

RSE and PSHE at Batley Parish

**Relationships and Sex Education
Personal, Social, Health, Economic
Education**

RSHE - Teaching responsibility

- ▶ Know and act in accordance with the RSHE policy.
- ▶ Reflect the law (including the Equality Act 2010) as it applies to sex and relationships.
- ▶ Consider how personal views or beliefs might impact teaching.
- ▶ Report any safeguarding concerns to the DSL.
- ▶ Share any concerns you have about teaching RSHE but also know that staff do not have the right to opt out of teaching RSHE.

What are our PSHE ground rules?

- Every class discusses ground rules before teaching PSHE.
- These are discussed at the start of the lesson.
- Ground rules are applied during discussions.
- They are also used during small group tasks.
- Ground rules include:
 - To be safe in the classroom
 - Respect what others say
 - Understand and be sensitive to others feelings
 - No personal questions or experiences
 - You have the right to pass
 - Let the teacher know if you would like to speak to them privately.

Our RSE Curriculum

- ▶ We use KAPOW RSE and PSHE units.
- ▶ This is a programme that has updated and adapted the PSHE association which was recommended by the DFE.
- ▶ Five key themes:-
 - ▶ * Family and Relationships
 - ▶ * Health and Wellbeing
 - ▶ * Citizenship
 - ▶ * Economic Wellbeing
 - ▶ * Safety and the Changing Body
- ▶ We also allow time for responsive units and visits to occur.

Our Long Term Plan



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	<ul style="list-style-type: none"> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities 	<ul style="list-style-type: none"> Identifying talents Being special Families Where we live Making friends Standing up for yourself 	<ul style="list-style-type: none"> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals 	<ul style="list-style-type: none"> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety 	<ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend 	<ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations

<p>Autumn 1 - Introduction Family and relationships</p> <p>Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.</p>	<p>Autumn 2 – Responsive Unit</p> <p>This unit is used to deliver any unit/s of work we feel our students need. It may address issues in the news, local area and within our school.</p>	<p>Spring 1 - Health and wellbeing</p> <p>Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.</p>	<p>Spring 2 - Citizenship</p> <p>Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.</p>	<p>Summer 1 - Economic wellbeing</p> <p>Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.</p>
<p>Summer 2 - Safety and the changing body</p> <p>Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty,</p>	<p>Year 6 only – Summer 2 Identity</p> <p>Considering what makes us who we are whilst learning about gender and sexual identity and body image.</p>			

Key Lessons of RSE - Year 2

- ▶ Year 2 - Lesson 4 and Lesson 5
- ▶ Lesson 4 - My Private Parts - Naming Body Parts
- ▶ Lesson 5 - My private parts are private - Safe and unsafe touch
- ▶ Pantosaurus
- ▶ [The Pantosaurus Song! | #TalkPANTS | NSPCC - Bing video](#)



Remember the **PANTS** rule:

- 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



Vocabulary

- ✓ surprise
- ✓ safe touch
- ✓ unsafe touch
- ✓ PANTS rule
- ✓ private parts
- ✓ vulva
- ✓ penis
- ✓ testicles
- ✓ secret
- ✓ report

Naming Body Parts

Learning Objectives

- To begin to understand the concept of privacy and the correct vocabulary for body parts.
- I understand what 'private' means.
- I can name parts of the body.
- I can name the private parts of my body correctly.
- I understand that my private parts belong to me.

Before the lesson

Note

Have ready

- Pencils or pens (see Main event).
- Link: 'NSPCC - Pantosaurus' on VideoLink (see Wrapping up).

Print

- Activity: Body parts (see Classroom resources) – one per pupil.
- Activity: Body parts word bank (see Classroom resources) for pupils requiring extra support.

Attention grabber

1. Sing the song, 'Heads, shoulders, knees and toes' with the children.
2. Point to other parts of your body and ask the children to name them. Keep this activity quick and fun and focus on the body parts that children will know (not the private parts), for example, arm, leg, hand, wrist, neck, head, knee, foot, and ankle.

Key questions

- What are the names of some of the parts of our body?

1. Explain that we are going to be learning about parts of the body. Give each child a copy of the *Activity: Body parts* or, for children needing more support, a copy of the *Activity: Body parts word bank* out the *Body parts* activity sheets. Ask the children to label the body parts indicated except for the 'private parts'. You should indicate on the activity sheet and explain that the class will be looking at these parts later in the lesson.

2. Explain that in these pictures, and probably most pictures we see, some parts of the body are covered and these are sometimes called private parts. Ask the children:

- What does the word 'private' mean? (something we don't show to anyone or tell people about unless we want to.)
- Who do our private parts belong to? (You, and you only.)

3. Explain that although we keep our private parts covered they are still parts of our body and nothing to be embarrassed about. Like all the other parts of our body, these parts have

names.

Explain that the children might have names they use to refer to these body parts at home but at school they are going to learn the proper names. Unlike the other parts we have looked at so far, these parts are different for a boy and girl. Using the images from the *Activity: Body parts* resource, point to the parts of the bodies covered by pants and explain that a girl's private part is called a vulva and a boy's private part is called a penis.

4. Ask the children to return to their own *Activity: Body parts* sheet and label these parts.

5. Reinforce the names of the parts with children and explain if they ever have a problem with those parts, knowing the correct names for them will help them tell someone about the problem.

Tell the children that their body belongs to them only. If anyone makes them feel uncomfortable or upset by talking, looking at or touching their private parts, then they are to tell a trusted adult straight the way. They will never be in trouble for reporting this. Emphasise that children must continue to tell an adult or trusted person until they have listened.

Key questions

- What does private mean?
- What are our private parts called?
- Who should I talk to about my private parts if I have a problem?

Safe and Unsafe Touch

Learning Objectives	Before the lesson
<ul style="list-style-type: none">• To understand safe and unsafe touches.• I can explain the PANTS rule.• I know how to tell someone to stop if I feel uncomfortable or upset about their behaviour.• I can name someone I can talk to if I am worried or uncomfortable.	<p>Note Have ready</p> <ul style="list-style-type: none">• Link: 'NSPCC - Pantosaurus' on VideoLink.• Link: 'NSPCC Pants Presentation' (see the third subheading under 'Teaching resources') - this is an external website and we do not have control over its content - please check before showing to the children.
Attention grabber	
<ol style="list-style-type: none">1. Play the video on link: on VideoLink, which the children watched at the end of lesson 4 (see).2. Recap the correct names for the private parts of the body. <p>Key questions</p> <ul style="list-style-type: none">• What is the PANTS rule?• What are the private parts of our bodies called?• Who does your body belong to? (You.)	
Main event	
<ol style="list-style-type: none">1. Use the presentation on the link: 'NSPCC Pants Presentation' (see the third subheading under 'Teaching resources') to explain the PANTS rule to the children. Look at each part of the rule to make sure children are clear.2. Once the children understand the PANTS rule, move on to discuss safe and unsafe touches. You may want to remind the children about things they have already learned about appropriate and inappropriate physical contact. Talk about the touches we like such as cuddles and kisses from people we love and trust.	

