safety covered by Bike-ability course	
1. Basic life support https://www.sja.org.uk/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-basic-life-support-first-aid-lesson-plan-and-teaching-resources/	
We have had a visitor in for both of the First Aid session 2022/2023 but there is planning on St Johns	
2. Calling for help in an emergency	

- **This sessions needs to be done at the same time in each class. This will take 2 sessions. I have kept in the year 4 puberty session parts so those children who weren't quite ready will hear the same thing again and then I have been specific about what new parts there are for year 5. You can do the reflect activity after each session.**

- Understand how girls and boys bodies change in puberty
- Menstruation -have a basic knowledge about periods.
- How to deal with physical changes e.g. Wet dreams, shaving, body hair etc.
- Understand the emotional changes that happen during puberty.

Class rules - RSE/ this science lesson is very different to a maths lesson - it can be very emotive and people have very different opinions - no opinion is wrong and all opinions should be respected.

No teasing, put-downs, or harassment. Such behaviour, inside or outside the class, will be dealt with very strictly.

No personal questions. You can say, "That's a personal question and I'm not going to answer it."

No such thing as a stupid question. Don't be afraid to ask anything, perhaps anonymously or write it on a post it.

Respect diverse opinions. You need to listen to and not put down views with which they strongly disagree.

No cold-calling. You can be completely silent throughout the course if they wish.

- If you have any questions leave a selection of post it notes on tables for them to write questions down to put in a box/ tray somewhere - everyone can write down either a question or they can write their name 3 times on a piece of paper to put in the box so we don't know who is asking a questions.

Wet dreams,
semen,
scrotum,
erection, sweat,
sexual
reproduction ,
hormones

Explore

- Tell me all you know about the changes during puberty?

Learn and Respond

When children understand what their peers experience, they grow up more empathetic and supportive.

Every BODY goes through puberty. It is normal to be a little nervous about it but its also normal to be excited. Every BODY will grow up.

Puberty is a funny word and it actually means 'adulthood' and 'to grow hairy' in Latin.

For most people it can take about 5 years to go through.

Most girls start between age of 8 and 13

Most boys will start between 9 and 14

Many of the changes are the same for EVERY body (like growing taller and getting sweaty but some are different depending on your body parts. (but I think we knew this) Sometimes it may feel like YOU are the only one dealing with body changes but EVERY body goes through puberty.

Why do we go through puberty?

Our bodies go through these changes to help make a baby if you choose to but it also just part of becoming an adult, to do things adults do and grow into the best version of yourself.

It can feel very embarrassing talking about this but being curious about your body and bodies different to yours and to know what will happen is totally normal and knowledge is power!

Where does Puberty Start?

It starts in the brain! You cant see or feel it when it begins as our brain sends out things called HORMONES. These can be blamed for things like silly behaviour or grumpy moods but they are also really

useful. Hormones acts as messengers that tell your body parts important things like to grow/ sleep. They also control your energy, tell you when you are hungry and even how much wee to make.

Hormones are also responsible for telling your body to grow faster, hair to grow in new places, your breasts to grow or testicles to grow. (ask if they know any other words for these, be open and honest but just bring them back to the 'science' words) and also cause the smells that will creep out of your arm pits.

When will these changes happen?

Unfortunately we cannot answer this as scientists don't even know what the cause of this is so there is no answer that works for EVERY body. Just like we are all unique puberty is unique for us all too. So you will have differences to your friends and being different is NORMAL!!

More info on breasts y5

Estrogen is the hormone responsible for growing breasts. So the growth hormone tells the body to grow and starts with your hands and feet. If you are like most girls or some nonbinary or transgender children, you have ovaries. It is ovaries that start making estrogen the first thing estrogen does is start by telling the breasts it is time to start growing. Estrogen does other things but usually the first visible sign is this. Each breast starts with a small bud (hard knot, often the size of a blueberry) under the areola. Normally this can happen anytime from 8 - 12 but the average age is 10. NORMAL It may be one breast bud begins to form first but the other breast will catch up within 3- 6 months but it is totally NORMAL for breasts to be slightly different sizes. It is also common for the nipple and areola to feel tender and sore and hurt if they are bumped or touched (be careful with your school bags)

Estrogen is made by ovaries but sometimes testosterone made by testicles can be turned into estrogen (its complicated) but sometimes body that don't have ovaries can get small amounts of estrogen in their bodies and this means nipples can feel tender and sore. It is very common and totally normal and will go as you move through puberty.

Why do humans grow breasts? Breasts grow to decide to prepare the body for making breast milk. Someone may not use their breasts to feed a baby or formula depends on a lot of things. But anyone with ovaries will grow breasts.

Stages of breast growth

1 - no breast growth

2 - a bud begins to appear, it may feel hard and tender but all normal and one side may bud before the other.

3- breast bud and areola may look bigger/ darker there may feel a small fatty mound of breast tissue that forms and pushes the nipple from the body. It can be point or like a small mound

4 - this can be hard to notice but the nipple and areola stick further off the chest (some many don't notice this stage)

5 - final stage when breast are fully developed - breasts come in many shapes and sizes and many breast don't fully finish growing until the age of 17/18 so this stage can last for several years.

THIS IS FOR YEAR 5 vaginal opening is where some babies come out but do not worry our bodsies are very clever and if you are having a baby you go into something called labor when the baby is about to be born and your vagina stretches large enough for a babies head to come out or a baby can come out via a c section which is an operation where the baby comes out through your tummy

Picture on pg31

YEAR 5

During puberty the testicles will grow and one will hang lower than another(usually the left one and this is so when you run they donot bang together as they are also a sensitive part of the body)

Testosterone is made in the testicles and sent out to the body from there. Testicles are also where sperm is made. A couple of years into puberty the testicles can make millions of sperm every day. Sperm is extremely tiny. Sperm comes out the body via the hole in the end of the penis. Before the sperm comes out the body it

gets mixed with fluid called semen. Both sperm and urine come out of the same hole in the penis but they cannot come out at the same time and are released from different parts of your body. Urine is made by the kidneys and sperm is made by the testicles. Diagram pg 39

Sperm needs to be kept at a temperature 1 degree lower than the rest of the body. So when you are hot your scrotum and testicles will hang lower and when you are cold they will be closer to your body. Your body is very clever.

Y5

Pubic hair (are around your private parts will not just grow overnight and it happens in stages

1 - not much just some peach fuzz around the base of the penis or on the bit above your vulva

2- darker and longer hairs begin to grow at the base of your penis or on the labia/ pubic area you may be able to start counting them

3 - this stage there is more hair and it becomes curlier and is spreading

4 - there are many more hairs and it starts filling out at the base of the penis or is taking a triangle shape.

5- the last stage of pubic hair is it begins to grow up to your belly button, down your legs and between your legs towards the anus.

Everybody has pubic hair some have more or less than others and it is usually a little darker than the colour on your head. If you have red hair yours will be reddish, blonde or brown hair they will most likely be light or dark brown and if you have black hair they will be black.

Pubic hair is there to protect your private parts, as they are very sensitive so it provides padding and protection. Pubic hair is often the first hair that starts to grow in puberty.

YEAR 5 - Everyone can decide if they like where they have grown new hair or not. It is easy to change, you can let it grow, change the length or remove it completely and if you change your mind it always grows back.

How can it be removed? Shaving Way more info on pg 47 - 51

If you want to talk about shaving your face best to talk to a grown up before you decide this as they will be able to show you how to do this the safest way. There are wet and dry razors. Dry ones your skin must be dry and wet ones skin needs to be wet and needs a lather. You may have seen a wet shaver in your bathroom that some females will use. If you wish to shave your legs or any area please speak to a grown up because if you just use a wet razor on your dry skin you can very easily cut yourself, bleed and cause major irritation. A grown up can talk through how to do it safely. This can be any trusted grown up.

Y5

Body Odours

One big thing during puberty is taking care of your own body. You will be in charge of showering and bathing yourself but you may need some help to keep your body feeling clean and fresh. During puberty there will be more sweat and oil coming from your body and probably new smells too. During puberty you start sweating more than ever sometimes it can be because you are exercising or hot, but could also be because you are nervous, emotional or sometimes just because. It is an important way to keep your body cool.

As well as sweating more your body may create some new odours especially around your feet, private parts and underarms. BO (body odour) can smell not so good and is caused by hormones! During puberty rather than just sweating water your body also produces a yellowish substance along with sweat which is oilier and that mixes with bacteria on your skin (everyone has bacteria) which can create a strong odour.

To get rid of body Odour

It is pretty simple.

To wash with SOAP it is important for away the bacteria and sticky oily stuff off your body. You cannot just stand under water or sit in water in the bath you need to use soap to wash your armpits, private parts and feet.

After you are dry then comes deodorant! But only for your underarms NOT your privates.

Deodorant deodorises you (smell nice) and some also contain antiperspirant this helps stop or decrease the sweating. There are so many different types, sprays, roll ons, different smells some more masculine and some more feminine. It is best, if you can explore a range to find out the ones you prefer.

If you need to get rid of BO quickly because you are at school or out then you can wipe your underarm with wet paper towel or wipes and then let them dry and top up with deodorant, if you put more deodorant on top then it won't help so much.

Washing privates.

As we know privates are sensitive so you should never put soap in your urethra. Soap where there is hair but not in there. So soap around the base of the penis shaft, scrotum and underneath towards anus. If you have a vulva soap where there is pubic hair but not inside labia or vagina.

Washing feet

Smelly feet are just part of puberty but there are things you can do to help.

- Wash using soap!
- Wear clean socks every day!
- Switch up shoes sometimes shoes will need to be aired

- Sometimes you can add some talc into shoes to soak up extra moisture or some shoes can be put in washer to get rid of bacteria (must make sure they can be in washer and will need to be dried, fully)

Finding the wash routine that works for you can take some time as well as the products that work for you. Ask for help if you need some and don't forget everyone is different!