3. Explain that sometimes someone might have to touch us in a way we don't like but it might be for a good reason. For example, if they have fallen over and hurt their knee, someone will have to clean it up and put on a plaster. This can hurt but we know it is for the best. Talk about other examples. Explain what the adult touching us that might say, for example, "I know this might hurt but we need to get your knee clean".

4. Remind the children about secrets and surprises. Can they remember the difference? Explain that if anyone touches them or does something that they don't like and tells them to keep it a secret, they shouldn't and should tell someone they trust straight away. This applies to any part of their body but especially their private parts.

5. Remind the children that the whole of their body belongs to them and they can say 'no' or 'stop' if they don't want someone to touch them. Reiterate non-verbal hand gestures, such as a palm-up stop sign, and other body language, such as moving away, which will also reinforce this message.

Explain that they can also change their mind if they decide they do not like something anymore, for example, someone tickling or hugging them, and that it is important to communicate this clearly by saying 'stop'.

When someone says 'no' or 'stop' to them, emphasise that children must listen and act accordingly, stopping their behaviour. This is because that behaviour is upsetting the other person. Stopping when someone tells you to and listening to that person is part of showing respect to them.

Key questions

- What is a safe touch?
- What might be an unsafe touch?
- What can we do if someone is touching us in a way we do not like?



NSPCC

EVERY CHILDHOOD IS WORTH FIGHTING FOR

The PANTS rules

PRIVATES ARE PRIVATE

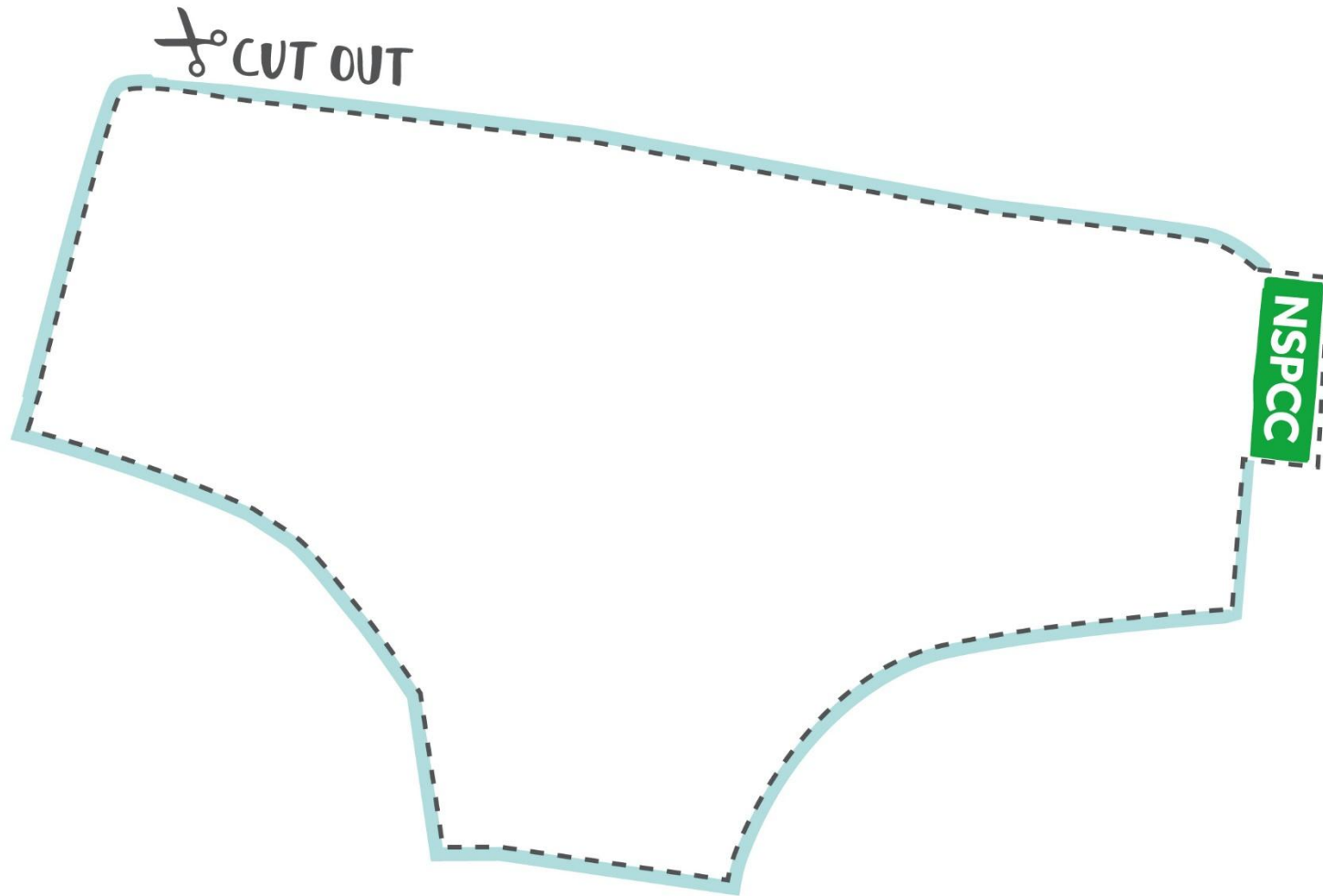
ALWAYS REMEMBER YOUR
BODY BELONGS TO YOU

NO MEANS NO

TALK ABOUT SECRETS
THAT UPSET YOU

SPEAK UP, SOMEONE
CAN HELP

Design your own PANTS



Meet Pantosaurus

NSPCC

presents



PANTOSAURUS

Your body

- Your body belongs to you.
- Get your PANTS ready!
- Follow your teacher's instructions and talk about which parts of your body are private.

Good and bad touch

- Touch can be **good** or **bad**.
- People touch you for different reasons.
- Sometimes touch feels bad, but is necessary.
- You should never be asked to keep secrets about touch.

People you can trust

- Who do you trust most in the world?
- Trusted people are different for everyone.
- Write down a list of the people you trust.