Y5

Skin

Another part of puberty is getting oily skin and spots sometimes also called acne. Guess what makes every skin get oily..... Hormones in particular testosterone (remember everyone has a small amount). Its crazy how one hormone can bring on hair, oils and body odour - but it does!!

We know there is a purpose to pubic hair, there is also a purpose for oily skin. Oils protect our skin by keeping it soft. Oils also keep moisture in our bodies and bacteria out. But in puberty, all the new testosterone can make the oils glands get over excited and release more oil than your skin needs. The extra oil can lead to spots. Spots are most common during your big growth spurt and can appear on your face, neck, back and chest. So spots and acne is NOT caused by dirt but by oil that blocks pores which are very tiny openings in your skin which then form a barrier which bacteria love and can grow in them.

Spots do's and don'ts

DO NOT

Pick spots - however tempting that may be, it can make them bigger and you have bacteria on your hands and that can just add to the bacteria

Scrub them - this can make the spots sore or irritate the pores.

Cover them up - some use makeup to cover them up and this can block the pores more and make it worse (some makeup is oil free)

Touch them - try not to touch them or your face as our hands have bacteria on them which will then spread

Stress - when we are stressed it can make our spots worse, never experiencing stress is impossible but finding healthy ways to manage this is important

It isn't easy to follow this all the time and you may even do all of the above at some point it is unrealistic to expect you not too but follow these below too and it will help.

Washing - wash your face with a mild face wash/ spot wash and warm water twice a day. Washing your face too much will actually make your spots worse.

Eating right - eating a balanced diet is good for the skin fruits and veg and avoiding too much greasy fatty foods (not eliminating but getting a balance!) Eating chocolate and chips will not make your spots worse just balance it with healthy foods too

Exercising - regular exercise will help the blood flow to your skin to give it a healthy glow. The increased blood flow helps remove bacteria and germs that make spots worse. Just remember that after exercising to keep your body clean and to wash the sweat off.

Removing products - try to keep hair products off your face and hair line as these can be oily and block pores

Drinking water - drinking plenty of water helps keep skin clear by improving blood circulation and clearing away bacteria and germs.

If these do not help your skin or you feel it is getting worse then talk to your family to see if you can try other face washes or in some case you may need to go and talk to the drs who can help prescribe some

stronger creams or products that will help clear your skin up. But whatever you do it can take a long time to see an improvement eg 6 weeks. So it won't happen over night so you will need to be patient.

Spots can be embarrassing and really frustrating, you will not be alone in this but talk to your friends/ trusted grown ups about how you feel. You will find a routine that works for you that will help you feel fresh and look after your changing body.

Y5

Periods

See all of year 4 info and

It is no secret the reason people have periods is so they can have a baby one day if they want to. But having a period will not make a baby it takes a lot more than that to make a baby. It takes a male body and a female body. That is another topic that we will learn more about another time. Periods start in preteen or teen years because the uterus needs time to mature and become ready.

Hormones send a message to the uterus and ovaries (ensure a picture of where uterus is is on smart)

The ovaries release an egg about each month. The uterus responds by turning the inside layer of the uterus into 'like a thick cosy bed' where a baby could grow. This layer then gathers blood, nutrients and fluffy tissue to make it thick and lush - why? Because when you grow a baby it needs food water and shelter and safety and the uterus provides this for a growing baby. The blood brings oxygen to the baby and the uterus provides a safe habitat for it to grow.

Periods are on a cycle. If there is no baby which is most of the time the uterus gets rid of the thick layer it has created inside to get ready to make a fresh new layer. It is like the uterus saying right no baby time to change the sheets. So the uterus sheds the layer or lining and this passes through the vagina and this is the bloody fluid. This is what a period is. The whole period contains less than a couple of tablespoons of

actual blood but it can feel like more. After shedding the lining the uterus begins to build a new lining/ layer and so the cycle starts all over again. And this happen once a month ish. AS soon as one period begins the brain sends hormones that signal the uterus to begin the cycle again. (can use some of the powerpoints if needed)

Y5

Testosterone zone

We have already learned that's a little testosterone will make EVERY body grow new hair new odours and spots. But what if someone has a lot of testosterone like the amount sent out from the testicles in puberty. For most boys testosterone made during puberty will change their penis the testicles and scrotum and the inside parts involved in making sperm. Testosterone is also the reason for other changes like deeper voices moustaches, beards, broad shoulders and big muscles. Just like the growth of breasts and pubic hair there are five stages to describe how testosterone gradually changes the penis and testicles during puberty.

Stage 1 pre puberty

This is a stage EVERY body is in before hormones of puberty kick in. If you have a penis and testicles they stay about the same size from the time you are a toddler until the time puberty officially begins. But once your brain signals each testicle to start making testosterone you will move right into stage two when things begin to change.

Stage 2 it's official

for most boys it typically begins sometime between the ages of nine and 14 but the average age is about 10 the change is usually start between the legs and so are therefore hidden the testicles begin to grow larger as they start making testosterone and as each testicle grows, the scrotum stretches and eventually looks darker in colour. Around the same time the penis begins to grow longer and during all of this a few pubic hairs

may may show up at the base of the penis later on in stage 2 erections can start happening more often because of the increasing amount of testosterone.

Erections

erect means tall and straight and that's exactly what the penis looks like with an erection an erection happens when the penis becomes firm or hard and sticks up. But puberty isn't the first time erections happen babies and younger children can have them too. It is common when babies need to we or play with their penis. Erections can happen sometimes during childhood but during puberty they happen a lot more because of testosterone. Do you wonder how an erection happens? Inside the penis, the urethra runs through the middle. On each side of the urethra there are two black areas that are filled with spongy stuff and each of those tubes have blood vessels next to it an erection happens when the blood vessels release blood into the spongy area. This blood fills the penis so tight that the penis becomes hard and erect. But do not worry the blood does not come out of the penis. It just fills up the spongy space, then goes back into the blood vessels where it came from. Once it goes back the erection goes away. During puberty erections can happen at totally random times and for no obvious reason. It is sort of like blushing, sometimes you know what will make you blush and sometimes you will have no idea erections can be like that. A lot of people think erections happen only if someone is thinking about someone they like or they fancy but there are lots of things that might trigger one. Another thing that is common is waking up with an erection if you have a surprise erection it might feel embarrassing. But you need to know people probably won't see it and have no idea it's happening and also it will not last long however there are some things you can do to make it less obvious. If you are sitting don't stand. If you are stood up put your hands in your pocket and you can push your hands forward or maybe un tuck your shirt or carry a backpack in front of you. They do not last long and it is totally normal. You'll notice that an erection goes away faster if you take your mind off it or think about something unrelated. It is normal to be bothered by erections and it is also normal to enjoy them sometimes it just depends on the situation you're in when they happen. As you grow older and progress through puberty you won't have as many random erections but in the early and middle stages of puberty it's good to know what to expect and how to manage them. Erections can sometimes be called a boner but as we know there is no bone in the penis.

Stage3 growing

as someone moves into stage three things start to look a lot different there is more growth around the penis and testicles but it's also the time when arms and legs are growing faster and even the voice box is growing. In stage 3 the penis grows longer and the head of the penis may look darker in colour and pubic hair fills in. Along with those changes the testicles continue to grow and the scrotum becomes more wrinkly and darker in colour. You may also notice that one testicle hangs lower than the other. That's a nice way to keep them from bumping together. It is more common for the left testicle to hang lower than the right one. But just like being left or right-handed it's totally normal for either testicle to hang lower. The scrotum also takes on another job as a temperature regulator to keep the testicles happy and healthy. Testicles need to stay at a special temperature to work their best and that temperature is a little cooler than the normal body temperature. That means if you are hot your scrotum will hang lower to allow the testicles to be cooler. If it is cold the scrotum pulls in closer to the body to warm them up.

The also maybe changes in your voice during stage 3. You may have notice how someone's voice may start to crack or deepen in puberty. This process does not hurt and you do not need to be worried when we use the word crack. Ask the body grows testosterone makes the voice box grow bigger and faster too. The voice box is the bony bump in the middle of the neck and some people call it the adams apple and it's also called the larynx. As the larynx grows the vocal cords stretch at first the structure make some thinner and thinner and this causes the voice to make funny sounds people called cracks breaks or squeaks. Some people laugh at others when this happens but it is no reason for teasing. Remember EVERY body has new things happen during puberty so it's important to be kind and treat others the way you want to be treated. These voice cracks only last a few months because testosterone also makes the vocal cords grow thicker and that's how testosterone makes the voice deeper. Think of it like guitar strings thinner ones make a higher sound thicker ones make a lower sound we learned that in year 4 science.

Stage4 making sperm

during stage 4 the penis may continue to grow a little longer but it's also growing wider now the head of the penis also becomes a little larger the testicles may hung even lower and the scrotum may look darker in colour. As all of these changes are happening the body begins to make sperm. Remember everyone goes through puberty so they can develop adult bodies that are able to reproduce and continue the human species. Making a new human is a pretty big deal. It takes a special cell from a male and a special cell from a

female. Sperm is the name of that cell that comes from the male body. Once testicles start making sperm they continue to make a lot of sperm millions of sperm every single day for many many years into old age. That sounds like a lot of work! Sperm are tiny cells that look like tadpoles really really tiny tadpoles. They have a rounded head and they have a longer section for detail and that allows them to swim. They are so small you could not see them without a microscope

wants firmer made in the testicles they spend a little time maturing and learning how to swim. Eventually it because they become too crowded and the mature sperm have to go somewhere to make room for the new sperm when it is time to leave the body sperm travel through tubes from the testicle to the penis. As this firm travels it gathers fluids to make it easier for them to swim brackets you can't swim without water can you close brackets the sperm and the fluids together are called semen. When semen squirts out of the urethra during an erection it's called ejaculation. Ejaculation Can only happen when the penises erect, but an erection doesn't always lead to an ejaculation. In fact there are many more erections than ejaculation.

Ejaculations can happen while you are sleeping and this is called a wet dream or a nocturnal emission. Watch the video about what dreams. If you find yourself having wet dreams it may be good to have a conversation with the grown-ups in your house and learn how to change your own bed or where the clean sheets are so you are able to just change your sheets yourself.

Obviously urine and semen share the same exit from the penis but never at the same time your body is made in in such an amazing way you cannot wee and ejaculate time time just like you can't breathe and swallow at the same time.

Stage 5 the penises fully grown the end of puberty is stage 5 which happens when the body and all its parts are adult sized including the penis and scrotum. How big exactly is an adult size penis? Lots of people wonder whether their penises are normal size. It's important to know that penises come in all different shapes and sizes but they all work the same. Just like how some people worry about the size of their breasts but the size doesn't affect how they work. Despite what some people may say the size of the penises not related to the size of a person's other body parts. You may have heard it is related to the size of your

hand your foot but none of this thinking is true. There is no size or shape that makes one penis better or worse than another just remember we all come in different shapes and sizes and that is a good thing.

Reflect

Give each child a piece of paper and they can write a question on it or write three words eg table table table so all children have written something. Collect in the pieces of paper and answer the questions in an age appropriate manner. If there are questions that are not appropriate then you are able to say you will learn more about that in year 6 etc.... but I have only ever had one in all year groups that I have needed to say that about.

- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- How and when to seek support including which adults to speak to in school if they are worried about their health.
- That mental wellbeing is a normal part of daily life, in the same way as physical health.

Explore

How do we keep healthy? - eat healthy, exercise, wash our bodies, clean teeth, etc..... look after our mental health

Learn

Is there another way we can look after ourselves - sleep!
One of the key things which helps our mental health is sleep.

How much sleep should you have? 10-12 hours
How much do you get?

Why do we need it? What do children think? Go over smart -

What happens if we don't have enough what effects can it have on our mental health our emotions and our body etc...

What do the children say here?

Sleep is as important to our health as eating, drinking and breathing. It allows our bodies to repair themselves and our brains to consolidate our memories and process information.

What do you do in your bedtime routine that helps you get a good nights sleep. Share routines -

Go over these things that are suggested by NHS to help get a good nights sleep.

Doing the same *relaxing things in the same order* and at the same time each night helps promote good sleep:

- A warm (not hot) bath will help you relax and get ready for sleep.
- Keeping lights dim encourages your body to produce the sleep hormone, melatonin.
- Once they're in bed, read quietly or listen to some relaxing music, or read a story with a family member.
- Try relaxing breathing exercises
- Tablets, smartphones, TVs and other electronic gadgets can affect how easily you get to sleep.
- keep bedrooms a screen free zone
- stop using screens an hour before bed
- your room should be dark, quiet and TIDY
- have thick curtains to block out any light

Respond

Make a poster on the importance of sleep and what we can do to ensure we get a good night sleep

Reflect

Complete a meditation or breathing technique as a tool to help them to feel calm and relaxed before they sleep.

Feedback:	

Year 5 Spring Term Rights and responsibilities – What rights do we have? Money and work – How can money be gained and lost?	
• What human rights are and how they protect people • To identify basic human rights, including the rights of children • To understand how money can be lost e.g. stolen, through scams, fraud and gambling • To understand how not having money can impact a person's emotions, health and well-being • To develop an initial understanding of the concepts of 'interest', 'loan', 'debt'	
Lesson Guide	Key Vocabulary
<i>I would teach what are human rights and rights of a child as one lesson so I have not done an explore task for the second part.</i> <i>What are Human Rights?</i> <i>Explore</i> <i>Do you have rights? What are they?</i> LEARN	Rights, government, United Nations, laws, Universal Declaration of Human Rights

Baseline assess: Take the following quiz

<https://www.educationquizzes.com/ks2/citizenship/human-rights/#:~:text=In%20your%20KS2%20Citizenship%20classes,as%20the%20right%20to%20life.>
to assess initial understanding.

Watch the video as a nice introduction: <https://www.youtube.com/watch?v=JpY9sIAgbsw>

Explain that all humans need certain things to live, grow and be human. Human rights are laws set by governments to ensure humans are treated fairly and given certain rights such as the right to life.

Everyone has rights!

Could briefly go into the history of why Human Rights were established, following the second world war. 'After the Second World War, the international community recognised the need for a collective expression of human rights. Adopted by the General Assembly of the United Nations in 1948, the declaration sets out a range of rights and freedoms to which everyone, everywhere in the world, is entitled.'

'To **protect future generations from** a repeat of these horrors, the United Nations adopted the Universal Declaration of Human Rights (UDHR) in 1948 and invited states to sign and ratify it. For the first time, the Universal Declaration set out the fundamental rights and freedoms shared by all human beings.'

RESPOND

Hand out the human rights cards and give the children opportunity to read through them. With a partner they need to decide which of the four rights they think are the most important and why. Debate ideas.

REFLECT (at then end of next session)

2. What are the rights of a child?

LEARN

Explain that, alongside the Human Rights that we learnt about last week, there are also laws to protect specific groups, one of which is children. These were written almost 20 years ago and protect the rights of children around the world.

Cut out the 16 Children's Rights cards on pg29 of the Children's rights resource in the PSHE resources folder on the s drive and give out one per pair.

Complete the 'Quilt making' activity

What is their statement about? Children to draw a picture to show what their statement means. There are examples on the smart. Their drawing needs to fill the whole square on their sheet of paper or cloth (we have always used paper), and colour it in beautifully.

They should write the words on their statement onto the rectangle at the top of their sheet.

When ready, all the children should form a circle. In turn ask pairs to perform their mime. Challenge the rest of the class to guess what right is being portrayed. Then ask the pair performing to read out their statement and show their picture.

(we haven't done this below but I have left it in case you want to)

The teacher should write 'UN Convention on the Rights of the Child' as a big title to glue across the top of the quilt - get the children to help. See Resource Sheet 3 Picture quilt

template for guidance. The children's pictures, their UNCRC statements and the UNCRC heading should be glued or sewn onto a large backing sheet of paper or cloth. Get each pair to share the right they had with the class and then compile the patchwork quilt together. Upload a photo to Seesaw REFLECT Ask children to close their eyes and think about their rights and how lucky they are to live in a country which values their rights and to live at a time where their country is not involved in wars and we can send prayers to those who are not so lucky. How we can be thankful and grateful to those around who help make our lives safe	
3. To develop an initial understanding of the concepts of 'loan', 'debt' and 'interest' Explore Show a picture of children lending things to their friend? Have they ever lent anything to a friend before? Did they always get the item back? Is there anyone they would not feel comfortable lending something too? (stranger/ someone they don't know well) TAKE PHOTOS DURING THIS LESSON TO UPLOAD TO SEESAW LEARN	Interest, loan, debt, borrow, pay back, owe, scam, stolen, fraud, gambling

Show the children words loan and interest? Does anyone know what these mean?

A loan is when a person is given money that they do not have, it is lent to them, and they 'borrow' it. Discuss why a person may need a loan. Share ideas these items are all very expensive so it would be very tricky to save up for these.

Where do they go to get this money/who gives it to them? Reinforce the idea that, like the items, at the beginning, when we borrow something, we always need to give it back - this applies to money too. We are in debt to them. People need to think about how they will get the money to pay back what they own when they get a loan. Lead into interest here too.

Watch this video which explains <https://www.rbfcu.org/learn/its-a-money-thing/borrowing-money>

What could we do if we don't want to get a loan and pay interest but would like something new? Save up each week.

What types of things could we save up for?

Clothes? Toy? Meal out? Trip out?

Would it be better to save up or take a loan out for these items?

RESPOND

Finish by debating whether it is better to get a loan/borrow money to get something sooner or to save up for it even if it takes longer. Could split class in half and get each side to prepare arguments for each and then chair a debate. See what time we have

Reflect

Is there anything in their life they would quite like to buy? How are they going to do this? What suggestions could they take from the lesson to help them get the item they would like?

3 How does not having money impact a person?

Explore

What if there was no money?

Teacher - Take photos throughout the session to be uploaded onto seesaw at the end for evidence.

Recap money

What is a loan? Why might someone need one? What is interest? What might you save for?

LEARN

How does not having money impact a person?

Where do we keep money in order to keep it safe? Bank

Explain that sometimes people lose the money they have due to various different reasons (stolen, fraud, scams, gambling..). Display these key words on the board, have the children heard of any of these/know what any of these mean?

RESPOND

Share the 'how does money affect my feelings' story (in the PSHE resources folder). Give the text one between two by putting the text on seesaw. Discuss how losing money would impact a person's emotions, health and wellbeing. What was the impact/consequences for the people in the stories?

After reading a story - children to thought shower the feelings of the different family members and share their ideas. Thought shower their ideas on seesaw.

What would they say if it was a friend was telling them it was happening to them?

REFLECT

What do you have in your life that you are grateful for? House, food, clean water, a bed etc....	
Feedback:	

Year 5 Summer Term Respectful relationships – what behaviours and qualities affect a relationship? Valuing difference – What is Bullying?	
- To identify and respect differences and similarities in people. - Consider the need for love and trust in a range of relationships. - Understand how different behaviours/qualities impact on friendships/relationships	
Lesson Guide	Key Vocabulary
- To identify and respect differences and similarities in people. - Consider the need for love and trust in a range of relationships. EXPLORE What is love? Who or what do you love? In groups/pairs make a list of all the things they love on A3 paper e.g. friends, pets, football etc. LEARN Show dictionary definition.	Respect, love, relationship, assertively

Do they really love everything that they have mentioned? What other words could mean love? - adore, like, respect

What other words could they use to mean love/ like etc...