Remember the PANTS rules

PRIVATES ARE PRIVATE

ALWAYS REMEMBER YOUR
BODY BELONGS TO YOU

NO MEANS NO

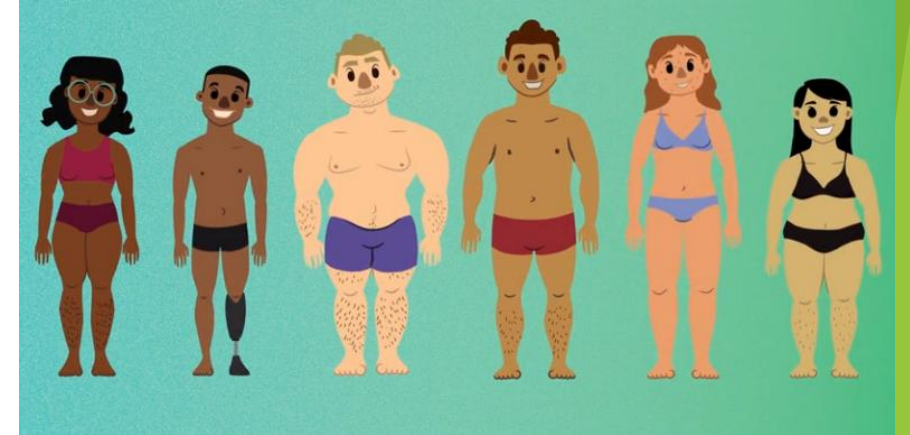
TALK ABOUT SECRETS
THAT UPSET YOU

SPEAK UP, SOMEONE
CAN HELP

Key Lessons of RSE - Year 4 Statutory

- ▶ Year 4 - Lesson 6 and Lesson 7
- ▶ Lesson 6 - Growing up - physical changes
- ▶ Lesson 7 - Introducing puberty - changing from a child to an adult

<https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-4/safety-and-the-changing-body/introducing-puberty/>



Remember the **PANTS** rule:

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Breasts	Enlarged soft parts of a female's chest which produce milk for a baby.
Genitals	The external sex organs. This word is used for both males and females.
Hygiene	Keeping clean.
Penis	The male external sex organ.
Puberty	The physical and emotional changes a child goes through to become an adult.
Testicles/testes	Produce sperm and male sex hormones.

Growing Up

Learning Objectives	Before the lesson
<ul style="list-style-type: none">• To recognise that change is part of growing up.• I understand I have changed physically and developed skills in my life so far.• I can identify some physical changes I will go through before I become an adult.• I can identify things I will be able to do when I am an adult that I cannot do now.	Have ready <ul style="list-style-type: none">• Presentation: Growing up (see Main event).• A picture of you or an adult the children know well as a small child.• Materials for the creative activity in the Main event, e.g. magazine images.• Link: 'Childline'.*
Attention grabber	
<p>1. Remind the children about the ground rules they wrote as a class for these lessons.</p> <p>2. Show the class a picture of you or another adult in school as a child (under 3) and ask them to guess who it is.</p> <p>Ask them to identify things that have changed such as height, hair colour and hairstyle.</p> <p>3. Working in small groups or as a whole class, ask each child to identify one thing about them that is different to how they were before they started school. This could be a physical difference, such as now being taller or things that they can now do, such as reading. Some children might be aware of physical changes associated with puberty and may mention these during the discussion. Acknowledge these changes and explain that they will be learning more about them in the next lesson.</p> <p>Key questions</p> <ul style="list-style-type: none">• How have I changed physically?• What can I do now that I couldn't when I was younger?	
Main event	
<p>1. Ask the children to think about things that will change for them as they become adults. Define what we mean by an adult and a child (adult is over 18). This can include physical changes as well as things they will be able to do, such as driving, having a job, deciding how to spend their money etc.</p> <p>The children discuss these things with a partner. Ask some pupils to feedback to the class.</p>	

2. Ask the children to visualise themselves as an adult. It might be useful to give them a

specific age to focus on such as 25, 30 or the age of their parents/carers (don't go too old because children might find this difficult to relate to).

3. Show the *Presentation: Growing up*.

Show on your interactive whiteboard

4. Go through the slides 2-5 and discuss the differences as a class.

5. Explain that the children are going to show their ideas through a creative piece of work. You can decide on the format or you could give the children a choice, for example:

- A portrait of them as an adult, that clearly shows some physical differences and the activities they do.
- A mind map with the title, 'Me as an adult' in the centre and branches including, 'What I do', 'What I like', and 'Where I live'.
- A collage of pictures from magazines, catalogues or the internet showing what they might do, wear, own and enjoy.

Key questions

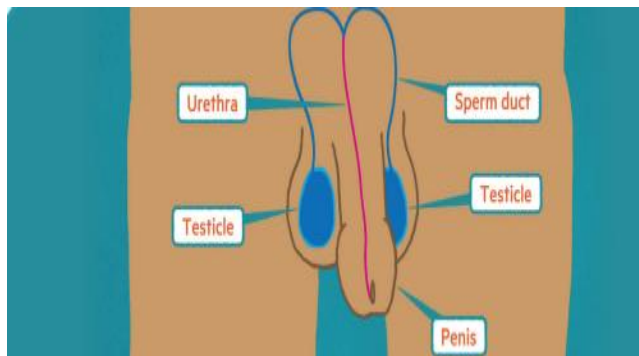
- What will I look like as an adult?
- What will I be able to do when I am an adult?

Introducing Puberty

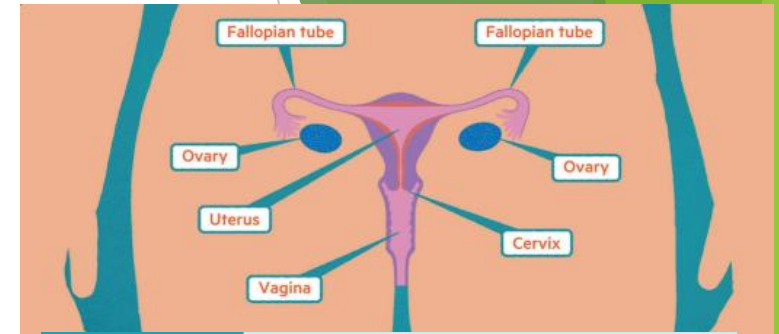
Learning Objectives	Before the lesson
<ul style="list-style-type: none">• To recognise the physical differences between children and adults.• I understand that my body will change as I become an adult.• I understand that different changes happen to males and females.• I can identify some physical differences between child and adult bodies.• I can explain ways to look after my personal hygiene.	<p>Watch</p> <ul style="list-style-type: none">• Pupil video: Introducing puberty (see Main event) <p>Have ready</p> <ul style="list-style-type: none">• Presentation: People (see Main event)• Children's comments from the last activity of the previous lesson.• Samples of hygiene products to show children, such as shower gel, sponge, deodorant and shampoo. <p>Print</p> <ul style="list-style-type: none">• Activity: Body changes (see Classroom resources) - one per of pupils.• Activity: Hygiene - female or male version (see Classroom resources) - one per of pupils.
Attention grabber	
<ol style="list-style-type: none">1. Remind the children about the ground rules for these lessons that they created at the beginning of this topic.2. Read out some of the children's comments from the end of the previous lesson about what they think is exciting about growing up. If any of their comments warrant a discussion, take the time to do this.3. Move on to look at the things that the children said they would find challenging. Spend some time discussing these things and allaying any fears. Stress that all adults have been through this and they can discuss worries with someone they trust. <p>Key questions</p> <ul style="list-style-type: none">• What excites me about growing up?• What might I be worried about?• Who can I talk to?	