Share ideas and then share quote from the bible and other quotes trying to define love.

RESPOND

Discuss - How do we show love? E.g. giving cuddles, holding hands, doing something good for someone, caring about their feelings etc. Why do we need love and trust in a relationship? (we will talk more about this in year 6)

Just go over safety here and feelings and what they should do if they feel unsafe in a situation even if it is with someone they love.

On the list they previously wrote did you all write the same things? Do you all love the same thing? Why not? Hopefully they will talk about the fact they are not all the same person. What is the same/ different about your partner and you.

LEARN

What if we were all the same? Would you like to live in a place where everyone was all the same? - why/why not?

Watch <https://www.youtube.com/watch?v=DDTFEdfCMt8>

What's the big idea - difference only 5 mins long (OPTIONAL WATCH)

RESPOND

find someone who activity each child has a different set of questions

SEND ones and there are differentiated ones..

Was it hard or easy to find someone who was different to you?

There are so many differences between us that sometimes we forget that, even as best friends there will still be lots of differences even if there is a lot that is the same too.

Watch video of some teenagers from America talking about difference and what they would like their parents to do for them to help value the difference.

<https://www.youtube.com/watch?v=fcVOlipNPVI>

Now we will look at different scenarios and discuss what we think..

What if someone was being mean about your views or opinions or because your family was different or had different eye colour et....

How would we feel?

On their sheet they will have a few scenarios they can talk about and then talk about how it would make them feel and what advice they could give as they are being picked upon for their differences

Talk about respect?

What does that look like?

Scenarios - 2 mums / 2 dads / I am a boy and I like to wear makeup and nail varnish/ I am a girl and I want to play football but the boys won't let me join in and tease me and the girls say I shouldn't play football.

REFLECT

Wellbeing walk around field focus upon differences favourite subject in school, favourite food, music, tv etc.....

There is only one of them - the world would be boring if we are all the same.

Christian Value: *compassion*

- Understand how different behaviours/qualities impact on friendships/relationships.

Explore

Tell me what makes a good friend.

Learn and respond throughout

As we know puberty changes more than just the way we look. It also changes your brain, which controls how you think and feel. This can also change some of your interests. The way you feel can change the way you react. Finally, all of these together can change some of your friendships and the way you act around people. This means puberty is not just about bodies changing but also about feelings and friendships changing too.

We know that a lot of grown ups think young peoples moods and attitudes are all caused by hormones, but actually your mood comes from your brain. As puberty begins, your changing brain and your new hormones make you feel emotions bigger and faster than every before. Bigger feelings and emotions happen to everyone. When everyone is dealing with these, it can definitely affect friendships. You may feel happy and giggly one minute, then something suddenly makes you sad or tearful. It's OK. Big feelings can be confusing and hard to manage, but they are normal. It takes practise to learn how to handle them in ways that are healthy. It is important to learn how to manage these big emotions in a healthy way also we want you to learn to be true to yourself and respectful to everyone. New moods and attitudes can be easy and fun but also sometimes they are a challenge.

Where do emotions come from anyway? They don't just show up without any reason. Your brain notices everything that happens to you, and it sends out emotions to help you pay attention. Everyone experiences a lot of different emotions over time even within one day stop one good things are happening, you may notice emotions that are easy to feel like happiness, excitement, or love. But when you experience things that are scary or hurtful, you will notice emotions that are more difficult for you like fear, loneliness, or disappointment. Notice we said easy and difficult not good and bad. That's because there are no bad or wrong emotions. All emotions are important even the difficult ones. It's just harder to manage our difficult emotions.

Think about your day so far. From the moment you got up. Can you have a go at listing all the things you have felt before for you came to school, getting up/ dressed/ breakfast/ washed/ coming to school seeing frineds/ lessons/ playtime/ lunchtime etc...

How many emotions have you felt already.... Can you share.

When you struggle - we have talked a lot in wellbeing Wednesday about struggles and things we can do to help us in situations that are difficult. - share as a table, can their brain storm ideas and feedback to class.

Now we will go over a few strategies that may not be on your list

name it to tame it. Sometimes when we let out difficult emotions people around us say something like calm down, don't cry, or don't be sad. I know I am guilty of this and although we are trying to help it's not always great advice. You cannot stop your emotions, and hiding them inside makes you feel worse. Letting them out in a healthy way is a lot better for you. How do you even go about doing that? This is not always easy however the first step is to think about how you are feeling and name your emotion. Are you sad frustrated? Disappointed? Jealous? Worried?

On page 12 of urology book there is a list of emotions take a picture and print it out

a big emotion can feel like a wild animal roaring in your body. Once you name it, you'll have an easier time taming it, which means you'll move it out of your brain and body will stop the way you handle or manage emotions is called your coping skills. There are lots of healthy ways to manage your emotions and you have already listed lots on your piece of paper.

Many of our difficult emotions can make us feel angry. And what helps you cool off when you're really angry sometimes you become so angry you want to break something or hurt someone but you probably know that those are never the right choices. Instead think of things that you can do when you are angry so nobody is hurt and nothing gets broken will stop. Are there any ideas on your paper that could specifically help when you are feeling angry? Everyone handles difficult emotions differently so finding the best way that suits you is what is important and practising them is going to help.

some other ideas could be

- yell or scream into a pillow.
- play a musical instrument loudly
- listen to music
- breathe
- walk away or talk it out
- walk, run, go outside, play basketball, punch a pillow
- draw, be creative, squeeze play Doh
- writing in a diary

it is never good to destroy property or get physical towards another person. And the sooner you find ways that help you cope with anger and difficult emotions, the better you'll feel. It is never wrong to feel angry. When you can express anger in a way that is healthy and maybe even helpful, other people respect that and treat you

like a mature person you are becoming. Figuring out what works best for you takes time and practise, but it is important and worth it

if you are finding that you feel sad angry nervous or frustrated a lot of the time it is important to find someone to talk to. An adult who was a good listener, family member teacher or someone you trust, is often the most helpful will stop but a good friend can also help to. Difficult emotions are part of life. If you never felt angry or sad, you wouldn't be human but it is important to realise that these should not be the most common or only emotions that you feel.

Let's also talk about the easy emotions these can be fun to express. People love seeing other people happy. Have you ever notice that when you're happy, smiling, or laughing, your friends want to join you? Sometimes happiness is contagious meaning your happiness and joy spreads to others have you ever notice a time you were in a great mood, but others around you seemed annoyed or frustrated with you? Your happiness might be because you did something awesome and you're feeling proud and when you feel proud it is OK to let your happiness shine, but it is also important to let it shine without bragging or rubbing it in. A high five and a big smile are great come up acting too proud can be annoying and rude. If you need to brag or celebrate big, save it for when you're in a place just place when you won't frustrate others who may not be as happy as it or as excited as you are. Being sensitive to the way other people are feeling is one more part of learning how to deal with your own emotions and express them in a healthy and respectful ways around others that is part of being a good sport under good friend

let's look at some scenarios put on A3 if can so they have room around the outside. Or CAN add this onto seesaw if wish

ALL CHILDREN AS A CLASS (ALL SCNARIOS ARE IN FOLDER)

read the scenario of Maria (page 9) - emotions

list the emotions that they can see throughout the scenario around the edge

can they spot positive ways in which people handle their emotion

can they spot negative ways in which people handle their emotions

what advice would they give

how could they make this situation better

THEN hand out a mixture of the other scenarios as they don't deal specifically with friendship but do with issues around puberty.

read the scenario of Jack page 53 - body odour

list the emotions

what advice would they give

how could they be a good friend

read the scenario of Maria page 79 - first period

list the emotions

positive/negative ways of handling emotions

what advice would they give

how is this situation handled well

read scenario of Leshaun page 97- erections

list emotions

positive/ negative ways of handling them

what advice would they give

how was this situation handled well

children to read the scenarios work together to answer the questions and feedback. If these situations do not directly happen to you may have a friend who will experience something similar. So being respectful and learning how to manage your own emotions is one way to help as you go through these big changes.

Reflect

What would be the 5 keys words to help you/ sum up this lesson and how you can be a good friend during puberty with all these changes.

Children to write ideas down and share.

Christian Value: *thankfulness, compassion, respect, friendship,*

Feedback:

Year 6 Autumn Term Healthy lifestyles – How do drugs, alcohol and smoking affect a person’s health? Growing and changing – How is a baby conceived?	
• Medicines and drugs common to everyday life • Drug use, the law and the media • Smoking and alcohol • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • Revise and develop their understanding of puberty. • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	
Lesson Guide	Key Vocabulary
What is the difference between medicines and drugs? Taught in science see science document	Drugs, medicine, tobacco, smoking, cigarette, nicotine, paracetamol, ibuprofen, Calpol, pain killers, alcohol
2. How does smoking and alcohol affect our health? Taught in science but will need to add some extra bits into science regarding specific impact of alcohol and smoking Taught in science see science document	

THIS SESSION IS A CONSOLODATION AND RECAP OF YEAR 5

- Understand how girls and boys bodies change in puberty
- Menstruation -have a basic knowledge about periods.
- How to deal with physical changes e.g. Wet dreams, shaving, body hair etc.
- Understand the emotional changes that happen during puberty.

Class rules - RSE/ this science lesson is very different to a maths lesson - it can be very emotive and people have very different opinions - no opinion is wrong and all opinions should be respected.

No teasing, put-downs, or harassment. Such behaviour, inside or outside the class, will be dealt with very strictly.

No personal questions. You can say, "That's a personal question and I'm not going to answer it."

No such thing as a stupid question. Don't be afraid to ask anything, perhaps anonymously or write it on a post it.

Respect diverse opinions. You need to listen to and not put down views with which they strongly disagree.

No cold-calling. You can be completely silent throughout the course if they wish.

- If you have any questions leave a selection of post it notes on tables for them to write questions down to put in a box/ tray somewhere - everyone can write down either a question or they can write their name 3 times on a piece of paper to put in the box so we don't know who is asking a questions.