Key Lessons of RSE - Year 5 Statutory

- ▶ Year 5 - Lesson 3, Lesson 4 and Lesson 5
- ▶ Lesson 3 - Puberty (Physical changes)
- ▶ Lesson 4 - Menstruation (What are periods?)
- ▶ Lesson 5 - Emotional changes in puberty



Erection	When a male's penis becomes hard and upright.
Ejaculation	When the penis becomes erect and sperm come out of the body.
Penis	The male external sex organ.
Scrotum	The pouch which hangs behind the male's penis and contain the testes.
Sperm duct	The tube sperm travels through.
Testicles / testes	Produce sperm and male sex hormones.
Wet dreams	Ejaculation which happens when a boy is asleep.



Breasts	Enlarged soft parts of a female's chest which produce milk for a baby.
Menstruation / period	The shedding of the womb/uterus lining each month which causes bleeding.
Ovary / ovaries	On each side of the womb and release eggs each month.
Vagina	The tube inside a female which connects the womb to the outside.
Fallopian tube	The tube which connects the ovaries to the womb/uterus.
Labia	The folds of skin on the external female genitals (vulva).
Nipples	On the chest of males and the breasts of females. In females, a baby can suck milk from the nipple.
Uterus / womb	The place in a female where a baby grows during pregnancy.
Vulva	The external female sex organs.

Puberty - Physical Changes

Learning Objectives	Before the lesson
<ul style="list-style-type: none">• To understand physical changes during puberty.• I understand how the body changes as a child becomes an adult.• I can accurately label sexual external parts of the body.• I can accurately label internal reproductive organs.	<p>Watch</p> <ul style="list-style-type: none">• Pupil video: Puberty. <p>Have ready</p> <ul style="list-style-type: none">• Paper and pencils or crayons for drawing (see Attention grabber).• Teacher note: Male and female external body parts: answers (see Classroom resources).• Link: Childline (if needed - see Wrapping up) - this is an external website and we do not have control over its content - please check before showing to the children. <p>Print</p> <ul style="list-style-type: none">• Activity: Male and female external body parts (see Classroom resources) - one per pair.• Activity: Male internal body parts (see Classroom resources) - one per pupil.• Activity: Female internal body parts - including the clitoris (see Classroom resources) - one per pupil.• Activity: Female internal body parts - excluding the clitoris (see Classroom resources) - one per pupil.
Attention grabber	
<p>1. Start the lesson with a 'Draw and write' activity, for which each child will need a piece of paper and a pencil or crayon. You could get the children to complete this task before the lesson, allowing you to adapt the lesson according to the results of the activity.</p> <p>Explain to the children that you will read out some statements and they will draw or write their responses on their paper. Emphasise that this is an individual activity and there is no right or wrong answer. The exercise is only to find out what the children know about growing up.</p> <p>Statement 1 - A boy and girl aged about 13 are walking down the road. Draw a picture of the boy and the girl.</p> <p>Statement 2 - The boy and girl are talking about change. Draw or write some differences you could see in the boy and girl from when they were younger.</p> <p>Statement 3 - Changes can't always be seen, draw or write some other changes</p>	

Main event
<ol style="list-style-type: none">1. Recap the rules that the children came up with for these lessons and give them the opportunity to add any more rules they may want.2. Ask the children what the word 'puberty' means. Explain that during this lesson, the focus will be on the physical changes of puberty. Some of these changes will be external and things we can see. Other changes will happen inside our bodies.3. Display Pupil video: Puberty (whichever version you have chosen to use), which looks at the external parts of girls' and boys' bodies and changes that happen during puberty.4. The children will now work in pairs to complete the Activity: Male and female external body parts. For some children, this activity will be revision. <p>Go through the answers as a class (see Teacher notes: Male and female external body parts: answers).</p> <ol style="list-style-type: none">5. Ask the class what parts of the body will change as we grow into adults. <p>Recap the changes seen in the Pupil video: Puberty (breast development, hair growth, size of penis and testicles). Make it clear to the children that these changes happen over time and at different times for different people. Also, talk about the diagrams and explain that children will not look exactly like the diagrams, as everyone is different and this is completely normal.</p> <ol style="list-style-type: none">6. Explain that the class will now look at internal body parts, and hand out the Activity: Male internal body parts (one per child). Ask the children to work individually to label the body parts using the words given on the sheet. Go over the answers as a class and correct any misconceptions.7. Hand out to each child a copy of either the Activity: Female internal body parts - including the clitoris or the Activity: Female internal body parts - excluding the clitoris, depending on which version you have chosen to use. <p>Invite the children to look first at the top diagram. Explain that these are external parts but they are not easy to see as they are between a female's legs and are hidden by folds of skin called the labia. Reinforce that this entire area is called the vulva. Ask the children to label these parts.</p> <p>Then ask the children to label the second diagram showing the female internal body parts.</p> <ol style="list-style-type: none">8. Look at both the activities used (Activity: Male internal body parts activity and either

Menstruation

Learning Objectives	Before the lesson
<ul style="list-style-type: none">• To understand the menstrual cycle.• I understand the process of the menstrual cycle.• I can explain some changes I will go through during puberty.• I know who I can go to for help if I need to.	<p>Watch</p> <ul style="list-style-type: none">• Pupil video: The menstrual cycle (woman's voice).• Pupil video: The menstrual cycle (man's voice). <p>Have ready</p> <ul style="list-style-type: none">• The question box from the end of the previous lesson.• Paper and pencils to write new questions (see Wrapping up).• Examples of sanitary protection.• Teacher support: Girls: True or false quiz with answers (see Classroom resources).• Teacher support: Boys: True or false quiz with answers (see Classroom resources).• Link: 'Childline website' - this is an external website and we do not have control over its content - please check before showing to the children. <p>Print</p> <ul style="list-style-type: none">• Activity: The menstrual cycle: diagrams (see Classroom resources) - for pupils needing support.• Activity: Girls: True or false quiz (see Classroom resources) - one per pupil.• Activity: Boys: True or false quiz (see Classroom resources) - one per pupil).

Attention grabber
<p>1. Start the lesson by answering any questions that the children have put into the question box since the end of the previous lesson.</p> <p>Ask a member of SLT if you are unsure of the correct way of answering questions and work to your school policy and government guidelines. If in doubt, check before you talk to your class.</p> <p>2. Focus on correcting or re-visiting areas covered in the last lesson and explain if any of the questions raised are going to be covered in this lesson or the subsequent one. Also, give the children the opportunity to ask any other questions they have had since the last lesson.</p>

<ol style="list-style-type: none">1. Recap the ground rules the class agreed on for RSE lessons.2. Explain that the class is going to look in more detail at some of the changes during puberty. To begin with, the children will focus on the changes for girls and, in particular, on periods.3. Ask the children to work in pairs to recap some of the changes that females go through during puberty (breast development, hips widening and pubic hair growth). Ask the children to feedback and clarify as a class. Explain that these changes happen so that eventually a female can have a baby if she wants to.4. Explain that we are going to look at what happens inside a female that will mean she can get pregnant in the future if she wants to.5. Show the <i>Pupil video: The menstrual cycle</i>. There are two versions of the video, one with a male voice-over and the other with a female voice-over. Use the version you feel is most appropriate. <p>Show this on your interactive whiteboard.</p> <ol style="list-style-type: none">6. Clarify the children's understanding and answer any questions that they may have. Children may ask how fertilisation happens. If so, explain that for an egg to be fertilised, a sperm from a male is needed and they will learn about how this happens in Year 6.7. Explain that females need to wear some form of protection to catch the blood during their period. If you are working with single-gender groups, the girls will learn more about the types of protection (see below). At this stage, boys just need to know that girls wear sanitary towels to catch blood during their period.
<p>For any children requiring additional support, provide them with the <i>Activity: Menstrual cycle diagram</i> for consolidation.</p> <p>The next section of the lesson will vary depending on whether you have single-gender groups or mixed. Below is information each gender needs and if you have decided to teach in mixed groups you will need to cover both aspects with everyone.</p> <p>Girls</p> <p>Reinforce that everyone will start their period at different times and this is normal. Explain that girls usually start their periods between the ages of 9 and 13 but everyone starts at different times and it can be a bit later than this. Ask the children to complete the <i>Activity: Girls: True or false quiz</i> and then get them to self-mark as you give the answers (see <i>Teacher note: Girls: True or false quiz with answers</i>).</p>

Menstruation

Ideally, sit the children in a circle all together to talk about the types of protection available and demonstrate putting a pad in place. Stress the need to change pads frequently. How often will depend on flow but it is useful for girls to get into the habit of going to the toilet to check. If there is a lot of blood on the towel, they should change it. Even with a light flow it would be advisable to change the pad every 6 - 8 hours.

Also talk about how to dispose of towels. Towels should be wrapped in the wrapper of the new

towel (if appropriate) or toilet roll and put into the special bin in public toilets or a bin. Stress that sanitary towels should never be flushed down the toilet as they can block drains.

Mention other types of protection available. Explain how the children can access sanitary products in school should they ever need to, and suggest that it is a good idea to have some sanitary products with you just in case. You could also show reusable products as an environmentally friendly alternative.

If girls don't ask, explain that other forms of protection are available such as tampons and menstrual cups. These go into the vagina and they need to be even more careful about changing regularly. Lots of girls start by using pads or period pants, but there's nothing to stop you using tampons or cups straight away and with practice they can become a good option.

Answer any questions girls have about periods and remind them about the question box.

Boys

It is nice if this section of the lesson can be delivered by a male teacher if at all possible.

Remind boys that periods are something that happen to females but there are other changes that they will go through. If boys ask about the protection girls use during a period, you could show them examples.

Ask the children to complete the *Activity: Boys: True or false quiz* and then get them to self-mark as you give the answers and discuss as you mark them (see *Teacher note: Boys: True or false quiz with answers*).

Following this activity, answer any other questions boys have related to the changes they are/will be going through, such as erections, wet dreams.

Remind them about the question box.

Key questions

- What is a period?
- How do you deal with periods?
- What changes do boys go through during puberty?

Emotional Changes During Puberty

Learning Objectives

- To understand emotional changes during puberty.
- I understand that puberty may change my feelings as well as my body.
- I understand that everyone is different and these differences are normal.
- I know who I can talk to if I am worried about anything.

Before the lesson

Note

Have ready

- The children's 'Draw and write' sheets from Lesson 3 (see 'RSE PSHE, Safety and the changing body, Year 5, Lesson 3: Puberty').
- Paper and pens (see Wrapping up).

Print

- Activity: Puberty scenarios (see Classroom resources) - one per group (see Main event).

Attention grabber

Ask the children to work with a partner and write down three things they have learnt over the last two lessons.

Move the children into groups of four and ask them to make a list of five things, then move them into groups of eight and make a list of seven things.

During each stage of this exercise, the children can use things from their existing lists or add new ones as they remember them. If time allows, increase the size of the groups until the whole class is working together.

Key question

- What do we know about puberty?

Main event

1. Explain to the children that this will be their last lesson on puberty this year.
2. Begin by addressing any questions that the children have put into the question box, or any misconceptions that came up during the 'Draw and write' activity in Lesson 3.
3. Explain that the focus of the children's learning so far has been on the physical changes the children will go through, but that there are other changes that they will experience.
4. Arrange the children in groups and give each group a copy of the *Activity: Puberty*

scenarios. Invite the children to work in their groups to come up with an answer for each scenario.

If your class is experiencing particular issues you may want to add additional scenarios.

5. Once the groups have discussed their ideas and solutions to the scenarios, open the discussion of the scenarios to the whole class. Reinforce that puberty is a time of change and they will all have a mixture of feelings and experiences. Sometimes other people might act in a way that is out of character and they might themselves. It is a time when they might need to make allowances for other people. Stress that there is always someone that they can talk to if they have any concerns.

Key questions

- What other changes happen during puberty?
- Who can help with problems?

Wrapping Up

1. Repeat the 'Draw and write' activity from Lesson 3, explaining to the children that you are doing this to see how much they have learnt during these lessons.

Give each child a piece of paper and a pencil or crayon.

Read out the statements, allowing the children to draw or write their responses on their paper:

Statement 1 - A boy and girl aged about 13 are walking down the road. Draw a picture of the boy and the girl.