Explore

- Tell me all you know about the changes during puberty?

Learn and Respond

When children understand what their peers experience, they grow up more empathetic and supportive.

conceived, sexual intercourse, IVF, Surrogacy, abortion, contraception, condom, the pill

Every BODY goes through puberty. It is normal to be a little nervous about it but its also normal to be excited. Every BODY will grow up.

Puberty is a funny word and it actually means 'adulthood' and 'to grow haryi' in Latin.

For most people it can take about 5 years to go through.

Most girls start between age of 8 and 13

Most boys will start between 9 and 14

Many of the changes are the same for EVERY body (like growing taller and getting sweaty but some are different depending on your body parts. (but I think we knew this) Sometimes it may feel like YOU are the only one dealing with body changes but EVERY body goes through puberty.

Why do we go through puberty?

Our bodies go through these changes to help make a baby if you choose to but it also just part of becoming an adult, to do things adults do and grow into the best version of yourself.

It can feel very embarrassing talking about this but being curious about your body and bodies different to yours and to know what will happen is totally normal and knowledge is power!

Where does Puberty Start?

It starts in the brain! You cant see or feel it when it begins as our brain sends out things called HORMONES. These can be blamed for things like silly behaviour or grumpy moods but they are also really useful. Hormones acts as messengers that tell your body parts important things like to grow/ sleep. They also control your energy, tell you when you aer hungry and even how much wee to make.

Hormones are also responsible for telling your body to grow faster, hair to grow in new places, your breasts to grow or testicles to grow. (ask if they know any other words for these, be open and honest but just bring them back to the 'science' words) and also cause the smells that will creep out of your arm pits.

When will these changes happen?

Unfortunately we cannot answer this as scientists don't even know what the cause of this is so there is no answer that works for EVERY body. Just like we are all unique puberty is unique for us all too. So you will have differences to your friends and being different is NORMAL!!

More info on breasts

Estrogen is the hormone responsible for growing breasts. So the growth hormone tells the body to grow and starts with your hands and feet. If you are like most girls or some nonbinary or transgender children, you have ovaries. It is ovaries that start making estrogen the first thing estrogen does is start by telling the breasts it is time to start growing. Estrogen does other things but usually the first visible sign is this. Each breast starts with a small bud (hard knot, often the size of a blueberry) under the areola. Normally this can happen anytime from 8 - 12 but the average age is 10. NORMAL It may be one breast bud begins to form first but the other breast will catch up within 3- 6 months but it is totally NORMAL for breasts to be slightly different sizes. It is also common for the nipple and areola to feel tender and sore and hurt if they are bumped or touched (be careful with your school bags)

Estrogen is made by ovaries but sometimes testosterone made by testicles can be turned into estrogen (its complicated) but sometimes body that don't have ovaries can get small amounts of estrogen in their bodies and this means nipples can feel tender and sore. It is very common and totally normal and will go as you move through puberty.

Why do humans grow breasts? Breasts grow to decide to prepare the body for making breast milk. Someone may not use their breasts to feed a baby or formula depends on a lot of things. But anyone with ovaries will grow breasts.

Stages of breast growth

1 - no breast growth

2 - a bud begins to appear, it may feel hard and tender but all normal and one side may bud before the other.

3- breast bud and areola may look bigger/ darker there may feel a small fatty mound of breast tissue that forms and pushes the nipple from the body. It can be point or like a small mound

4 - this can be hard to notice but the nipple and areola stick further off the chest (some many don't notice this stage)

5 - final stage when breast are fully developed - breasts come in many shapes and sizes and many breast don't fully finish growing until the age of 17/18 so this stage can last for several years.

THIS IS FOR YEAR 5 vaginal opening is where some babies come out but do not worry our bodsies are very clever and if you are having a baby you go into something called labor when the baby is about to be born and your vagina stretches large enough for a babies head to come out or a baby can come out via a c section which is an operation where the baby comes out through your tummy

Picture on pg31

YEAR 5

During puberty the testicles will grow and one will hang lower than another(usually the left one and this is so when you run they donot bang together as they are also a sensitive part of the body)

Testosterone is made in the testicles and sent out to the body from there. Testicles are also where sperm is made. A couple of years into puberty the testicles can make millions of sperm every day. Sperm is extremely tiny. Sperm comes out the body via the hole in the end of the penis. Before the sperm comes out the body it gets mixed with fluid called semen. Both sperm and urine come out of the same hole in the penis but they cannot come out at the same time and are realease from different parts of your body. Urine is made by the kidneys and sperm is made by the testicles. Diagram pg 39

Sperm needs to be kept at a temperature 1 degree lower than the rest of the body. So when you are hot your scrotum and testicles will hang lower and when you are cold they will be closer to your body. Your body is very clever.

Y5

Pubic hair (are around your private parts will not just grow overnight and it happens in stages

1 - not much just some peach fuzz around the base of the penis or on the bit above your vulva

2- darker and longer hairs begin to grow at the base of your penis or on the labia/ pubic area you may be able to start counting them

3 - this stage there is more hair and it becomes curlier and is spreading

4 - there are many more hairs and it starts filling out at the base of the penis or is taking a triangle shape.

5- the last stage of pubic hair is it begins to grow up to your belly button, down your legs and between your legs towards the anus.

Everybody has pubic hair some have more or less than others and it is usually a little darker than the colour on your head. If you have red hair yours will be reddish, blonde or brown hair they will most likely be light or dark brown and if you have black hair they will be black.

Pubic hair is there to protect your private parts, as they are very sensitive so it provides padding and protection. Pubic hair is often the first hair that starts to grow in puberty.

YEAR 5 - Everyone can decide if they like where they have grown new hair or not. It is easy to change, you can let it grow, change the length or remove it completely and if you change your mind it always grows back.

How can it be removed? Shaving Way more info on pg 47 - 51

If you want to talk about shaving your face best to talk to a grown up before you decide this as they will be able to show you how to do this the safest way. There are wet and dry razors. Dry ones your skin must be dry and wet ones skin needs to be wet and needs a lather. You may have seen a wet shaver in your bathroom that some females will use. If you wish to shave your legs or any area please speak to a grown up because if you just use a wet razor on your dry skin you can very easily cut yourself, bleed and cause major irritation. A grown up can talk through how to do it safely. This can be any trusted grown up.

Y5

Body Odours

One big thing during puberty is taking care of your own body. You will be in charge of showering and bathing yourself but you may need some help to keep your body feeling clean and fresh. During puberty there will be more sweat and oil coming from your body and probably new smells too. During puberty you start sweating more than ever sometimes it can be because you are exercising or hot, but could also be because you are nervous, emotional or sometimes just because. It is an important way to keep your body cool.

As well as sweating more your body make create some new odours especially around your feet, private parts and underarms. BO (body odour) can smell not so good and is caused by hormones! During puberty rather than just sweating water your body also produces a yellowish substance along with sweat which is oilier and that mixes with bacteria on your skin (everyone has bacteria) which can create a strong odour.

To get rid of body Odour

It is pretty simple.

To wash with SOAP it is important for away the bacteria and sticky oily stuff off your body. You cannot just stand under water or sit in water in the bath you need to use soap to wash your armpits, private parts and feet.

After you are dry then comes deodorant! But only for your underarms NOT your privates.

Deodorant deodorises you (smell nice) and some also contain antiperspirant this helps stop or decrease the sweating. There are so many different types, sprays, roll ons, different smells some more masculine and some more feminine. It is best, if you can explore a range to find out the ones you prefer.

If you need to get rid of BO quickly because you are at school or out then you can wipe your underarm with wet paper towel or wipes and then let them dry and top up with deodorant, if you put more deodorant on top then it wont help so much.

Washing privates.

As we know privates are sensitive so you should never put soap in your urethra. Soap where there is hair but not in there. So soap around the base of the penis shaft, scrotum and underneath towards anus. If you have a vulva soap where there is pubic hair but not inside labia or vagina.

Washing feet

Smelly feet are just part of puberty but there are things you can do to help.

- Wash using soap!
- Wear clean socks every day!
- Switch up shoes sometimes shoes will need to be aired
- Sometimes you can add some talc into shoes to soak up extra moisture or some shoes can be put in washer to get rid of bacteria (must make sure they can be in washer and will need to be dried, fully)

Finding the wash routine that sworks for you can take some time as well as the products that work fro you. Ask for help if you need some and don't forget everyone is different!

Y5

Skin

Another part of puberty is getting oily skin and spots sometimes also called acne. Guess what makes every skin get oily..... Hormones in particular testosterone (remember everyone has a small amount). Its crazy how one hormone can bring on hair, oils and body odour - but it does!!

We know there is a purpose to pubic hair, there is also a purpose for oily skin. Oils protect our skin by keeping it soft. Oils also keep moisture in our bodies and bacteria out. But in puberty, all the new testosterone can make the oils glands get over excited and release more oil than your skin needs. The extra oil can lead to spots. Spots are most common during your big growth spurt and can appear on your face, neck, back and chest. So spots and acne is NOT caused by dirt but by oil that blocks pours which are very tiny openings in your skin which then form a barrier which bacteria love and can grow in them.

Spots do's and don'ts

DO NOT

Pick spots - however tempting that may be, it can make them bigger and you have bacteria on your hands and that can just add to the bacteria

Scrub them - this can make the spots sore or irritate the pours.

Cover them up - some use makeup to cover them up and this can block the pour more and make it worse (some makeup is oil free

Touch them - try not to touch them or your face as our hands have bacteria on them which will then spread

Stress - when we are stressed it can make our spots worse, never experiencing stress is impossible but finding healthy ways to manage this is important

It isn't easy to follow this all the time and you may even do all of the above at some point it is unrealistic to expect you not too but follow these below too and it will help.