Statement 2 - The boy and girl are talking about change. Draw or write some differences you could see in the boy and girl from when they were younger.

Statement 3 - Changes can't always be seen, draw or write some other changes the boy and girl might be experiencing.

Make sure each child writes their name on their paper.

2. Once the children have completed the activity give them their first version so they can compare. Collect all the papers at the end of the lesson.

Any Questions?

Time to look at resources

- ▶ Knowledge Organisers
- ▶ Worksheets

Year 4 - Safety and the changing body

Age restriction	Something that is restricted from access until a user turns a particular age.
Asthma	
A common lung condition that causes breathing problems.	
If someone is having an asthma attack, keep them calm and help them to use their inhaler.	
Law	Rules enforced by the government that define what we can and cannot do.
Tobacco	A plant grown for its leaves which contains a highly addictive drug called 'nicotine'.
Breasts	Enlarged soft parts of a female's chest which produce milk for a baby.
Genitals	The external sex organs. This word is used for both males and females.
Hygiene	Keeping clean.
Penis	The male external sex organ.
Puberty	The physical and emotional changes a child goes through to become an adult.
Testicles/testes	Produce sperm and male sex hormones.
Getting help	
In an emergency, call 111 or 999.	If you are worried about something, talk to an adult you trust at home or at school.
Contact: Childline www.childline.org 0800 1111 Calls DO NOT show on the phone bill.	

Key concepts

Age restrictions are there to protect children.

Some adults choose to smoke tobacco and this can harm their bodies.

Surprises are positive as they are usually something nice. Secrets are often negative as they are things people want to hide.

Search engines do not always list the most useful or reliable websites first.

Sharing information and images on the internet can be risky.

When you look for information online, think about whether the website is reliable.

Remember the **PANTS** rule:

- 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

Kapow Primary

Vocabulary

- ✓ change
- ✓ exciting
- ✓ worries
- ✓ physical
- ✓ height
- ✓ breasts
- ✓ genitals
- ✓ penis

Scenario 1

Gemma, Nyla and Jessica have been friends for years. Gemma and Nyla both say they have started their periods. Nyla says Jessica is a baby because she hasn't started yet. Gemma doesn't think it is fair for Nyla to pick on Jessica. Jessica is worried that something is wrong with her because both her friends have started.

- What can Gemma say to Jessica?
- What can Gemma say to Nyla?
- Who could Jessica talk to?

Extension question

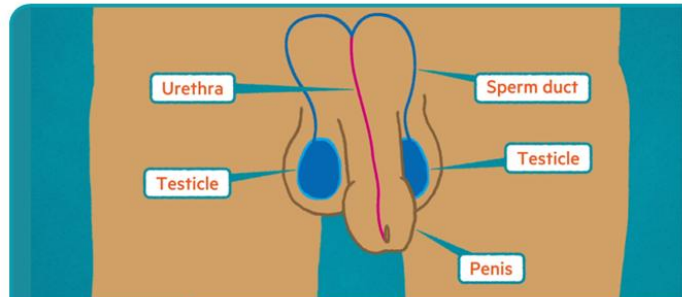
Nyla hasn't started yet, why might she have told her friends she has?

Key Lessons of RSE - Year 6

Non-Statutory

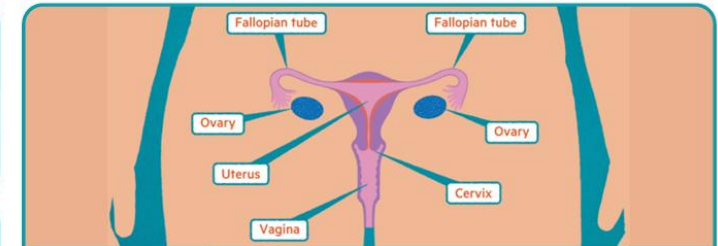
Year 6 - Safety and the changing body

alcohol	A drink that can cause people to become drunk which can make people lose control of their behaviour.
cyberbullying	Bullying that occurs through the internet.
internet trolling	Posting rude, inappropriate or unkind things online with the intent of upsetting others.



ejaculation	When the penis becomes erect and sperm come out of the body.
erection	When a male's penis becomes hard and upright.
penis	The male external sex organ.
scrotum	The pouch which hangs behind the male's penis and contain the testes.
sexual intercourse	Where a male inserts his penis into the female's vagina.
sperm	The male sex cell made in the testicles.
sperm duct	The tube sperm travels through.

Kabow Primary



conception	Another word for fertilisation.
egg / ovum	Produced by females in the ovary.
fallopian tube	The tube which connects the ovaries to the womb/uterus.
fertilisation	When a male sperm joins a female egg and a baby starts to grow.
labia	The folds of skin on the external female genitals (vulva).
menstruation / period	The shedding of the womb/uterus lining each month which causes bleeding.
nipples	On the chest of males and the breasts of females. In females, a baby can suck milk from the nipple.
ovary / ovaries	Two small organs, placed on either side of the womb, that release eggs each month.
pregnant	When a woman has a baby developing in her womb.
uterus / womb	The place in a female where a baby grows during pregnancy.
vagina	The tube inside a female which connects the womb to the outside.

Lesson 4 - Physical and emotional changes during puberty

Learning Objectives

- To understand the changes that happen during puberty.
- I understand changes that happen during puberty for boys, girls and both.
- I can name the parts of the body.
- I can use my knowledge to answer other people's problems.

Before the lesson

Watch

- Pupil video: Puberty (including the clitoris).
- Pupil video: Puberty (alternative version, excluding the clitoris).

Have ready

- Large pieces of paper labelled: 'Boys', 'Girls', 'Both' - you may need two or more sets depending on the size of the class and groups.
- If you have any children who are gender-neutral, think about how you will support them during this lesson.
- Paper and pencils to write questions (see Wrapping up).
- A Question box (see Wrapping up).

- Link: 'NHS website' (optional) - this is an external website and we do not have control over its content - please check before showing to the children.

Print

- Activity: Body parts quiz (see Classroom resources).
- Activity: Body parts quiz: multiple choice (see Classroom resources).
- Activity: Body parts quiz answers (see Classroom resources).
- Activity: Problem pages (see Classroom resources).

Attention grabber

1. Explain that in this lesson we are going to be talking about puberty. Remind the children about the ground rules for PSHE lessons and ask if there are any rules the children wish to add. You may wish to include a rule that the children must use the correct scientific names for the parts of the body.

2. Explain that you want to find out how much the children know and remember about puberty.

Arrange the children in small groups and give each group one of the large pieces of paper headed either Boys, Girls or Both. On their piece of paper, they need to write down all the changes that they know about which happen during puberty relevant to the heading on their

paper.