Washing - wash your face with a mild face wash/ spot wash and warm water twice a day. Washing your face too much will actually make your spots worse.

Eating right - eating a balanced diet is good for the skin fruits and veg and avoiding too much greasy fatty foods (not eliminating but getting a balance!) Eating chocolate and chips will not make your spots worse just balance it with healthy foods too

Exercising - regular exercise will help the blood flow to your skin to give it a healthy glow. The increased blood flow helps remove bacteria and germs that make spots worse. Just remember that after exercising to keep your body clean and to wash the sweat off.

Removing products - try to keep hair products off your face and hair line as these can be oily and block pores

Drinking water - drinking plenty of water helps keep skin clear by improving blood circulation and clearing away bacteria and germs.

If these do not help your skin or you feel it is getting worse then talk to your family to see if you can try other face washes or in some case you may need to go and talk to the drs who can help prescribe some stronger creams or products that will help clear your skin up. But whatever you do it can take a long time to see an improvement eg 6 weeks. So it won't happen over night so you will need to be patient.

Spots can be embarrassing and really frustrating, you will not be alone in this but talk to your friends/ trusted grown ups about how you feel. You will find a routine that works for you that will help you feel fresh and look after your changing body.

Y5

Periods

See all of year 4 info and

It is no secret the reason people have periods is so they can have a baby one day if they want to. But having a period will not make a baby it takes a lot more than that to make a baby. It takes a male body and a female body. That is another topic that we will learn more about another time. Periods start in preteen or teen years because the uterus needs time to mature and become ready.

Hormones send a message to the uterus and ovaries (ensure a picture of where uterus is is on smart)

The ovaries release an egg about each month. The uterus responds by turning the inside layer of the uterus into 'like a thick cosy bed' where a baby could grow. This layer then gathers blood, nutrients and fluffy tissue to make it thick and lush - why? Because when you grow a baby it needs food water and shelter and safety and the uterus provides this for a growing baby. The blood brings oxygen to the baby and the uterus provides a safe habitat for it to grow.

Periods are on a cycle. If there is no baby which is most of the time the uterus gets rid of the thick layer it has created inside to get ready to make a fresh new layer. It is like the uterus saying right no baby time to change the sheets. So the uterus sheds the layer or lining and this passes through the vagina and this is the bloody fluid. This is what a period is. The whole period contains less than a couple of tablespoons of actual blood but it can feel like more. After shedding the lining the uterus begins to build a new lining/ layer and so the cycle starts all over again. And this happens once a month ish. As soon as one period begins the brain sends hormones that signal the uterus to begin the cycle again. (can use some of the powerpoints if needed)

Y5

Testosterone zone

We have already learned that's a little testosterone will make EVERY body grow new hair new odours and spots. But what if someone has a lot of testosterone like the amount sent out from the testicles in puberty. For most boys testosterone made during puberty will change their penis the testicles and scrotum and the inside parts involved in making sperm. Testosterone is also the reason for other changes like deeper voices moustaches, beards, broad shoulders and big muscles. Just like the growth of breasts and pubic hair there are five stages to describe how testosterone gradually changes the penis and testicles during puberty.

Stage 1 pre puberty

This is a stage EVERY body is in before hormones of puberty kick in. If you have a penis and testicles they stay about the same size from the time you are a toddler until the time puberty officially begins. But once your brain signals each testicle to start making testosterone you will move right into stage two when things begin to change.

Stage 2 it's official

for most boys it typically begins sometime between the ages of nine and 14 but the average age is about 10 the change is usually start between the legs and so are therefore hidden the testicles begin to grow larger as they start making testosterone and as each testicle grows, the scrotum stretches and eventually looks darker in colour. Around the same time the penis begins to grow longer and during all of this a few pubic hairs may may show up at the base of the penis later on in stage 2 erections can start happening more often because of the increasing amount of testosterone.

Erections

erect means tall and straight and that's exactly what the penis looks like with an erection an erection happens when the penis becomes firm or hard and sticks up. But puberty isn't the first time erections happen babies and younger children can have them too. It is common when babies need to we or play

with their penis. Erections can happen sometimes during childhood but during puberty they happen a lot more because of testosterone. Do you wonder how an erection happens? Inside the penis, the urethra runs through the middle. On each side of the urethra there are two black areas that are filled with spongy stuff and each of those tubes have blood vessels next to it an erection happens when the blood vessels release blood into the spongy area. This blood fills the penis so tight that the penis becomes hard and erect. But do not worry the blood does not come out of the penis. It just fills up the spongy space, then goes back into the blood vessels where it came from. Once it goes back the erection goes away. During puberty erections can happen at totally random times and for no obvious reason. It is sort of like blushing, sometimes you know what will make you blush and sometimes you will have no idea erections can be like that. A lot of people think erections happen only if someone is thinking about someone they like or they fancy but there are lots of things that might trigger one. Another thing that is common is waking up with an erection if you have a surprise erection it might feel embarrassing. But you need to know people probably won't see it and have no idea it's happening and also it will not last long however there are some things you can do to make it less obvious. If you are sitting don't stand. If you are stood up put your hands in your pocket and you can push your hands forward or maybe untuck your shirt or carry a backpack in front of you. They do not last long and it is totally normal. You'll notice that an erection goes away faster if you take your mind off it or think about something unrelated. It is normal to be bothered by erections and it is also normal to enjoy them sometimes it just depends on the situation you're in when they happen. As you grow older and progress through puberty you won't have as many random erections but in the early and middle stages of puberty it's good to know what to expect and how to manage them. Erections can sometimes be called a boner but as we know there is no bone in the penis

Stage3 growing

as someone moves into stage three things start to look a lot different there is more growth around the penis and testicles but it's also the time when arms and legs are growing faster and even the voice box is growing. In stage 3 the penis grows longer and the head of the penis may look darker in colour and pubic hair fills in. Along with those changes the testicles continue to grow and the scrotum becomes more wrinkly and darker in colour. You may also notice that one testicle hangs lower than the other. That's a nice way to keep them from bumping together. It is more common for the left testicle to hang lower than the right one. But just like being left or right-handed it's totally normal for either testicle to hang lower. The scrotum also takes on another job as a temperature regulator to keep the testicles happy and healthy.

Testicles need to stay at a special temperature to work their best and that temperature is a little cooler than the normal body temperature. That means if you are hot your scrotum will hang lower to allow the testicles to be cooler. If it is cold the scrotum pulls in closer to the body to warm them up.

There also maybe changes in your voice during stage 3. You may have notice how someone's voice may start to crack or deepen in puberty. This process does not hurt and you do not need to be worried when we use the word crack. As the body grows testosterone makes the voice box grow bigger and faster too. The voice box is the bony bump in the middle of the neck and some people call it the adams apple and it's also called the larynx. As the larynx grows the vocal cords stretch at first the structure make some thinner and thinner and this causes the voice to make funny sounds people called cracks breaks or squeaks. Some people laugh at others when this happens but it is no reason for teasing. Remember EVERY body has new things happen during puberty so it's important to be kind and treat others the way you want to be treated. These voice cracks only last a few months because testosterone also makes the vocal cords grow thicker and that's how testosterone makes the voice deeper. Think of it like guitar strings thinner ones make a higher sound thicker ones make a lower sound we learned that in year 4 science.

Stage 4 making sperm

during stage 4 the penis may continue to grow a little longer but it's also growing wider now the head of the penis also becomes a little larger the testicles may hang even lower and the scrotum may look darker in colour. As all of these changes are happening the body begins to make sperm. Remember everyone goes through puberty so they can develop adult bodies that are able to reproduce and continue the human species. Making a new human is a pretty big deal. It takes a special cell from a male and a special cell from a female. Sperm is the name of that cell that comes from the male body. Once testicles start making sperm they continue to make a lot of sperm millions of sperm every single day for many many years into old age. That sounds like a lot of work! Sperm are tiny cells that look like tadpoles really really tiny tadpoles. They have a rounded head and they have a longer section for detail and that allows them to swim. They are so small you could not see them without a microscope

wants firmer made in the testicles they spend a little time maturing and learning how to swim. Eventually it because they become too crowded and the mature sperm have to go somewhere to make room for the new sperm when it is time to leave the body sperm travel through tubes from the testicle to the penis. As this firm travels it gathers fluids to make it easier for them to swim brackets you can't swim without water can you close brackets the sperm and the fluids together are called semen. When semen squirts out of the urethra during an erection it's called ejaculation. Ejaculation Can only happen when the penises erect, but an erection doesn't always lead to an ejaculation. In fact there are many more erections than ejaculation.

Ejaculations can happen while you are sleeping and this is called a wet dream or a nocturnal emission. Watch the video about what dreams. If you find yourself having wet dreams it may be good to have a conversation with the grown-ups in your house and learn how to change your own bed or where the clean sheets are so you are able to just change your sheets yourself.

Obviously urine and semen share the same exit from the penis but never at the same time your body is made in in such an amazing way you cannot wee and ejaculate time time just like you can't breathe and swallow at the same time.

Stage 5 the penises fully grown the end of puberty is stage 5 which happens when the body and all its parts are adult sized including the penis and scrotum. How big exactly is an adult size penis? Lots of people wonder whether their penises are normal size. It's important to know that penises come in all different shapes and sizes but they all work the same. Just like how some people worry about the size of their breasts but the size doesn't affect how they work. Despite what some people may say the size of the penises not related to the size of a person's other body parts. You may have heard it is related to the size of your hand your foot but none of this thinking is true. There is no size or shape that makes one penis better or worse than another just remember we all come in different shapes and sizes and that is a good thing.