Give the groups a couple of minutes to do this and then swap the papers between the groups. Tell the groups to read what is on the paper and only add new ideas. Give them two minutes to read what is there and then two minutes to add anything extra. Repeat the exercise again, rotating the papers with different groups so that each group should have had a go with each of the headings.

3. As a class, discuss and address any major misconceptions.

Key question

- What happens during puberty?

Main event

1. Show whichever version of the Pupil video: Puberty you choose, especially if you feel the children need additional consolidation of their learning. It is recommended to pause at the following intervals to go over what has been said:

puberty men and women 00:00 - 00:25

female external organs 00:26 - 00:40

female internal organs 00:41 - 00:50

male organs 00:54 - 01:02

puberty male 01:12 - 02:09

puberty female 02:10 - 02:40

2. Establish what pupils know/remember about the different body parts. Ask the children the questions in the Activity: Body parts quiz, keeping the quiz fast-paced and fun. Use Activity: Body parts quiz: multiple choice for pupils who need it.

This activity can be done as a class, individually or in pairs.

Correct any misconceptions and clarify using whichever version of the Pupil video: Puberty you prefer (with or without the clitoris).

3. Arrange the children in groups and give each group one of the letters from Activity: Problem pages scenarios. You might want to create additional letters if there are issues that you need to address within your class.

Explain that the groups are going to write a letter in response to the problem they have been given. Discuss their responses as a class.

Key questions

- What are the correct names for the parts of the body?
- What problems might people have during puberty and how can I help?

Wrapping Up

1. Introduce your Question box, explaining that it is a closed box into which the children can put any questions anonymously. You will answer any questions in the box in the next lesson. Emphasise that there are no silly questions and that if anyone wants to ask something there is a good chance someone else will also want to know.

2. Explain that in the next couple of lessons the children will be revisiting periods and will learn about how babies are made and born.

3. Give each child a piece of paper and invite them to write any questions they may have. If they have no question, ask them to write, 'no question' on their paper so that it is not obvious who is writing a question and who is not. Ask all the children to put their pieces of paper in the Question box and show them where it will be for the next few days in case they think of something that they want to add to it. This is also an opportunity to signpost reliable sources of information such as the [NHS website](#). You might also want to have some suitable books available in the classroom for children to access.

Stress that it is fine to have questions and this is a safe place to ask them.

Glossary

- | | |
|------------------|-------------------|
| • puberty | • change |
| • cervix | • ovary |
| • fallopian tube | • uterus |
| • vagina | • vulva |
| • clitoris | • vaginal opening |
| • labia | • penis |
| • bladder | • testicle |
| • scrotum | • sperm duct |
| • breasts | • nipples |

Assessing pupils' understanding and progress

Pupils with secure understanding indicated by: Understanding of changes that take place during puberty.
Pupils working at greater depth indicated by: Ability to use their knowledge in a scenario to help someone else.

Differentiation

Pupils needing extra support: Should be given the Activity: Body parts quiz: multiple choice version.
Pupils working at greater depth: Should be asked to give a range of suggested solutions for the problem page scenarios.

Lesson 5 - Conception - Not statutory

Learning Objectives

- To understand the biology of conception.
- I understand the menstrual cycle.
- I understand how a baby is conceived.

Before the lesson

Watch

- Pupil video: Menstruation - there are two versions of this video; one voiced by a woman and the other voiced by a man.
- Pupil video: Conception - there are three versions of this video, two feature the same same video content but one is voiced by a woman and the other by a man. The third version does not include visuals of intercourse.

Have ready

- Presentation: Sequencing (see Main event).

Print

- Activity: Sequencing (see Classroom resources) - one per pair of pupils - there are two sets of sequencing cards on a page.
- Activity: Sequencing with images (see Classroom resources) - for any pupils needing additional support.

Attention grabber

1. Recap with the class the ground rules that were created at the beginning of the year/topic.
2. Answer any questions from the Question box that the children may have asked since the previous lessons, focusing on those questions that will not be covered during this lesson.
3. Show the *Pupil video: Menstruation* (which the children watched in Year 5) to remind the children of what happens during the menstrual cycle. There are two versions, one with a woman's voiceover and one with a man's voiceover. Choose whichever version you feel most appropriate for your class.

Show on your interactive whiteboard

Explain that menstruation is the way that a woman's body prepares for having a baby and that the children are now going to learn more about how a baby is made.

Key question

- What happens during the menstrual cycle?

Main event

NB: Parents have the right to withdraw their child from the rest of this lesson.

1. Explain that the children are going to learn how a baby is conceived. Put this into context by saying that for most couples, this is a big decision and something they will have thought about for a long time. Your school policy and ethos may mean you need to stress the importance of marriage.

2. Show the *Pupil video: Conception*. There are three versions of the video; two with the same video content, but one voiced by a man and once voiced by a woman and a third option which does not include visual or details of intercourse. Choose whichever you feel is the most appropriate for your class.

Show on your interactive whiteboard

3. Take any questions that the children have.

4. Explain to children that the age at which you can legally have intercourse in this country is 16 and this law is designed to protect us. Explain that 16 is sometimes called the age of consent. Ask children if they know what consent means.

Discuss the children's answers and make sure they understand that it is giving permission, that a person needs to know what they are giving permission for and that someone can withdraw consent i.e. change their mind.

Consent does not just apply to intercourse but to other situations such as going on a school trip or lending an item to someone.

Bring the conversation back to intercourse and emphasise that the children should never feel pressured or pressurise anyone else into having intercourse or doing anything else they don't want to. Consent should be freely given.

5. Rewatch the video so children can further consolidate their understanding.

6. Arrange the children in pairs and give each pair a copy of the *Activity: Sequencing* and display slide 2 of the *Presentation: Sequencing*.

Show on your interactive whiteboard

7. Ask the children to write the statements in the correct order and record which image from the presentation goes with each statement.

Pupils needing extra support can use the *Activity: Sequencing with images*, which has images as well and they can stick the text and images into the correct order.

When the children have completed the activity, share slide 3 of the presentation and they can self mark their work.

Key question

- How is a baby made?

Wrapping Up

1. Remind children that intercourse is something adults do and tell them that the legal age they can have intercourse is 16 and that they should never feel pressured or pressurise anyone else into having intercourse or doing anything else they don't want to. Remind the children what consent means.

Allow time for questions to be answered now or to be put into the Question box.