Reflect

Give each child a piece of paper and they can write a question on it or write three words eg table table table so all children have written something. Collect in the pieces of paper and answer the questions in an age appropriate

manner. If there are questions that are not appropriate then you are able to say you will learn more about that in year 6 etc.... but I have only ever had one in all year groups that I have needed to say that about.	
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body What do we mean by physical health? What things should we all be doing in our lives to stay physically healthy? Make sure we focus upon exercise and healthy diet but also mention things like getting fresh air, being in nature, meeting friend. (some scientists have found being socially connected (not lonely) is strongly associated with longer life spans. What physical sensations may you notice If you were starting to get sick/ poorly? What visible changes in your body may you notice? (eg feelings in tummy/ headaches/ colds/ spots like chick pox etc...) What could you do if you were noticing some signs of being poorly? Who may you speak to if you thought you were becoming poorly? Task - spotting signs of illness quiz... (we don't have to do it in a quiz way but it would be good to brainstorm or something) We will focus upon spotting signs of some common physical illness. Show a list of illness cold, diabetes, hay fever, chicken pox, tonsillitis, norovirus (sickness and diarrhoea bug) What are the signs of these illness how many do they know? Hay fever - sneezing, blocked nose, runny nose, itchy eyes, itchy throat, itchy eyes, headache, earache, tired. Diabetes - going to the toilet often, very hungry, more thirsty, blurred vision, tired, weight loss Cold - sneezing, high temp, blocked nose. Coughing, headache, sore throat, muscle aches, loss of taste/smell Chick pox - high temp, itchy spots, headache, muscle aches, sickness, loss of appetite Tonsillitis - hurts to swallow, high temp, sore throat, coughing, nausea, tired, earache, tired Norovirus - stomach pain, nauseous, vomiting, high temp, diarrhoea, tired, muscle aches After going over these - who would we turn to if we were worried about us having any one of these illnesses? Cold/ chick pox/ hay fever - chemist/ pharmacy diabetes/ tonsillitis - dr Where would you go if your illness was severe and you were passing out/ or severely unwell - A&E/ 999 Also !!! for illness when you are not sure if you should go to A&E and they will advise you.	

Feedback:	

Year 6 Spring Term Money and work – What job might I have in the future?	
- To identify job interests and aspirations for the future - To explore the variety of routes into work e.g. college, apprenticeships, university - The importance of diversity and inclusion to promote people’s career opportunities - Understand that the pressure to conform to gender stereotypes comes from the media and their peers.	
Lesson Guide	Key Vocabulary
<i>What job is right for me?</i> <u>Explore</u> <i>Ask question</i> <i>What if no one ever worked?</i> <i>Can the children think of a positive, negative and interesting thought about this.</i> <u>Learn and Respond</u> <i>Give each child a piece of paper and ask them to jot down their ideas answering the questions below.</i> <i>What lessons are your favourite?</i> <i>What things do you like to do?</i>	

What are you good at? What job would you like to do in the future? If the children have no ideas, do any of the ideas they have written down give them an avenue they could go down? Discuss with their peers future job interests. What about aspirations for the future? What accomplishments would you like to achieve e.g. run the London Marathon. Children to discuss and share ideas. <u>Reflect</u> Children to close eyes or take a moment to be still/ quiet while you read out Don't limit yourself. Many people limit themselves to that they think they can do. You can go as far as your mind lets you. What you believe, remember, you can achieve.	
Feedback:	

Year 6 Summer Term Families and people who care for me – Why do some people get married? Valuing difference – What is discrimination? What is meant by LGBT?
• Discrimination • To research, discuss and debate topical issues and events that are of concern to them • <i>Understand how to keep safe using the internet and other technology.</i> • <i>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</i>

- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.(t5w2?)
- Recognise the difference between healthy and unhealthy friendships and relationships and understand their right to physical boundaries.
- Understand the influence of the media when forming views on sex and relationships
- Understand that the pressure to conform to gender stereotypes comes from the media and their peers.
- To understand what LGBT means and the meaning behind the vocabulary used to describe a persons sexuality and feelings
- What marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- Consider why some people get married or have marriage or stable relationships and how this is important for family life.
- Understand how a baby is conceived.
- Understand how babies are born.
- Consider when an adult might be ready for parenthood.

Lesson Guide	Key Vocabulary
• Recognise the difference between healthy and unhealthy friendships and relationships and understand their right to physical boundaries. • Understand the influence of the media when forming views on relationships EXPLORE What if we didn't have friends? Can the children think of a positive/ negative/ interesting thought about this? LEARN and RESPOND	Agender, Ally, Bi-sexual, Cisgender, Crossdresser Feminine, Gay, Genderfluid, Lesbian, Masculine Non binary, Pan-sexual, Queer, Questioning Straight, Trans (gender), Marriage,

Give children an outline of a human. On the inside they have to write all the good qualities they would expect to see in a friend. And on the outside all the qualities that do not make a good friend. Share and feedback ideas. Can they highlight the 3 top qualities they like in a friend?

Pose the thought 'relationships between the same and opposite sex do not 'just happen' they have to be worked at. To help a relationship develop there must be elements of caring, sharing, listening and trusting' Discuss thoughts/ do you agree/ disagree? How important are these elements to you?

Why do we choose to be friends with some people and not others? Is that ok?

Is it easy to be friends with people of the opposite sex? Why/ why not?
Discuss **friendship** with opposite sex and how some feel that can be tricky at times and why this is? Should the gender of a friend matter, as there are so many different types of people/ link with expression and identity)

Sometimes when you do want to be in a relationship it can be tricky to know where to start... Give a scenario one on one (is about people of the opposite sex wanting to get to know each other)
What advice would you give? What would need to happen in order for them to make a relationship work be it as friends or as more than friends.

There is a selection of 'What if cards' children to read and give advice - this can be done and added onto SEESAW

REFLECT

Can you come up with 5 words that are an important quality that you are going to try and show your friends over the next few days/ week.

consent, divorce, separation, cohabit, spouse

Talk about compassionate/ respectful and thankful for our friends.

Christian Value: thankfulness, compassion, respect, friendship, truthfulness,

- Understand how to keep safe using the internet and other technology.

NB emphasis on internet safety and keeping children safe on-line in Ofsted Guidance..

- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.

I KNOW THIS MAY BE DONE AT ANOTHER TIME OF THE YEAR, WHENEVER DAN COMES IN

Dan Hawbrook - outside speaker

Children to explore how the internet can be used and different platforms go over privacy settings and what they can do to keep themselves safe - what is appropriate and inappropriate to talk about with people you don't know online. Who to go to when they don't feel safe - would this be different people? Respect your own right to be safe

Christian Value: respect

•

- To understand what LGBT means and the meaning behind the vocabulary used to describe a person's sexuality and feelings

Explore

Go over rules rse

Show a picture of the pride flag/ image associated with LGBT

- Ask them what could the question be if this picture is the answer?

Learn and Respond

Give the children a glossary with just the words. Blow up to A3 and ask as a table group which words they know? Then give them the correct definitions. Children to match and see if they were correct. Are there any they do not know. Go through answers, Any questions that they have.

Look at the genderbread person and explain what each arrow means and the fact that it's a sliding scale. Show them pictures of celebrities and ask where they think they belong on the scale. Why do they think this? How do they know?

Look at how the celebrities feel about themselves. Now have a look at the genderbread. Where are they actually on the scale. Can it differ day to day? Can you tell by walking down the street? Does it matter?

Look at celebrities supporting LGBTQ. Either through ebook link or powerpoint.

Reflect

Give the children time to reflect and be quiet thinking about themselves and their gender expression, identity, orientation etc... this is not to be shared with anyone.

- Christian Value: *compassion, respect, friendship, perseverance*

1.

- What marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- Consider why some people get married or have marriage or stable relationships and how this is important for family life.

Explore

Draw pictures of what you love? Who you care for? What you enjoy doing?

Show pictures of lion, strawberry, bird in a nest, babies and a daffodil. What can you tell me? - they should come up with sexual and asexual reproduction from year 5.

Sexual reproduction needs 2 parents male and female.

Asexual reproduction is one parents and it makes a clone of itself.

When babies are born it can be incredibly exciting and families take many different forms and it doesn't matter what your family looks like, all of our families look different.

But everyone started out when two cells met, an egg and a sperm

Show image of sperm fertilising and egg, a diagram of vagina fallopian tubes and ovaries, an outline of testicles and penis. - go over what we know about sexual reproduction in humans. The sperm needs to fertilise the egg in order for a baby to develop.

For most people these two cells meet inside a uterus. The egg and sperm meet and this develops to become a baby. All new babies start as an egg and a sperm, but where do these cells come from? Sperm cells are made in testicles and egg cells are made inside ovaries

Learn and Respond

Sex is an activity between 2 consenting adults where the sperm and egg sometimes meet to make a baby.

When we talk about sex we also need to talk about love, relationship, attraction.

What can happen to your body if you are attracted to someone? Share ideas and feedback. Some ideas on smart already.

Attraction: it can feel like they have a superpower to make you feel lots of different emotions and some of them can be quite confusing. It can make you feel flustered, tense, sweaty, lose your appetite, not sleep,

can stop thinking about them, want to spend time with them. When you are attracted to someone your hormones can change inside your body, dopamine, noradrenaline these go up they make us giddy and full of energy. So, if you experience any of this do not worry after a while you will get back to normal and will eat and sleep as normal.

Fancy someone can make you feel happy, and it is all thanks to the reward centre in your brain. Scientists have shown that when you love someone/ fancy them then your brain's reward centre lights up like a bonfire sending lots of positive feelings in your body.

What matters in a healthy stable relationship? Sort relationship cards into healthy and unhealthy. There may be a few that could be interpreted as both eg 'being called names' explore this.

When we become attracted to someone our brain starts making the hormone dopamine and noradrenaline. This creates a feeling of fireworks going off inside your body which is why it makes you feel good. And you want to spend time with someone because it sends feel good signals around your body.

Explore these features

- Spending time together
- Knowing each other's family and friends
- Having lots in common
- Being open and honest
- Humour
- Never having an argument

Are all of these parts of a healthy relationship? How could they be part of an unhealthy one?