Contraception

2. Children may ask about contraception or ask if there are ways to not get pregnant if someone has intercourse. How you respond should be part of your school policy but it is recommended to give simple and concise answers. The key information children need at this stage is that:

- Contraception can prevent a pregnancy but it is never 100% effective.
- A condom can be worn over the penis to stop the sperm entering the female.
- The Pill can be taken by the woman, which stops the eggs being released each month.

Key question

- At what age can people legally have intercourse?

Glossary

- sperm
- erection
- conception
- relationship
- egg
- fertilise
- sexual intercourse

Assessing pupils' understanding and progress

Pupils with secure understanding indicated by: Understanding of the menstrual cycle and that a male and a female are needed to conceive a baby.
Pupils working at greater depth indicated by: Understanding how a baby is conceived and explaining the stages independently and in the correct order.

Differentiation

Pupils needing extra support: May need further consolidation around the process of conception and can use *Activity: Sequencing with images* for the activity.
Pupils working at greater depth: Should be challenged to write their own sequence of conception without the aid of *Activity: Sequencing*.

Lesson 6 - Pregnancy and Birth - Not statutory

Learning Objectives

- To understand the development of the baby during pregnancy.
- I understand how a baby develops in the womb during pregnancy.
- I can identify some of the things a baby needs.

Before the lesson

Watch

- Pupil video: Pregnancy and birth.

Have ready

- Resources for the creative activity such as magazine pictures, catalogues, books for research and links to suitable websites.
- Paper and pencils (see Wrapping up).

Attention grabber

1. Remind the children about the ground rules for these lessons.
2. Answer any questions from the Question box, focusing on those questions that will not be covered during this lesson.
3. Remind the children that in the last lesson they found out how a baby is made. Today they are going to find out more about how the baby develops in the womb. Ask the children if they already know anything about pregnancy and the development of a baby. Make a note of these things on the board.

Key question

- What happens during pregnancy?

Main event

1. Show the *Pupil video: Pregnancy and birth*, which explains the development of the baby in the womb and birth.

Show on your interactive whiteboard

2. Answer any questions the children might have.
3. If the children do not ask any questions, explain that not every couple will be able to have a baby this way. This could be for medical reasons or because they are in a same-sex relationship. Explain that these couples may still want to have a baby and there are other options open to them such as:
 - Adoption.
 - Surrogacy, which is when someone else has the baby for the couple.

- IVF, which is where the sperm and egg are put together by a scientist and once the egg is fertilised, it is placed into the uterus to grow.

4. Explain that pregnancy and birth are only the start of being a parent and that being a parent is a long term commitment.

5. Ask the children to talk to a partner about what a baby might need in the first nine months. Take some feedback and ensure they think about practical and emotional support as well as products.

6. Explain to the children that you would like them to create a piece of work that illustrates either how a baby develops during the nine months of pregnancy or what a baby needs during the first nine months of its life. This piece of work can include pictures and text and must show the children's understanding of the aspect they have chosen.

You may want to decide which activity you want the children to do and you will need to decide whether the children will work in pairs or small groups to produce their piece of work.

7. Show some of the children's work and emphasise the amount of commitment a baby takes. Make it clear that because of the big commitment, most couples take a long time to decide to have a baby. Remind the children that 16 is the age when legally a person can have intercourse, but this does not mean you must have intercourse at 16 and many people choose to wait until they are older. Everyone can make that choice for themselves.

Key questions

- How does a baby develop?
- What does a baby need in the first months of life?

Wrapping Up

1. Explain to the children that over the last few lessons they have learnt a lot about how a baby is conceived, how a baby develops during pregnancy and what a baby needs during the first few months of life.

Ask the children to write down on a piece of paper three things that they have learnt during the lessons, and then to scrunch up their piece of paper into a snowball shape. Make sure each child has a 'snowball' and then ask them to throw it to someone else in the class.

Invite some of the children to read out one of the things written on their paper. As they read these out, correct any misconceptions or reinforce anything that you think is key, such as the age of consent.

2. If possible, give time for any remaining questions to be answered now or put into the Question box.

Key questions

- What do we know about how babies develop during pregnancy?
- What do we know about babies' needs in the first months of life?

Glossary

- sperm
- erection
- conception
- relationship
- development
- baby
- care
- egg
- fertilise
- sexual intercourse
- pregnancy
- commitment
- love

Assessing pupils' understanding and progress

Pupils with secure understanding indicated by: Understanding that a baby changes in the womb and some of the baby's requirements during the first months of life.

Pupils working at greater depth indicated by: Understanding the stages of development during pregnancy and the range of requirements during the first months of life.

Differentiation

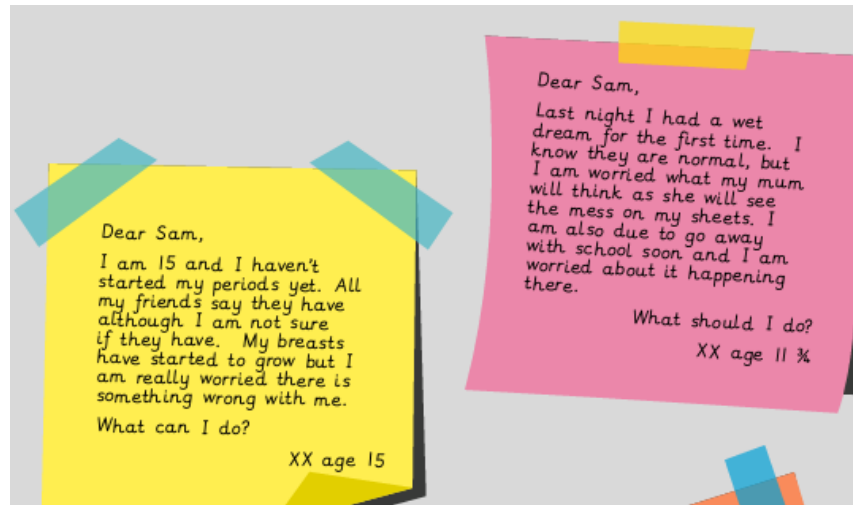
Pupils needing extra support: Provide more structured resources for the activity, for example, pictures or sentences to select from, about how a baby develops or items that a baby will and will not need.

Pupils working at greater depth: Provide resources for individual research and ask children to include in their work additional facts they have found out about.

Any Questions?

Time to look at resources

- ▶ Knowledge Organisers
- ▶ Worksheets



Body parts quiz

- 1) What are the chemicals in our bodies that drive changes as we grow up called?

- 2) Which part of a boy's body becomes bigger during puberty?

- 3) What is the term for the change from being a child to becoming an adult?

- 4) During puberty, a boy's voice 'breaks' and becomes deeper because of the growth of what part of the body?

- 5) What is the name of the external area of a girl's body where most of her organs are hidden?