1. *Spending time together*

Making time for each other is a good thing – it helps to strengthen relationship bonds. However, spending almost every moment together can be unhealthy because it reduces contact with friendship and family networks. Someone making their partner feel guilty for spending time with others could be controlling the relationship.

2. *Knowing each other's family and friends*

Connecting the people you care about can deepen and strengthen relationships. But rather than assuming introductions should take place early on, it is important that this is done at a pace both parties agree with. If family or friends find out about a relationship before both parties are ready, there can be a lot of pressure. Or if a breakup occurs in a friendship group then it can be particularly difficult, since managing this requires both parties to be mature and thoughtful.

3. *Having lots in common*

Common interests can be what initially sparks a connection with someone, and maintains that connection over time. When couples spend quality time together, it helps to strengthen relationship bonds. However, if the couple spend almost every moment together then this can be unhealthy. Healthy couples maintain a balance between time spent together and with others.

4. *Being open and honest*

Honest communication is healthy. However, being brutally honest is often disrespectful and can damage the receiver's self-esteem. For example: rather than telling someone that you hate their cooking and will never eat anything they make again, it is more loving to offer to cook because you feel you are quite good in the kitchen.

5. *Humour*

Finding things to laugh at together is healthy – it helps couples to connect. However, humour directed at a partner which goes too far can damage their self-esteem and is disrespectful.

6. *Never having an argument*

Getting on so well that you rarely argue can be a sign of a good relationship. However, it could also be a sign that one or both parties are not communicating their wants and needs or that they are being dominated by the other person. Good relationships involve negotiation so sometimes it is healthy to disagree. The way this is dealt with shows the health of the relationship and the qualities of the people in it.

Read Riley and Frankie case study. What part shows a healthy relationship / unhealthy relationship. Children to highlight in different colours. Identify that there are three types of abuse going on physical, emotional and controlling. How would you help Frankie? What are the clues that something is wrong?

Go over abuse is like bullying it is treating people cruelly regularly or repeatedly. It is not a one off incident.

Watch Piers Morgan and Mel B interview 26.46 - 36: 37 ish <https://www.dailymotion.com/video/x79fctj>

Reflect

So what words would YOU use to say what is important in a healthy relationship. Share ideas and Write on board.

Christian Value: *compassion, respect*

- Consider why some people get married or have marriage or stable relationships and how this is important for family life.
- Understand how a baby is conceived.
- Understand how babies are born.

Consider when an adult might be ready for parenthood.

Explore

Top 5- 10 key words that are important to you in a healthy stable relationship.

Learn and Respond

<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-operation-ouch-how-are-babies-made-full-programme/zhtnydm>

watch this video as a recap start - 15 mins

If you are in a stable healthy relationship what might the next step be? - sex, moving in, marriage, family, holidays, pets, becoming more exclusive, telling people about your relationship.

Talk through these questions

What age is sex legal? 16

If you fancy a person and the other person feels the same way, then this may lead to exciting things like kissing or if you are a grown up it can lead to sex. Sex is how babies are made but it can also be for fun. Either way it is something consenting grown ups do together. When a man and woman decide to have sex to make a baby the man releases sperm to meet the egg inside a woman's body. It is the most common way for these two cells to meet.

<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-operation-ouch-how-are-babies-made-full-programme/zhtnydm>

Watch video from 15 mins – 18.30

This is vocab it uses.

In order for this to happen the penis needs to become hard and stiff and the term for this is called an erection. It happens when someone is aroused. The nerves around the penis relax meaning that more blood can flow to this area and it makes the penis stiff and hard. (we know erections can happen at unexpected times, and we know it is perfectly natural.)

When a woman is aroused there is a greater blood flow to the vagina and vulva and clitoris. Fluids are also released into the vagina that make it slippery. To make a baby through sex when a man and woman are ready and consenting the erect penis goes into the vagina and moves back and forth. This can create a pleasurable feeling and increase into an orgasm. During a male orgasm sperm is released from the testicles and through the tubes into the base of the penis, there is mixed with fluid to create semen. Muscles at the base of the penis then contract forcing the semen out of the penis into the vagina. This is called ejaculation.

Those sperm are on a mission to get to the egg and they have 12/24 hours to get there. An egg is released by the ovary every month and travels along the fallopian tube. This is where the sperm needs to go to meet it. There can be 200,000,000 sperm released but it only takes one to fertilise the egg and start making a baby.

Are there other ways people can have a baby?

<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-operation-ouch-how-are-babies-made-full-programme/zhtnydm>

watch this video from 18:30 - 23:46 this goes through the IVF process and what happens.

Continue to watch the video from 23:46 - 25:40 ish and this discusses more about how a baby develops and how it can be born.

<https://www.youtube.com/watch?v=7ItmwTLCDVY> watch this video it is another video that shows the fertilisation process and how a baby develops.

When may you be ready to have a baby?

When should you be a parent? Children to thought shower ideas on a piece of paper (1 per table) Discuss children's thoughts.

Have they considered

- Age?
- Are they in a relationship?
- Where are they living? With anyone?
- What skills would they need?
- What preparations would need to be made?
- What will a pregnant woman have to do to keep healthy when pregnant?

How do you think life changes after a baby?

What choices / sacrifices do you think has to be made?

Reflect

Use a question box - children to write any questions they have in the box or if not write their name three times on a piece of paper. You can then answer questions in an age appropriate way.

Explore

What if we were all the same? Positive, minus, interesting.

On the board display images of people who are different. E.g. someone in a wheelchair, male, female, people with different colour skin

Learn

Ask the children - if you have brown eyes sit down. If you don't have brown eyes stand at the back of the classroom. If you're a girl have a dojo. How does it feel to be treated this way?

What is discrimination? Work through

<https://www.bbc.co.uk/bitesize/topics/zyg2xbk/articles/z8yjd3?scrlybrkr=d5436933>

Work through the Powerpoint on discrimination. Reinforce that it is wrong to treat anyone unfairly just because they are different or because they have a certain identity and that Discrimination is the unfair treatment of groups of people with particular characteristics e.g. race, religion, gender etc.

Respond

In pairs you will be given a type of discrimination. What do you think they mean? After a few minutes pass discrimination on. Can they add to their peers? Are there any they do not know?

Learn

Go through what each of the discriminations mean. (all on PowerPoint)

Racism

- Treating someone unfairly because of their race, colour, nationality, ethnic or national origins.

Ageism

- Treating someone unfairly because of their age or the age you think they are.

Sexism

- Treating someone unfairly because of their gender. Men, women and transsexuals can all experience sexism.

Homophobia

- Treating someone unfairly because they are gay, lesbian or bisexual, or you think they have this sexual orientation.

Transphobia

- Treating someone unfairly because they are transsexual or because you think they are transsexual.

Trans (or Transgender) is when someone's gender identity differs from their birth sex.

Discrimination because of religion or belief

- Treating someone unfairly because they are a different religion or hold different beliefs, or because they have no religious beliefs. Or because someone thinks you have certain beliefs when actually you do not.

Discrimination because of disability

- Treating someone unfairly because they have a disability or because you think they have a disability.
- The Equality Act 2010 says a disabled person is someone with 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

Go through that Discrimination is treating someone unfairly, because of their identity. So, it is treating them unfairly because of 'who they are' - black, white, gay, Muslim, Christian, male, female etc. In some cases, people choose to hate some people, just because of 'who they are'. They don't even know them, but they hate them. We are all born different, so is it fair to hate someone, just because of 'who they are'?

Discrimination is wrong. It is important you think about your own behaviour:

- Are you treating someone unfairly? Why?
- What are the consequences of your action?
- How are you making them feel?
- Is there a better way that you can act so you aren't discriminating?

If you are experiencing discrimination or observe someone being treated unfairly, it is important to speak out.

Talk to the children about respecting difference. It is important to understand people's differences and celebrate these things. The world would be a boring place if we were all the same! It is also important to recognise the ways that we are all the same. We are all human and everyone has the right to be treated equally. No one likes to be treated badly, so it is important to treat others how you want to be treated. When we all respect each other's differences, we can all get along and be much happier.

Respond Look at the real life discrimination cases on Seesaw. What type of discrimination is there?

https://app.seesaw.me/pages/shared_activity?prompt_id=prompt.658255dd-8ba8-4bf6-89e7-172cd2963553&share_token=OU4BxsOuTrucdYeJB59w.gw

Reflect

Discuss the children's thoughts of the real life discrimination. What type of discrimination do you think there is?

5. Can I debate respectfully?

Explore

Put a picture of bees, beaver, coral, wolf, elephant, tiger, worms, shark, shrimp, bat

What do you know about these animals.

(these are the animals you will be using in your debate.)

Learn and Respond

What is a debate? Watch this video

<https://www.bbc.co.uk/bitesize/topics/z2ffr82/articles/ztx8pbk>

During the debate: we must remember to

- Speak confidently and make eye contact.
- You need to use persuasive language, evidence and facts to prove your argument is best.
- You can challenge the other person's ideas, but don't be rude to them.
- Finish with a strong conclusion.

Read the intro of story 'The Most important animal of all'

Children to get into groups of 3. Will need 10 animals

Your group will be given an animal. There is info of each animal on a double page spread in book And a photo copy of the pages there is also website <https://www.theguardian.com/environment/blog/2008/nov/14/endangeredspecies-conservation> to help support those animals that don't have a full page.

You have to present your argument to the class as to why your animal is the most important animal of all. One person from each group or you as a group will stand and share your views of why that animal is the best.

Once everyone has shared their views children can take a chance to vote.

Top 4/ 5 animals will send one representative to the front of the class and they will then have a debate between them and the class trying to win more vote and put their point across about their animal remember all the steps above.

Class to vote again on which is the best animal.

Reflect

Think about what animals are important in your life and why they are special to you.

Feedback: