

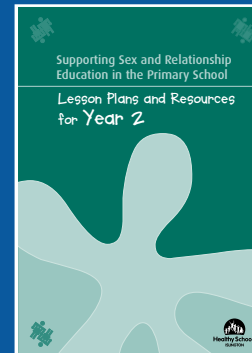
A whole primary school curriculum for

SEX and RELATIONSHIP EDUCATION

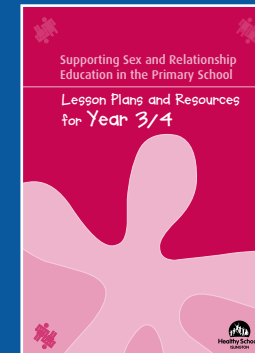
Resource

- Introduction ▶
- How to use this resource ▶
- Using the lesson plans ▶
- Getting started ▶
- Assessment and evaluation ▶
- Glossary ▶
- Resources ▶

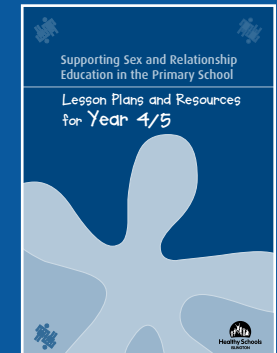
- National Curriculum links ▶
- Summary tables ▶
- Assessment statements ▶



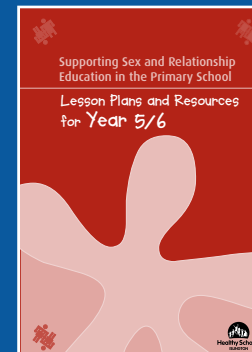
Year 2



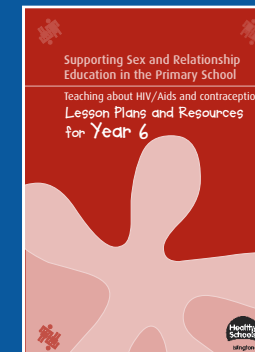
Year 3/4



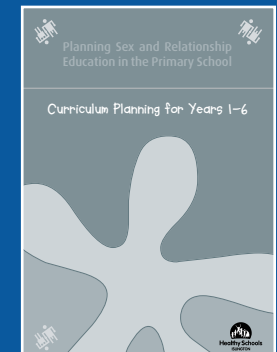
Year 4/5



Year 5/6



HIV/Aids/Contraception
(Year 6)



Curriculum Planning
(Years 1-6)

This resource is an interactive version of the 'Supporting Sex and Relationship Education in the Primary School' teaching resource

Use the bookmarks on the left hand side to access the guidance, lesson plans and resources or click on the links on this page (above)

An Introduction to SRE

Teaching SRE - How to use this resource

Sex and relationship education (SRE) is an integral part of personal, social and health education (PSHE) and ensures that pupils receive the appropriate information, develop skills and explore attitudes at the time when they are able to best respond in order to grow in confidence with their bodies and their relationships.

SRE outcomes will also be addressed in other parts of the wider and national curriculum. For example, national curriculum science outcomes include naming body parts, understanding the human life cycle and human reproduction, and religious education includes work on families and values. Effective SRE is integrated across the curriculum but it is also important to deliver some identified SRE lessons so that pupils can learn about the human life cycle in the context of learning about themselves and their relationships.

A comprehensive SRE programme will ensure that schools meet these requirements. It is important that the content within the programme is age appropriate for pupils and that this is developed and built on as the pupils move up through the school.

The table below sets out what might be learned across the primary school phases:

Content Overview		
YEAR	TOPIC	LEARNING INTENTIONS
YEAR TWO Y2	GIRLS AND BOYS FEMALES AND MALES HUMANS AND ANIMALS	Children learn: <ul style="list-style-type: none">to understand and respect the differences between peopleabout gender stereotypesAbout the biological differences between males and femalesabout the key stages in the human life-cycle
YEAR FOUR OR FIVE Y4/5	GROWING AND CHANGING PUBERTY	Children learn: <ul style="list-style-type: none">about how we grow and change through the human life-cycleabout the physical changes associated with pubertyhow puberty can affect our emotions and behaviour and how to deal with thisto feel able to ask and answer questions
YEAR FIVE OR SIX Y5/6	BUILDING GOOD RELATIONSHIPS SEXUAL RELATIONSHIPS CONCEPTION AND PREGNANCY	Children learn: <ul style="list-style-type: none">what values are important to them in relationshipsabout human reproduction in the context of the human life-cycleabout how a baby is made and growsabout the roles and responsibilities of carers and parentsto know where to get help and advice

How to use this resource

Using the lesson plans

A whole school approach

This is the Islington SRE resource – ‘a whole school curriculum for sex and relationship education’. It was developed to aid teachers’ planning, preparation and delivery of sex and relationship education.

Schools have different approaches to organising the school SRE curriculum. The materials, therefore, have been deliberately designed and developed as a response to the different models of curriculum organisation and differing SRE policies that schools have. The materials included provide a flexible programme of study that schools can adapt to their needs.

For example:

- Some schools may be following the Islington primary scheme of work for PSHE education and citizenship. It suggests that SRE is taught in Year 2, Year 4 and Year 6
- The lesson plans and resources for Years 2, 3/4, 4/5 and 5/6 allow schools to adapt the SRE programme to suit the school curriculum and developmental needs of their pupils
- Some schools may prefer to implement a spiral curriculum covering sex and relationship education in each year group. The curriculum planning for Years 1-6 is a suggested programme of study to help schools use this approach to teach high quality sex and relationship education from Year 1-6

The materials included in this resource are:

- SRE lesson plans and resources for Year 2
- SRE lesson plans and resources for Years 3/4
- SRE lesson plans and resources for Years 4/5
- SRE lesson plans and resources for Years 5/6
- SRE additional lesson plans and resources for Year 6 (HIV/Aids and contraception)
- SRE curriculum planning for Year 1-6

There is also information pertinent to all teachers including:

- Guidance on a whole school approach to sex & relationship education
- Guidelines for teaching and learning
- Ideas for assessment and evaluation
- A useful glossary list to help answer children’s questions accurately
- A list of suggested additional resources
- National curriculum links

Using the lesson plans

Planning and adapting for your class

The lesson plans aim to address the sex and relationship education requirement for primary schools, including the relevant national curriculum science outcomes.

They contain a lot of detail and can be used as a step by step guide to delivering a sex and relationship education lesson. The plans use a variety of teaching methods and aim to appeal to a variety of learning styles. The detail is intended to identify issues and challenges that may arise as you go through the lessons and guide you to avoid or address them.

Some of the lesson plans include additional or alternative activities. These are to support teachers considering differentiation, extension or how to consolidate learning. It will be important for all teachers to consider whether the plans or activities need adaptation for use with a particular class. For example, a year 6 class that has not benefited from SRE in the past may need to start with some Year 4/5 work.

In other classes you may need to adapt or change activities to address the learning styles or needs of your pupils.

Teachers who feel confident about delivering sex and relationship education may prefer to use these plans as a source of resources and activities rather than to follow them as written.

Each lesson uses resources included in this pack (which will open when you click on them) plus additional resources that the school may need to buy or borrow. Some of the resources can be borrowed from the Public Health Resource Centre, Leeds. (<http://www.leeds.gov.uk/phrc/Pages/default.aspx> / Tel: 0113 378 6200). You may also find that your whiteboard software includes useful science resources and that access to the internet allows you to access appropriate pictures and diagrams.

Effective SRE addresses knowledge and information, attitudes and values and social and communication skills. The symbols below show which is being addressed in each lesson.



K



S



A&V

Getting started

Setting the scene

In order to ensure sex and relationship education is effective, a safe environment needs to be created for the teacher and the pupils by identifying and adhering to shared ground rules. If the class is familiar with circle time then the rules that are used in this can be a basis for SRE lessons.

It is worth ensuring that the following are included:

- Treat each other with kindness and respect (to include agreements such as 'no put downs only boost ups' or 'laugh with people not at them')
- Keep confidentiality (to include 'keep names confidential')
- Ask only general questions. If a pupil wants to talk about something personal then it is more appropriate to speak to a trusted adult alone

*Asking about Sex and Growing up -
A question & answer book for boys & girls
Joanna Cole (2009)*

Dealing with difficult questions

Praise pupils for asking questions before deciding on the best way to respond, based on your judgement about the needs of the whole group and the individual pupil.

Do not assume that you have understood what a pupil is asking.

Check with the pupil that you have understood by repeating the question in your own words. Be positive about the language pupils use but remind the class of the scientific terms for use in lessons and praise children who use appropriate terms.

When asking a question in a whole class setting praise the pupil for asking before deciding whether to:

- 1) give a short and simple answer to the whole class
- 2) invite the pupil to talk to you after the lesson
- 3) affirm the question but say that it goes beyond the learning outcomes for that day and that they will learn more about it later
- 4) consider referring the question to someone at home to explore in more detail. Check with the pupils to find out who else they could share their questions with
- 5) explain that you don't know the answer or are not sure how to answer and tell the pupils that you will find out a bit more and return to it another time

continued



Getting started (continued)

Assessment and Evaluation

If the teacher feels that there may be some child protection elements in the question, then respond as above and talk about this to the school's Child Protection Co-ordinator. If you are uncertain how or whether to answer a question, check with your PSHE Co-ordinator, look at the school's SRE policy and decide together how to respond. Always explain to pupils if you cannot answer a question, as one important outcome from SRE should be that they feel able to ask trusted adults about their bodies, puberty, sex and relationships.

If the teacher feels that there is a need for a question time, the pupils could be invited individually or in groups to write down questions and 'post' them in a box to be answered. This gives the teacher time to consider the best response to the questions. It is useful for the teacher to put in some questions of their own and tell the class they have done so to ensure that the pupils do not spend time guessing who wrote a particular question.

Finding simple answers can feel like a challenge. It is useful to have a few factual books around so that you can look things up and find age-appropriate language and a level that is suitable for the whole class. These resources may be helpful:

A question and answer book for boys and girls

Joanna Cole. New York. Beech Tree, 1988

Making life - how we reproduce and grow

Richard Walker. Watts, 2001

How Did I Begin?

Mick Manning & Brita Granstrom. Watts, 2004

Faith and Values in SRE

A common challenge for teachers is how to deliver a programme of sex and relationships education, which will be considered acceptable by the different faith denominations within their school community. In fact many of the core values of an effective SRE programme are reflected in the moral guidance for any major religion, for example love, faith, respect, responsibility, equality. Parents and carers may withdraw their child from SRE lessons due to the basic misunderstanding that sex education simply means education on how to have sex. The school can do much to address these concerns:

- Ensure parents are consulted in the development of the school's SRE policy and that the policy acknowledges the values upheld by the different faith groups regarding sex and relationships
- Use a whole school approach and deliver SRE in several year groups to establish its place in the curriculum plan
- Make lesson plans, resources and materials to be used in class available for parents to view
- Invite parents who have concerns to come and talk to the class teacher and/or PSHE Coordinator
- Consider teaching part of the curriculum in single sex groups
- Encourage parents, who do wish to withdraw their child to try and find some parts of the curriculum which their child can attend

If parents insist on withdrawing their child and teaching them themselves, offer to provide information and materials for them to use at home.

Assessment and Evaluation

Glossary

These lessons include activities that will enable the teacher to establish what the children already know, assess their learning and correct any misinformation.

It may be necessary to do additional needs assessment with your class.

Some ideas are:

- Asking pupils to write down what they know about a particular subject before a lesson, and then at the end of a lesson write or say what they have learnt
- Asking pupils to advise or teach others about a particular theme
- Working individually, in pairs or groups to complete a task such as labelling a human body without any input from the teacher until completed
- At the end of the lesson, do a round where each pupil finishes off a sentence such as, 'Today I have learned ...'
- At the end of a lesson or a piece of work review the learning by talking to the class and asking questions or writing down key questions for them to answer. These questions might include questions that will need factual answers, information about developing personal skills and about what they may do or think in various situations.

For other ways to assess and evaluate SRE you can use Assessment, Evaluation and Sex and Relationships Education (Sex Education Forum, NCB). You can also use quizzes and worksheets from Living and Growing (Channel 4) Units 2 and 3.

*"Pupils should learn about
the nature of marriage and its importance
for family life and the bringing up of children"*

Learning and Skills Act (2000)

*"In the early primary school years,
education about relationships needs to focus on friendship,
bullying and the building of self-esteem"*

**DfEE Sex and Relationships Education Guidance
(July 2000)**

Glossary

Need some simple answers? Here are some descriptions which may help you:

Abortion:

This is when a woman chooses to stop her pregnancy. Women have abortions when they are not able or do not want to carry on with their pregnancy. People hold different beliefs about abortion

Aids (Acquired Immune Deficiency Syndrome)

If HIV is not controlled with medicines it can cause Aids. This is when the immune system is so weak that it cannot fight off any infections. A person cannot catch Aids; it can only develop from uncontrolled HIV.

Clitoris

A pea-sized bump above the vagina. It can tingle and feel nice.

Conception

This is when a sperm fertilises an egg. This may result in a woman becoming pregnant.

CONDOMS:

Male condom

A condom is made from thin rubber or plastic. It fits on a man's penis when he has an erection and needs to be put on before he has sex. When the man ejaculates, the semen stays in the condom. The woman cannot get pregnant because the sperm and the egg cannot meet. Condoms also prevent the HIV and other germs being passed on during sexual intercourse.

Female condom (femidom)

This is put into a woman's vagina to catch sperm when a man ejaculates during sexual intercourse. It works in a similar way to a male condom.

Contraception

If people want to have sexual intercourse but do not want to have a baby, they can use contraception to prevent the woman getting pregnant. There are different ways of doing this. Some methods of contraception (male and female condoms) also protect against germs that can be passed on during sexual intercourse.

Contraceptive implant

A nurse or doctor inserts a small soft tube under the skin in the top part of the woman's arm. The tube puts a small amount of hormone into the woman's body to stop her from getting pregnant. An implant lasts for three years. The implant does not protect against HIV or other germs that can be passed on during sexual intercourse.

Contraceptive injection

A woman can have a contraceptive injection from a doctor or nurse. The injection contains a small amount of hormone that will stop her from getting pregnant. One injection lasts for 8-12 weeks. The injection does not protect against HIV or other germs that can be passed on during sexual intercourse.

Contraceptive patch

This is a small pad which a woman sticks on her body. She has to change it every week. The patch puts a small amount of hormone into her body to prevent her from becoming pregnant. The patch does not protect against HIV or other germs that can be passed on during sexual intercourse.

Contraceptive pill

Women can take the contraceptive pill. It contains a small amount of hormone which will stop them from becoming pregnant. There are different types of pill which come in a small packet and need to be taken every day. A nurse or doctor helps a woman to decide which is best for her. The pill does not protect against HIV or other germs that can be passed on during sexual intercourse.

Ejaculation

When semen comes out of the end of the penis. The penis is usually erect when this happens.

Emergency contraception (or the morning after pill)

This is not a method of contraception but can be used if a method has gone wrong (for example if a condom breaks or a pill is forgotten). The pill needs to be taken by the woman soon after sex (within 3 days). A doctor, nurse or pharmacy gives out the pill. The morning after pill does not protect against HIV or other germs that can be passed on during sexual intercourse.

continued



Glossary continued

Resources

Erection

The penis becomes stiff and upright. This happens because blood flows into the penis. Boys will notice erections occurring more when they reach puberty. This is perfectly normal.

HIV (Human Immuno-Deficiency Virus)

HIV is nasty virus that attacks the body's immune system.* This means that the body has no way of protecting itself from germs, bacteria and other infections. Once a person contracts HIV it remains in their body forever. It can be controlled with medicines, meaning that people with HIV can otherwise live a healthy life, although at present there is no known cure.

*The immune system is supposed to protect the body from infection and diseases. When germs enter, the white blood cells rush around the body to fight the infection.

Infertility

Some people can't make babies. There are lots of reasons for this and doctors can help some of them.

IUD (Intrauterine Device) and IUS (Intrauterine System)

An IUD or IUS is a very small device made from copper and plastic. A doctor or nurse puts it through a woman's vagina and into the womb. It stays in the womb and stops the sperm meeting the egg or the egg settling in the womb. It lasts for between 3 and 10 years. It does not protect against HIV or other germs that can be passed on during sexual intercourse.

IVF

In-vitro fertilisation (this means in-glass fertilisation). Some couples cannot make a baby through sexual intercourse. Sometimes a doctor helps them by getting a sperm and an egg and putting them together in a test-tube so that the egg is fertilised. The doctor then puts the fertilised egg inside a woman's womb and they wait to see if it will attach to the womb lining and grow into a baby.

Masturbation

This is when someone touches their own sex parts which can make them feel nice. It is a common part of puberty as we begin to have sexual feelings. It does not cause any medical problems.

Menstruation

During puberty girls begin to release eggs, usually one egg every month. Most of the time the egg doesn't meet a sperm and grow into a baby so it leaves her body through the vagina, along with some tissue and blood from her womb. This is called menstruation or a period.

Miscarriage

Sometimes a woman becomes pregnant but the pregnancy does not last long enough for a baby to grow and be born. A miscarriage is when a pregnancy ends suddenly. We don't always know why this happens.

Penis

Part of the male sex organs. It is for getting rid of waste as urine and is important for making a baby.

Rhythm method/safe period/natural methods

Where a man and woman only have sexual intercourse when the woman's egg has not been released. This can be difficult to know for sure and to work needs to be done very carefully. This does not protect against HIV or other germs that can be passed on during sexual intercourse.

Stillbirth

Sometimes babies that are nearly ready to be born die whilst they are inside the woman's body. It can be very sad for the family as they have been waiting for many months for the baby to arrive.

Vagina

Part of the female sex organs. It is a tube inside a girl's body which helps to make a baby and stretches open for the baby to be born. Girls get rid of waste as urine through another very small hole near the vagina.

Wet dreams

During puberty boys begin to produce sperm. Sometimes whilst a boy is sleeping he gets an erection and sperm comes out of the end of the penis. This is called a wet dream.

back

To use these lesson plans you may need the following written resources

Teaching resources

- **Assessment, Evaluation and Sex and Relationships**
(2004) Simon Blake & Stella Muttock, Sex Education Forum. ISBN: 10904787-27-4. NCB, 8 Wakley St, London, EC1V 7QE. Tel: 020 7843 6029 Website: <http://www.ncb.org.uk>
- **Christopher Winter SRE Modelling Project**
Contact: Paula Power Tel: 07971 363268 Website: <http://www.thechristopherwinterproject.co.uk>
- **I am, I know, I can**
(2001) TACADE. ISBN: 1-902469-05-4. Old Exchange Buildings, 6 St. Ann's Passage, King Street, Manchester, M2 6AD. Tel: 0161 836 6850 Email: ho@tacade.co.uk Website: www.tacade.com
- **It's Different for Me**
(2003) The Care Programme, d2. ISBN: 1-900587- 24-6. 460n Manchester Rd, Bolton, BL3 2NU. Tel: 01204 366677 Website: <http://www.d2digital.co.uk>. and <http://www.itsdifferentforme.org>
- **Living and Growing**
Units 1 to 3 (1998) Channel 4. 4 Learning, PO Box 100, Warwick, CV34 6TZ Tel: 01926 436 444 Website: <http://www.channel4.com/learning>

Literature for the classroom

- 'Kids' by Spike Milligan. In: **The Puffin book of utterly brilliant poetry** Brian Patten (ed.) Penguin, 1999
- **Love you forever** Robert Munsch & Anthony Lewis. Red Fox, 2001

- 'Luv me mudder' by Benjamin Zephaniah. In: **Nearly best friends: poems about relationships** Wendy Cooling (ed.) Watts, 2003
- **Once there were giants** Martin Waddell and Penny Dale. Walker, 2001
- **Tell me about the night I was born** Jamie Lee Curtis & Laura Cornell. Scholastic, 1999
- **The world is full of babies** Mick Manning & Brita Granström. Watts, 2004

Reference books for teachers

- **Everything you ever wanted to ask about willies and other boy's bits** Tricia Kreitman, Neil Simpson & Rosemary Jones. Piccadilly, 2002
- **It's perfectly normal** Robie H. Harris and Michael Emberley. Candlewick, 2004
- **Let's talk about where babies come from** Robie H. Harris and Michael Emberley. Walker, 2004
- **What is a girl? What is a boy?** Stephanie Waxman. New York, Thomas Y. Crowell, 1989
- **A question & answer book for boys & girls** Joanna Cole. New York, Beech Tree, 1988
- **Making life: how we reproduce and grow** Richard Walker. Watts, 2001
- **How did I begin?** Robie H. Harris and Michael Emberley. Watts, 2004

To use these lesson plans you may need the following written resources

Teaching resources

- **Living and Growing**

Units 1 to 3 (1998) Channel 4
4 Learning, PO Box 100, Warwick, CV34 6TZ
tel: 01926 436 444
website: www.channel4.com/learning

- **Amazing Grace**

Mary Hoffman and Caroline Binch,
Frances Lincoln Ltd (2005)

Additional activities and resources for years 3 and 4 in the spiral curriculum:

- **I Am, I Know, I Can**

(2001) TACADE ISBN: 1-902469-05-4
Old Exchange Buildings, 6 St. Ann's Passage,
King Street, Manchester, M2 6AD
tel: 0161 836 6850
email: ho@tacade.co.uk
website: www.tacade.com

- **Blueprints PSHE and Citizenship KS2**

(2002) Nelson Thornes ISBN 0-7487-6396-1
Delta Place, 27 Bath Road,
Cheltenham, GL53 7TH
tel: 01242 267280
email: primary@nelsonthornes.com
website: www.nelsonthornes.com

- **Laying the Foundations:
Sex and Relationships Education In
Primary Schools**

Anna Martinez and Vanessa Cooper
National Children's Bureau
8 Wakley Street, London, EC1V 7QE
tel: 020 7843 6080
website: www.ncb.org.uk

- **William's Doll**

Charlotte Zolotow & William Pene De Bois,
Harper Collins (1985)

- **Princess Smartypants**

Babette Cole, Puffin (2004)

- **The Sissy Duckling**

Harvey Fierstein, Simon and Schuster
Children's Publishing (2002)

- **Bill's New Frock**

Ann Fine,
Egmont Books Ltd. (2002)

- **Paperbag Princess**

Robert N. Munsch and Michael Martchenko,
Annick Press (1980)

- **Tell Me About The Night I Was Born**

Jamie Lee Curtis and Laura Cornell,
Scholastic (1999)

Useful resource

- **Assessment, Evaluation
and Sex and Relationships**

(2004) Simon Blake & Stella Muttock,
Sex Education Forum
ISBN: 10904787-27-4
NCB, 8 Wakley St, London, EC1V 7QE
tel: 020 7843 6029
website: www.ncb.org.uk

National Curriculum Links

KEY STAGE 1, YEAR 2 SEX AND RELATIONSHIP EDUCATION

PSHE & Citizenship

NC REF	CHILDREN SHOULD LEARN	LESSONS
1b	To share their opinions on things that matter to them and explain their views	Lesson 1, Girls and Boys can...
1d	To think about themselves, learn from their experience and recognise what they are good at	Lesson 4, Human Life Cycle
2d	To agree and follow rules for their group and classroom, and understand how rules help them	Lesson 1, Girls and Boys can... Lesson 2, What is male and female? Lesson 3, Labelling male and female bodies Lesson 4, Human Life Cycle Lesson 5, Everybody needs caring for Lesson 6, Special and different - families
2e	To realise that people and other living things have needs, and that they have responsibilities to meet them	Lesson 5, Everybody needs caring for
2f	That they belong to various groups and communities, such as family and school	Lesson 6, Special and different - families
3d	About the process of growing from young to old and how people's needs change	Lesson 2, What is male and female? Lesson 4, Human Life Cycle Lesson 5, Everybody needs caring for
3e	The names of the main parts of the body	Lesson 3, Labelling male and female bodies
4c	To identify and respect the differences and similarities between people	Lesson 1, Girls and Boys can... Lesson 3, Labelling male and female bodies Lesson 6, Special and different - families
4d	That family and friends should care for each other	Lesson 5, Everybody needs caring for Lesson 6, Special and different - families

National Curriculum Links

KEY STAGE 2, YEARS 3/4 SEX AND RELATIONSHIP EDUCATION

PSHE & Citizenship

NC REF	CHILDREN SHOULD LEARN	LESSONS
2d	To agree and follow rules for their group and classroom, and understand how rules help them	Lesson 1, Who's in my family? Lesson 2a, Changing body parts Lesson 2b, Changing body parts Lesson 3, Feeling good about being different
3c	About how the body changes as they approach puberty	Lesson 2a, Changing body parts
3e	The names of the main parts of the body	Lesson 2a, Changing body parts Lesson 2b, Changing body parts
4e	To recognise and challenge stereotypes	Lesson 3, Feeling good about being different
4f	The differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability	Lesson 1, Who's in my family? Lesson 3, Feeling good about being different

National Curriculum Links

KEY STAGE 2, YEAR 4/5 SEX AND RELATIONSHIP EDUCATION

PSHE & Citizenship

NC REF	CHILDREN SHOULD LEARN	LESSONS
1c	To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action	Lesson 7, Your questions answered
1d	To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way	Lesson 5, Changing feelings and changing lives Lesson 6, Feeling, thinking & doing – Changing relationships
2e	To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences	Lesson 6, Feeling, thinking & doing – Changing relationships
2f	To resolve differences by looking at alternatives, making decisions and explaining choices	Lesson 6, Feeling, thinking & doing – Changing relationships
3b	That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread	Lesson 4, Changing the way we keep clean
3c	About how the body changes as they approach puberty	Lesson 2, Puberty - How our bodies change Lesson 3, Understanding menstruation and wet dreams Lesson 4, Changing the way we keep clean Lesson 7, Your questions answered
4a	That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view	Lesson 5, Changing feelings and changing lives Lesson 6, Feeling, thinking & doing – Changing relationships
4c	To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships	Lesson 1, Growing and changing Lesson 5, Changing feelings and changing lives Lesson 6, Feeling, thinking & doing – Changing relationships
4e	To recognise and challenge stereotypes	Lesson 1, Growing and changing
4g	Where individuals, families and groups can get help and support	Lesson 3, Understanding menstruation and wet dreams Lesson 7, Your questions answered

National Curriculum Links

KEY STAGE 2, YEAR 5/6 SEX AND RELATIONSHIP EDUCATION

PSHE & Citizenship

NC REF	CHILDREN SHOULD LEARN	LESSONS
1a	To talk and write about their opinions, and explain their views, on issues that affect themselves and society	Lesson 2, Becoming men and women Lesson 3, Building good relationships
1c	To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action	Lesson 7, Your questions answered
1d	To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way	Lesson 1, What's all this about puberty?
2e	To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences	Lesson 6, Being a parent
2k	To explore how the media present information	Lesson 2, Becoming men and women
3c	About how the body changes as they approach puberty	Lesson 1, What's all this about puberty?
4a	That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view	Lesson 3, Building good relationships Lesson 6, Being a parent
4c	To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships	Lesson 3, Building good relationships Lesson 4, Sexual relationships Lesson 7, Your questions answered
4e	To recognise and challenge stereotypes	Lesson 2, Becoming men and women
4f	That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability	Lesson 2, Becoming men and women
4g	Where individuals, families and groups can get help and support	Lesson 7, Your questions answered

National Curriculum Links

KEY STAGE 2, YEAR 6 SRE, HIV AND CONTRACEPTION

PSHE and Citizenship	NC REF	CHILDREN SHOULD LEARN	LESSONS
	3a	What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices	HIV lesson 2, How can the risk of catching HIV be reduced? Contraception lesson, What is contraception?
	3b	That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread	HIV lesson 1, Myths and misconceptions about HIV HIV lesson 2, How can the risk of catching HIV be reduced?
	3e	To recognise the different risks in different situations and then decide how to behave responsibly, judging what kind of physical contact is acceptable or unacceptable	HIV lesson 1, Myths and misconceptions about HIV HIV lesson 2, How can the risk of catching HIV be reduced? Contraception lesson, What is contraception?
	4a	That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view	HIV lesson 1, Myths and misconceptions about HIV HIV lesson 2, How can the risk of catching HIV be reduced? Contraception lesson, What is contraception?
	4e	To recognise and challenge stereotypes	HIV lesson 1, Myths and misconceptions about HIV
	4g	Where individuals, families and groups can get help and support	HIV lesson 1, Myths and misconceptions about HIV

Sex and Relationship Education Summary Table

Key Stage 1 • Year 2

	LEARNING INTENTIONS & OUTCOMES	N/C Ref	ACTIVITIES	RESOURCES REQUIRED
KS1 Lesson 1	<p>Girls and Boys Can...</p> <p>Learning Intention: Children learn to understand and respect the differences and similarities between people</p> <p>Learning Outcomes: Children:</p> <ul style="list-style-type: none"> • Are able to define difference and similarity • Understand that boys and girls can both do the same tasks and enjoy the same things; but that stories, TV and people sometimes say that boys do this and girls do that 	PSHE & Citizenship: 1b, 2d, 4c	<p>Intro: Talking Pairs</p> <p>Main: Go-round Glove Puppet Plenary</p> <p>Close: Draw & Write</p> <p>Additional/Alternative Activity: Using non-fiction. Sorting activity</p>	<p>Available in the pack</p> <ul style="list-style-type: none"> • Some people think a girl/boy is... worksheets (Yr2, Ln1, W/s1a and W/s1b) <p>Other Resources</p> <ul style="list-style-type: none"> • Glove puppet • Talking object • What is a girl? What is a boy?, Stephanie Waxman, New York, Thomas Y. Crowell, 1989 (As an additional/alternative activity)
KS1 Lesson 2	<p>What is Male and Female?</p> <p>Learning Intention: Children learn the biological differences between males and females animals and their role in the life-cycle</p> <p>Learning Outcomes: Children:</p> <ul style="list-style-type: none"> • Can describe some of the biological differences between male and female animals • Understand that the creation of new life requires a male and a female • Learn that female mammals give birth and nurse their young 	PSHE & Citizenship: 2d, 3d	<p>Intro: Review last lesson</p> <p>Main: Video Discussion & Identification exercise</p> <p>Close: Research & write</p>	<p>Available in the pack</p> <ul style="list-style-type: none"> • Cats and kittens worksheets (Yr2, Ln2, W/s2) <p>Other Resources</p> <ul style="list-style-type: none"> • Differences Video, Channel 4, Living & Growing Unit 1, Programme 1 (video timecode: 0.05, DVD Chapter 1) • Anatomically correct farmyard animals. Sets to include a male, female and young

Sex and Relationship Education Summary Table

Key Stage 1 • Year 2

	LEARNING INTENTIONS & OUTCOMES	N/C Ref	ACTIVITIES	RESOURCES REQUIRED
KS1 Lesson 3a	<p>Labelling Male and Female Bodies</p> <p>Learning Intention: Children learn the biological differences between male and female children</p> <p>Learning Outcomes: Children:</p> <ul style="list-style-type: none"> • Can identify and name the main male and female sex parts • Understand that the male and female sex parts are related to reproduction • Are able to label the main male and female sex parts with confidence 	PSHE & Citizenship: 2d, 3e, 4c	<p>Intro: Male and Female Simon Says. Review</p> <p>Main: Video. Discussion. Group Venn Diagram</p> <p>Close: Individual Venn Diagram. Feedback</p> <p>Additional/Alternative Activity: Picture cards. Singing Heads, Shoulders, Knees and Toes Labelling the Body</p>	<p>Available in the pack</p> <ul style="list-style-type: none"> • Venn diagram labels: male, female and both (<i>pack: Yr2, Ln3, W/s3</i>) • Body part labels (<i>pack: Yr2, Ln3, W/s4</i>) • Body part picture cards (<i>pack: Yr2, Ln13, W/s5</i>) <p>Other resources:</p> <ul style="list-style-type: none"> • Differences Video, Channel 4, Living & Growing Unit 1, Programme 1 (<i>video timecode 0.05.08 – 0.10.44, DVD Chapter 2</i>) • Same but different worksheets (<i>Channel 4 Living and Growing Unit 1 Resource Book, Activity Sheet 5, page 16</i>) • Naming Body Parts worksheets (<i>Channel 4, Living and Growing, Unit 1 Resource Book, Activity Sheet 4, page 15</i>)
KS1 Lesson 3b	<p>Labelling Male and Female Bodies without clitoris</p> <p>Learning Intention: Children learn the biological differences between male and female children</p> <p>Learning Outcomes: Children:</p> <ul style="list-style-type: none"> • Can identify and name the main male and female sex parts • Understand that the male and female sex parts are related to reproduction • Are able to label the main male and female sex parts with confidence 	PSHE & Citizenship: 2d, 3e, 4c	<p>Intro: Male and Female Simon Says. Review</p> <p>Main: Video. Group Venn Diagram Discussion</p> <p>Close: Feedback and Labelling</p> <p>Additional/Alternative Activity: Picture cards. Singing Heads, Shoulders, Knees and Toes</p>	<p>Available in the pack</p> <ul style="list-style-type: none"> • Venn diagram labels: male, female and both (<i>pack: Yr2, Ln3, W/s3</i>) • Body part labels (<i>pack: Yr2, Ln3, W/s4</i>) • Body part picture cards (<i>pack: Yr2, Ln13, W/s5</i>) <p>Other resources</p> <ul style="list-style-type: none"> • Naming Body Parts worksheets (<i>Channel 4, Living and Growing, Unit 1 Resource Book, Activity Sheet 4, page 15</i>) • Differences Video, Channel 4, Living & Growing Unit 1, Programme 1 (<i>video timecode 0.05.08 – 0.10.44, DVD Chapter 2</i>) • Same but different worksheets, taking out the word 'clitoris' (<i>Channel 4 Living and Growing Unit 1 Resource Book, Activity Sheet 5, page 16</i>)

Sex and Relationship Education Summary Table

Key Stage 1 • Year 2

LEARNING INTENTIONS & OUTCOMES

N/C Ref

ACTIVITIES

RESOURCES REQUIRED

KS1 Lesson 4

Human Life Cycle

Learning Intention: Children learn

- About growing from young to old
- That they are growing and changing

Learning Outcomes: Children

- Understand that all living things including humans start life as babies
- Can identify key stages in the human life-cycle
- Understand some ways that they have changed since they were babies

PSHE & Citizenship:
1d, 2d, 3d

Intro: Small Group Human Life-Cycle

Main: Fiction. Create own timeline

Close: Go-round

Available in the pack

- **Male and female life cycle** pictures (pack: Yr2, Ln4, W/s6)
- **My Timeline** worksheets (pack: Yr2, Ln4, W/s7a,b,c)

Other Resources

- Talking object
- **Once there were giants**, Martin Waddell and Penny Dale, Walker

KS1 Lesson 5

Everybody Needs Caring For

Learning Intention: Children learn:

- That everybody needs to be cared for
- Ways that they can care for others

Learning Outcomes: Children

- Can identify ways that they can show care towards each other
- Understand that we all have different needs and require different types of care
- Understand the links between needs, caring and changes throughout the life-cycle

PSHE & Citizenship:
2d, 2e, 3d, 4d

Intro: Talking pairs. Feedback

Main: Group discussion with objects. Drawing & writing

Close: Class commitment to care

Additional/Alternative Activity:
Dramas, story-telling. Non-fiction

Available in the pack

- **Male and female life cycle** pictures (pack: Yr2, Ln4, W/s6)

Other Resources

- **The world is full of babies**, Mick Manning and Brita Granström, Watts
- Objects to do with caring throughout the life cycle. (e.g. bottle, nappies, sticking plaste, toy bricks, hairbrush, skipping rope, post-card, valentine, flowers, cooking utensils, phone, walking stick, stethoscope, hearing aid)

Sex and Relationship Education Summary Table

Key Stage 1 • Year 2

KS1 Lesson 6

LEARNING INTENTIONS & OUTCOMES	N/C Ref	ACTIVITIES	RESOURCES REQUIRED
<p>Special and Different - Families</p> <p>Learning Intention: Children learn:</p> <ul style="list-style-type: none"> • About different types of family • The ways in which their home-life is special. <p>Learning Outcomes: Children</p> <ul style="list-style-type: none"> • Can describe different types of family • Understand that families care for each other in a variety of ways • Can identify what is different and special about their home-life 	<p>PSHE & Citizenship: 2d, 2f, 4c, 4d</p>	<p>Intro: Talking Pairs. Brainstorm</p> <p>Main: Fiction. Discussion</p> <p>Close: Art and craft. Writing</p> <p>Additional/Alternative Activity: Family tree. Creating families to write about</p>	<p>Other Resources</p> <ul style="list-style-type: none"> • <i>Tell me about the day I was born</i> Jamie Lee Curtis, Scholastic

Sex and Relationship Education Summary Table

Key Stage 2 • Year 3-4

	LEARNING INTENTIONS & OUTCOMES	N/C Ref	ACTIVITIES	RESOURCES REQUIRED
KS2 Lesson 1	<p>Who's in my family?</p> <p>Learning Intention: Children learn about the way they grow and change throughout the human life cycle</p> <p>Learning Outcomes: Children:</p> <ul style="list-style-type: none"> • Can identify changes during the human life cycle • Understand that change is ongoing 	PSHE & Citizenship: 2d, 4f	<p>Intro: Introduce class rules and work in pairs to feedback about babies and toddlers</p> <p>Main: Explore stages of the human life cycle</p> <p>Close: Round</p> <p>Additional/Alternative Activity: Individual work with worksheet</p>	<p>Available in the pack</p> <ul style="list-style-type: none"> • Male and female life cycle pictures <i>Yr3/4 Ln1, W/S1</i> <p>Additional/alternative activity</p> <ul style="list-style-type: none"> • My family worksheet <i>Yr3/4 Ln1, W/S2</i> <p>Other resources</p> <ul style="list-style-type: none"> • images of babies and toddlers taken from magazines and photos stuck on coloured card
KS2 Lesson 2a	<p>Changing body parts</p> <p>Learning Intention: Children learn</p> <ul style="list-style-type: none"> • About the physical changes associated with puberty <p>Learning Outcomes: Children</p> <ul style="list-style-type: none"> • Are able to define puberty: the changes that occur sometime between 8-17 that turn children into young adults • Know that puberty happens differently for everyone and begins and ends at different times • Understand that body changes at puberty are linked to human reproduction 	PSHE & Citizenship: 2d, 3c, 3e, 4c	<p>Intro: Place clothing on body outline and naming body parts</p> <p>Main: Discussion about puberty and how the body changes. worksheet</p> <p>Close: Make a line according to age and then height</p> <p>Additional/alternative activity: Work in pairs with worksheet</p>	<p>Additional/alternative activity</p> <ul style="list-style-type: none"> • Male and female bodies <i>Yr3/4 Ln2a, W/S3</i> <p>Other resources</p> <ul style="list-style-type: none"> • How do we change? worksheet Channel 4 Living and Growing, Unit 2 activity sheet 1, page 12 • items of clothing • large piece of paper to draw body outline

Sex and Relationship Education Summary Table

Key Stage 2 • Year 3-4

	LEARNING INTENTIONS & OUTCOMES	N/C Ref	ACTIVITIES	RESOURCES REQUIRED
KS2 Lesson 2b	<p>Changing body parts</p> <p>Learning intention: Children learn about the physical changes associated with puberty</p> <p>Learning outcomes: Children</p> <ul style="list-style-type: none"> • Are able to define puberty: the changes that occur sometime between 8-17 that turn us from children into young adults • Know that puberty happens differently for everyone and begins and ends at different times • Understand that body changes at puberty are linked to human reproduction 	PSHE & Citizenship: 2d, 3c, 3e, 4c	<p>Intro: Introduce puberty and in pairs think of the changes at puberty. Feedback</p> <p>Main: Two readings with discussion</p> <p>Close: Class plenary</p> <p>Additional/Alternative activities:</p> <p>Two worksheets from Living and Growing</p>	<p>Available in the pack</p> <ul style="list-style-type: none"> • Josh's story (pack;Y3/4 Ln2b, resource 1) • Fran's story (pack:Y3/4 Ln3b, resource 2) <p>Other resources</p> <ul style="list-style-type: none"> • A large Venn table or table with three columns on flip chart or board labelled male, female and both <p>Additional/alternative activities</p> <ul style="list-style-type: none"> • Sort the changes worksheet (Channel 4, Living and Growing, unit 2, page 15, sheet 4) • How do we change? worksheet (Channel4, Living and Growing, unit 2, page 12, sheet 1)
KS2 Lesson 3	<p>Feeling good about being different</p> <p>Learning intention: Children learn</p> <ul style="list-style-type: none"> • To recognise their own worth as individuals and to challenge stereotyping <p>Learning outcomes: Children</p> <ul style="list-style-type: none"> • Can identify positive things about themselves and others • Understand that boys and girls can both do the same tasks and enjoy the same things; but that stories, TV and people sometimes present different stereotypes • Can recognise and challenge stereotyping with confidence 	PSHE & Citizenship: 2d, 4c, 4e, 4f	<p>Intro: Pairs sharing things that they are good at and like doing</p> <p>Main: Drawing pictures of different people in work. Discussion about stereotyping</p> <p>Close: Round</p> <p>Additional/alternative activities:</p> <ul style="list-style-type: none"> • Read Amazing Grace story • Cut out pictures of various professions from newspapers and magazines • Worksheet Who does what? • Read Change for the best story 	<p>Available in the pack</p> <ul style="list-style-type: none"> • Draw these people worksheet (pack: Yr3/4 Ln 3, W/S 4) <p>Additional/alternative activity</p> <ul style="list-style-type: none"> • Change for the best story (pack: Yr3/4 Ln3, resource 3) <p>Other resources</p> <p>Additional/alternative activities</p> <ul style="list-style-type: none"> • Amazing Grace by Mary Hoffman and Caroline Binch, Frances Lincoln • Who does what? worksheet (Channel 4, Living and Growing, unit 2, page 38, sheet 19)

Sex and Relationship Education Summary Table

Key Stage 2 • Year 4-5

	LEARNING INTENTIONS & OUTCOMES	N/C Ref	ACTIVITIES	RESOURCES REQUIRED
KS2 Lesson 1	<p>Growing and Changing</p> <p>Learning Intention: Children learn about the way we grow and change throughout the human life-cycle</p> <p>Learning Outcomes: Children:</p> <ul style="list-style-type: none"> • Can identify changes throughout the human life-cycle • Understand that change is ongoing • Understand that change is individual 	PSHE & Citizenship: 4c, 4e	<p>Intro: Talking pairs. Class review</p> <p>Main: Ideas carousel. Plenary</p> <p>Close: Go-round</p> <p>Additional/Alternative Activities: Walking carousel. Fiction</p>	<p>Available in the pack</p> <ul style="list-style-type: none"> • Male and Female life cycle pictures (baby, school-aged child, teenager, adult, elder) <i>Yr4&5, Ln1, w/s1</i> <p>Other resources</p> <ul style="list-style-type: none"> • <i>Love you forever</i>, R. Munsch, Red Fox (as an additional/alternative activity) <p>Other:</p> <ul style="list-style-type: none"> • Ask children to bring in a photo, object, picture or story associated with when they were younger
KS2 Lesson 2a	<p>Puberty – How Our Bodies Change (with video)</p> <p>Learning Intention: Children learn about the physical changes associated with puberty</p> <p>Learning Outcomes: Children:</p> <ul style="list-style-type: none"> • Are able to define puberty: the changes that occur sometime between 8-17 that turn us from children to young adults • Can identify the physical changes associated with puberty • Understand that everyone’s experience of puberty is different and that it begins and ends at different times 	PSHE & Citizenship: 3c	<p>Intro: Boardstorm.</p> <p>Main: Video. Discussion. Anonymous questions</p> <p>Close: Plenary discussion</p> <p>Additional/Alternative Activity: Sort the Changes worksheet</p>	<p>Available in the pack</p> <ul style="list-style-type: none"> • Changes Video Channel 4, Living and Growing, Unit 2, Programme 1 (<i>video timecode - 0.00.28 - 0.11.13</i>) • Your questions pro-forma <i>Yr4&5, Ln2, W/s2</i> <p>Other resources</p> <ul style="list-style-type: none"> • Sort the Changes worksheet Channel 4, Living and Growing, Unit 2, page 15, sheet 4 (as an additional/alternative activity)

Sex and Relationship Education Summary Table

Key Stage 2 • Year 4-5

LEARNING INTENTIONS & OUTCOMES

N/C Ref

ACTIVITIES

RESOURCES REQUIRED

KS2 Lesson 2b

Puberty – How Our Bodies Change

Learning Intention: Children learn about the physical changes associated with puberty

Learning Outcomes: Children:

- Are able to define puberty: the changes that occur sometime between 8-17 that turn us from children to young adults
- Can identify the physical changes associated with puberty
- Understand that everyone's experience of puberty is different and that it begins and ends at different times

PSHE & Citizenship:
3c

Intro: Pair and share
Main: Readings and discussion.
Anonymous questions
Close: Plenary discussion
Additional/Alternative Activities: Sort the Changes worksheet. How do we change? worksheet

Available in the pack
• **Your questions pro-forma** *Yr4&5, Ln2, W/s2*
Other resources
• SEAL Y5 & 6 Changes
Melanie's Journal, *p13-14*

Additional/alternative activities:
• **Sort the Changes** worksheet
Channel 4, Living and Growing, *Unit 2, page 15, sheet 4*
• **How do we Change** worksheet Channel 4, Living and Growing, *Unit 2, page 12, sheet 1*

KS2 Lesson 3

Understanding Menstruation and Wet Dreams

Learning Intention: Children learn about menstruation and wet dreams

Learning Outcomes: Children:

- Can describe menstruation and wet dreams
- Understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams
- Know and can explain effective methods for managing menstruation and wet dreams

PSHE & Citizenship:
3c, 4g

Intro: Video & reading
Main: Single sex card game
Close: Research & Report back
Additional/Alternative Activities: Sequencing worksheet. Group research and feedback

Available in the pack
• **Menstruation & wet dreams** card game *Yr4&5, Ln3, W/S3*
• **Researching Puberty** worksheets *Yr4&5, Ln3, W/S4 & W/S5*
Other resources
• Sanitary wear, different types and size of tampons, sanitary towels and panty-liners
Additional/alternative activities
• **Understanding Menstruation** sequencing activity *Yr4&5, Ln3, W/s6*
• **Girl Talk** Video Channel 4, Living and Growing *Unit 3, Programme 7*
• **Boy Talk** Video Channel 4, Living and Growing, *Unit 3, Programme 8*
• **Interactive whiteboard materials** to explain menstruation, e.g. http://www.kidshealth.org/teen/sexual_health/girls/menstruation.html, <http://www.teenwire.com/infocus/1999/if-19991005p066.php>
• **Everything you ever wanted to ask about willies and other boy's bits** T. Kreitman et al, Piccadilly
• **It's perfectly normal** Robie H. Harris, Candlewick, Part 3
• Information leaflets on wet dreams, periods and sanitary protection

Sex and Relationship Education Summary Table

Key Stage 2 • Year 4-5

	LEARNING INTENTIONS & OUTCOMES	N/C Ref	ACTIVITIES	RESOURCES REQUIRED
KS2 Lesson 4	<p>Changing the Way We Keep Clean</p> <p>Learning Intention: Children learn about the impact of puberty on physical hygiene and develop strategies for managing this</p> <p>Learning Outcomes: Children:</p> <ul style="list-style-type: none"> • Can explain how changes at puberty affect body hygiene • Can describe how to care for their bodies during puberty • Can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming 	PSHE & Citizenship: 3b, 3c	<p>Intro: Class discussion</p> <p>Main: Small groups and artefacts</p> <p>Close: Worksheet. Plenary</p> <p>Additional/Alternative Activities: Brochure design. Exhibition</p>	<p>Other resources</p> <ul style="list-style-type: none"> • Clean Up Worksheet Channel 4 Living and Growing <i>Unit 3, Activity Sheet 5, pg 16</i> • Hygiene products for goody bag, e.g: soap, flannel, face-wash, shampoo, spot cream, razor, comb, deodorant, anti-perspirant, make up remover, shaving foam, sanitary towels, tampons, panty-liners, perfumes, after-shave <p>Additional/alternative activity</p> <ul style="list-style-type: none"> • Teenage magazines
KS2 Lesson 5	<p>Changing Feelings and Changing Lives</p> <p>Learning Intentions: Children learn:</p> <ul style="list-style-type: none"> • How puberty effects emotions and behaviour • Strategies for dealing with the changes associated with puberty <p>Learning Outcomes: Children:</p> <ul style="list-style-type: none"> • Are able to describe how feelings and behaviour change during puberty. • Understand how changes during puberty can affect relationships with other people • Can devise strategies for managing some of these changes 	PSHE & Citizenship: 1d, 4a, 4c	<p>Intro: Go-round</p> <p>Main: Kim's Game</p> <p>Close: Reflection & Record ideas</p>	<p>Available in the pack</p> <ul style="list-style-type: none"> • Handling Change worksheet <i>Yr4&5, Ln5, W/S7,</i> <p>Other resources</p> <ul style="list-style-type: none"> • Kim's game objects, e.g. <ul style="list-style-type: none"> - phone - diary - phone - ring - bras - cigarettes - wallet - diary - trainers - make up etc. - keys - cinema tickets - magazines - valentine card • A cloth or piece of material to cover the objects • Talking object

Sex and Relationship Education Summary Table

Key Stage 2 • Year 4-5

	LEARNING INTENTIONS & OUTCOMES	N/C Ref	ACTIVITIES	RESOURCES REQUIRED
KS2 Lesson 6	<p>Feeling, Thinking and Doing – Changing Relationships</p> <p>Learning Intention: Children learn strategies to deal with feelings in the context of relationships</p> <p>Learning Outcomes: Children:</p> <ul style="list-style-type: none"> • Are able to identify feelings and understand how they affect behaviour • Show awareness that feelings change during puberty and these changes can affect our relationships • Can practise strategies for managing some of these relationships and changes • Can empathise with other people’s feelings in relationships, including parents and carers. 	<p>PSHE & Citizenship: 1d, 2e, 2f, 4a, 4c</p>	<p>Intro: Board storm</p> <p>Main: Scenarios. Feel, Think, Do</p> <p>Close: Reflective traffic light. Go round</p> <p>Additional/Alternative Activities: Role play. Stories. Cartoon strips</p>	<p>Available in the pack</p> <ul style="list-style-type: none"> • Feel, Think, Do worksheet <i>Yr4&5, Ln6, W/s8</i> • Changing Relationships scenarios <i>Yr4&5, Ln6, W/s9</i> <p>Other</p> <ul style="list-style-type: none"> • Red, yellow, green pens or circles of paper
KS2 Lesson 7	<p>Your Questions Answered</p> <p>Learning Intention: Children learn:</p> <ul style="list-style-type: none"> • To answer each other’s questions about puberty with confidence • To seek support and advice when they need it <p>Learning Outcomes: Children:</p> <ul style="list-style-type: none"> • Can answer their own questions about puberty and growing up • Can use appropriate language to discuss puberty and growing up with confidence • Can identify sources of information, support and advice for children and young people 	<p>PSHE & Citizenship: 1c, 3c, 4g</p>	<p>Intro: Review</p> <p>Main: Anonymous Quiz and Questions. Support Service Board Storm</p> <p>Close: Evaluation Go-round</p>	<p>Available in the pack</p> <ul style="list-style-type: none"> • What do you know? worksheet made into true/false quiz using pupils’ anonymous questions <i>Yr4&5, Ln7, w/s10</i> <p>Other</p> <ul style="list-style-type: none"> • Typed up pupils’ anonymous questions

Sex and Relationship Education Summary Table

Key Stage 2 • Year 5-6

LEARNING INTENTIONS & OUTCOMES

N/C Ref

ACTIVITIES

RESOURCES REQUIRED

KS2 Lesson 1

What's All This About Puberty?

Learning Intention:

- Children learn about the changes that occur during puberty

Learning Outcome:

- Children:
- Can identify the physical, emotional and behavioural changes that occur during puberty for both males and females
 - Understand that puberty is individual and can occur any time between 8-17
 - Understand that body changes at puberty are a preparation for sexual maturity

PSHE & Citizenship:
1d, 3c

Intro: Pair brainstorm.
Class Venn diagram

Main: Problem pages.
Group plenary

Close: Draw and write

Additional/Alternative Activity:
Video Carousel

Available in the pack

- **Problem page letters**
Yr 5&6, Ln1, W/s1

Other

- Talking object

Additional/Alternative Activities:

- **Girl Talk and Boy Talk** Video
Channel 4, Living and Growing
Unit 3, Programme 7 and 8

KS2 Lesson 2

Becoming Men and Women

Learning Intention: Children learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact

Learning Outcomes:

- Children:
- Understand how our attitudes and values about gender and sexuality may be affected by factors such as age, religion, and culture
 - Can recognise and challenge gender stereotypes
 - Understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour

PSHE & Citizenship:
1a, 2k, 4e, 4f

Intro: Class discussion

Main: Group collage

Close: Go round

Additional/Alternative Activities: Class book.
Continuum

Other:

- **Let's Talk about Sex** Video
Channel 4, Living and Growing
Unit 3, Programme 9
- Lots of newspapers, magazines, catalogues

Sex and Relationship Education Summary Table

Key Stage 2 • Year 5-6

LEARNING INTENTIONS & OUTCOMES

N/C Ref

ACTIVITIES

RESOURCES REQUIRED

KS2 Lesson 3

Building Good Relationships

Learning Intention: Children learn:

- What values are important to them in relationships
- To appreciate the importance of friendship in intimate relationships

Learning Outcome: Children:

- Can identify positive qualities and expectations for a variety of relationships
- Can explain the similarities and differences between friendships and intimate relationships
- Can describe different types of intimate relationship, including marriage
- Understand that sex or making love may be one part of an intimate relationship between adults

PSHE & Citizenship:
1a, 4a, 4c

Intro: Go-round

Main: Pair and group work. Diamond 9.

Close: Individual worksheet

Additional/Alternative Activities: Rules. Role play scripts

Available in the pack

- **What is love?** worksheet
Yr5&6, Ln3, W/s2

Other

- Talking object

KS2 Lesson 4

Sexual Relationships

Learning Intention: Children learn about human reproduction in the context of the human life-cycle

Learning Outcomes: Children:

- Understand that sexuality is expressed in a variety of ways between consenting adults
- Know that sexual intercourse may be one part of a sexual relationship
- Can describe how babies are made, including the relationship between sexual intercourse and conception
- Can name the male and female sex cells and reproductive organs

PSHE & Citizenship:
4c

Intro: Body Parts
Corners

Main: Video. Plenary
Anonymous Questions

Close: Go round

Available in the pack

- **Reproductive Organs** diagrams
Yr 5&6, Ln4, W/s3
- **Anonymous Questions** pro-forma
Yr5&6, Ln4, W/s4

Other resources

- **How babies are made** video
Channel 4, Living and Growing
Unit 2, Programme 5

Sex and Relationship Education Summary Table

Key Stage 2 • Year 5-6

	LEARNING INTENTIONS & OUTCOMES	N/C Ref	ACTIVITIES	RESOURCES REQUIRED
KS2 Lesson 5	<p>Conception and Pregnancy</p> <p>Learning Intention: Children learn how a baby is made and grows (conception and pregnancy)</p> <p>Learning Outcomes: Children:</p> <ul style="list-style-type: none"> • Know the key male and female body parts associated with conception and pregnancy • Can define conception and understand the importance of implantation in the womb • Know what pregnancy is, where it occurs and how long it takes 		<p>Intro: Class time line. Pair sequencing activity</p> <p>Main: Group true/false cards</p> <p>Close: Plenary</p> <p>Additional/Alternative Activities: Information books, worksheet, quiz</p>	<p>Available in the pack</p> <ul style="list-style-type: none"> • How Does Pregnancy Begin? cards <i>Yr5&6, Ln5, w/s5</i> • Conception and Pregnancy quiz cards <i>Yr5&6, Ln5, W/s6</i> <p>Other</p> <ul style="list-style-type: none"> • Talking object • Big Words, Little Words worksheet Channel 4 Living and Growing, <i>Unit 2, Activity Sheet 6, page 17</i> <p>Additional/Alternative Activities</p> <ul style="list-style-type: none"> • Conception and Pregnancy quiz <i>Yr5&6, Ln5, W/s6b</i> • How did I begin? Mick Manning & Brita Granström, Watts • Let's talk about where babies come from Robie H. Harris, Walker
KS2 Lesson 6	<p>Being a Parent</p> <p>Learning Intention: Children learn about the roles and responsibilities of carers and parents</p> <p>Learning Outcomes: Children:</p> <ul style="list-style-type: none"> • Can identify some of the skills and qualities needed to be a parent and carer • Understand the variety of ways in which parents and carers meet the needs of babies and children • Can recognise that both men and women can take on these roles and responsibilities 	PSHE & Citizenship: 2e, 4a	<p>Intro: Talking Threes. Plenary</p> <p>Main: Poetry – reading and writing</p> <p>Close: Performance and discussion</p>	<p>Other</p> <ul style="list-style-type: none"> • 'Kids' by Spike Milligan (In: <i>The Puffin book of utterly brilliant poetry</i>, ed Brian Patten) • "I love my mother" by Benjamin Zephaniah. https://www.youtube.com/watch?v=IU5IX_UKEJM

Sex and Relationship Education Summary Table

Key Stage 2 • Year 5-6

LEARNING INTENTIONS & OUTCOMES

N/C Ref

ACTIVITIES

RESOURCES REQUIRED

Your Questions Answered

Learning Intention: Children Learn:

- To answer each other's questions about sex and relationships with confidence
- Where to find support and advice when they need it

Learning Outcomes: Children:

- Can answer their own questions about sex and relationships
- Can use appropriate language to discuss sex and relationships with confidence
- Can identify sources of information, support and advice for children and young people

PSHE & Citizenship:
1c, 4c, 4g

Intro: Fiction

Main: Anonymous quiz and questions
Support Service
brainstorm

Close: Evaluation Go-round

Additional/Alternative Activity: Let's Talk About Where Babies Come From

Available in the pack

- **What Have You Learned?** worksheet made into true/false quiz using pupils' anonymous questions
Yr5&6, Ln7, W/s7

Other resources

- **How did I begin?**
Mike Manning & Brita Granström, Watts

Other

- Typed up pupils' anonymous questions

Additional/Alternative Activity:

- **Let's talk about where babies come from**
Robie H. Harris, Candlewick

Sex and Relationship Education Summary Table

Key Stage 2 • Year 6 SRE, HIV and contraception summary table

	LEARNING INTENTIONS & OUTCOMES	N/C Ref	ACTIVITIES	RESOURCES REQUIRED
KS2 HIV lesson 1	<p>Learning intentions Children learn:</p> <ul style="list-style-type: none"> to explore some common myths and misconceptions about who HIV affects how HIV can and cannot be transmitted <p>Learning outcomes Children:</p> <ul style="list-style-type: none"> know that HIV can affect anyone, not a specific group of people or type of person know how someone can become infected with HIV 	PSHE and citizenship: 3b, 3e, 4a, 4e, 4g	<p>Hook: pair and share</p> <p>Intro: class mind map and teacher input</p> <p>Main: sorting pictures and word cards</p> <p>Close: decisions chart</p> <p>Additional/alternative activities: writing a newspaper article</p>	<p>Available in the pack:</p> <ul style="list-style-type: none"> Picture cards Yr6, HIV Ln 1/2, w/s 2 Word cards Yr6, HIV Ln 1/2, w/s 2 Decisions chart (a) with pictures Yr6, HIV Ln1/2, w/s 3a or (b) with no pictures Yr6, HIV Ln 1/2, w/s 3b <p>Other resources:</p> <ul style="list-style-type: none"> Flipchart/whiteboard
KS2 HIV lesson 2	<p>Learning intentions Children learn:</p> <ul style="list-style-type: none"> that the risk of transmitting HIV during sexual intercourse can be reduced if a condom is used <p>Learning outcomes Children:</p> <ul style="list-style-type: none"> can describe how a condom protects against HIV and other sexually transmitted infections 	PSHE and citizenship: 3a, 3b, 3e, 4a	<p>Hook: recap – sorting picture and word cards</p> <p>Intro: discussion and whole class input</p> <p>Main: decisions chart</p> <p>Close: learning review</p>	<p>Available in the pack:</p> <ul style="list-style-type: none"> Picture cards Yr6, HIV Ln 1/2, w/s 2 Word cards Yr6, HIV Ln 1/2, w/s 2 Decisions chart (a) with pictures Yr6, HIV Ln1/2, w/s 3a or (b) with no pictures Yr6, HIV Ln 1/2, w/s 3b <p>Other resources:</p> <ul style="list-style-type: none"> Flipchart/whiteboard
KS2 contraception lesson	<p>Learning intention Children learn:</p> <ul style="list-style-type: none"> that contraception can be used to stop a baby from being conceived <p>Learning outcomes Children:</p> <ul style="list-style-type: none"> know that a condom stops sperm from meeting an egg and therefore stops fertilisation know that women can take a pill to stop an egg from being released, preventing conception understand that contraception is both partners' responsibility 	PSHE and citizenship: 3a, 3e, 4a	<p>Hook: pairs</p> <p>Intro: discussion</p> <p>Main: Venn diagram</p> <p>Close: group discussion</p>	<p>Available in the pack:</p> <ul style="list-style-type: none"> Venn diagram labels Yr 6, con Ln, w/s 1 Venn diagram outline Yr 6, con Ln, w/s 2 <p>Other resources:</p> <ul style="list-style-type: none"> Condom Picture of contraceptive pill tablets in the packet Flipchart/whiteboard

PSHE Key Stages 1 & 2 End of Key Stage Statements

Key Stage 1

Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals (for example sharing toys)

Children can make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest). They can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely). They can explain that people grow from young to old

Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell)

Key Stage 2

Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). They can express their views confidently and listen to and show respect for the views of others. They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money

Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise). They can identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions). They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety)



QCA Assessment Statements

Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring). They can respond to, or challenge, negative behaviours such as stereotyping and aggression. They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves

© Qualifications and Curriculum Authority 2005



Supporting Sex and Relationship Education in the Primary School

Lesson Plans and Resources for Year 2



YEAR 2 LESSON PLANS

- Lesson 1
- Lesson 2
- Lesson 3a
- Lesson 3b
- Lesson 4
- Lesson 5
- Lesson 6

YEAR 2 RESOURCES/WORKSHEETS

- What do people say about boys and girls?
- Cats and kittens
- Venn diagram labels: the female body, the male body, male and female bodies
- Body part labels (words or pictures)
- Human life cycle pictures
- Timeline

Use the bookmarks on the left hand side to access any of the lesson plans, resources/worksheets or click on the links on this page (above)

When you have a lesson plan open, use the bookmarks on the left hand side to see a different lesson plan or any of the guidance

When a resource/worksheet from this pack is mentioned in a lesson plan, click it to open it. Click on the relevant section of the resource to enlarge it on your screen. Use the X in the top right hand corner to go back to the previous screen.

Teachers are free to print off the resources as required



Girls and boys can...

Learning Intention:

- Children learn to understand and respect the differences and similarities between people

Learning Outcome: Children:

- Are able to define difference and similarity
- Understand that boys and girls can both do the same tasks and enjoy the same things; but that stories, TV and people sometimes say that boys do this and girls do that

National Curriculum Links: PSHE and Citizenship: 1b, 2d, 4c

Materials and Preparation:

- Cut out strips of paper. Large pens. Blotak
- Glove puppet
- Talking object
- Copy **What do people say about boys/girls?** worksheets for all. Ensure that boys and girls get the appropriate version of the worksheet. (pack: **Yr2, Ln1, W/s1a** and **W/s1b**)
- Colouring equipment: crayons, pens, pencils

Additional/Alternative Activities:

- *What is a girl? What is a boy?* Stephanie Waxman. New York, Thomas Y. Crowell, 1989

 1 Hour

Introductory Activity

- **Ask the children to sit in a circle.** Ensure you are part of it
- **Discussion:** Talk with the children about the rules for these sessions. You can use any format for the rules, including circle time rules such as listening and talking one at a time, or only when you hold the talking object. The important thing is to ensure that during Sex and Relationship Education lessons the following rules are understood and followed: treat each other with respect/no put downs, no personal comments or questions and don't gossip
- **Context:** explain that in these lessons we will be learning about growing up and how people and animals change from babies into adults. Elicit why this knowledge might be important to our everyday understanding of life
- **Pairs:** Sit boys and girls next to each other so that they are in mixed sex pairs. Ask the children to talk to their neighbour and find something that they have in common. Feedback a few of these ideas. Repeat for one thing that is not the same or different. Feedback a few ideas and re-cap the words similar and different



Main Activity

- **Introduce** a glove puppet who is learning about the differences and similarities between boys and girls. Ask if the children would like to help the puppet to find out about this
- **Go-round using a talking object:** Go round the circle giving each child a chance to contribute when they are holding the talking object. Ask the children to think about how you know if someone is a boy or a girl and complete this sentence 'One difference between boys and girls is..'. Allow children to pass if they want to but at the end ask if there is anyone who didn't say something first time round who would like to now
- **Accept** and praise all the answers. Record the ideas on strips of paper (one idea per page) using proscriptive language such as, 'Girls wear trainers', 'Boys like football'
- **Use** the puppet to help you by getting it to notice that there are girls in the room with short hair or boys with jewellery. The puppet may ask if it is true that only boys play football, wear trainers and are called Charlie and whether only girls wear skirts, earrings and make-up. Help the children explore what is fact and what is opinion, what is true some of the time and what is true all of the time. Encourage the class to talk about their own experiences, for example men they know who wear kilts or sarongs, djellabas and cassocks, children who've been to the theatre or pantomimes where the men wear make-up and so on
- **On tables:** Give each table one strip of paper / idea and ask them to decide if it is always true (...that girls wear trainers / boys like football). Mark statement with a tick or cross. Ask each group to feed back whether they think each idea is a good way of telling the difference or not and why. Ask if we found any ways that boys and girls are always different. Pin up the strips of paper where the children can see them.

Closing Activity

- **Individual reflection:** Introduce worksheet 'What do people say about boys and girls?' Ask the children to think about themselves first. Encourage them to think of new ideas or to use ideas on the board to identify something about themselves that some people think only boys/girls do. Record it and draw a picture to illustrate. Give out the worksheet, ensuring that girls and boys get different sheets so that they can complete the reflective 'I' section.
- **Plenary:** Ask class what we have learnt

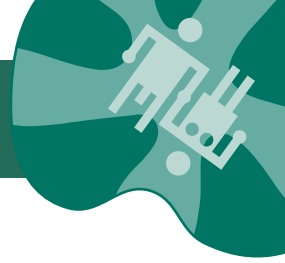
Additional/alternative activities

- First section of **What is a girl? What is a boy?** uses a similar format as the closing activity with text and photos. This could be a helpful guide for some children. The last part of the book shows the biological differences between boys and girls and men and women labelling penis, testicles, vulva and vagina
- **Sorting the girls from the boys:** Use pictures/photos/drawings of girls and boys doing various activities. In small groups ask the children to sort the pictures into piles to show which activities are done by 'only boys', 'only girls' or 'both girls and boys'.





Some people think a girl is...



**What do people say about boys and girls?
What are they really like?**

Complete the sentences below and draw pictures to show what you mean

What is a girl?

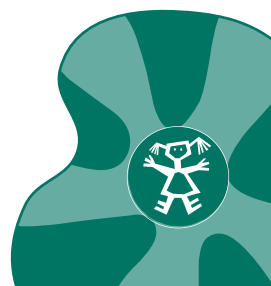
Some people say that only boys

.....
.....
.....

But I am a girl and I

.....
.....
.....

Can you draw a picture of yourself that shows what you mean?



Some people think a boy is...



**What do people say about boys and girls?
What are they really like?**

Complete the sentences below and draw pictures to show what you mean

What is a boy?

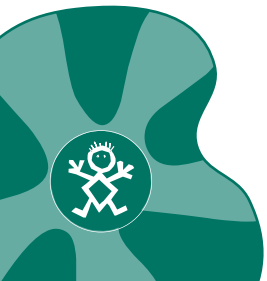
Some people say that only girls

.....
.....
.....

But I am a boy and I

.....
.....
.....

Can you draw a picture of yourself that shows what you mean?

A large, empty rectangular box with rounded corners, intended for a child to draw a picture of themselves.



What is male and female?

Learning Intention:

- Children learn the biological differences between male and female animals and their role in the life cycle

Learning Outcomes: Children:

- Can describe some of the biological differences between male and female animals
- Understand that the creation of new life requires a male and a female
- Learn that female mammals give birth and nurse their young

National Curriculum Links: PSHE and Citizenship: 2d, 3d

Materials and Preparation:

- TV and video recorder or DVD player
- **Differences** (Channel 4, **Living & Growing Unit 1, Programme 1** video timecode: 0.05, DVD chapter 1)
- Copy **Cats and Kittens** worksheets for all. (pack: **Yr2, Ln2, W/s2**)
- Anatomically correct farmyard animals. Sets to include a male, female and young
- Wipe clean boards or transparencies and OHT pens

🕒 1 Hour

Introductory Activity

- **Sit in a circle.** Ask the children to remind you of the rules you have established
- **Ask** the children to remind you what they learnt last lesson. Revise the words similar and different and review the fact that there are lots of things about girls and boys that are similar or the same
- **Explain** that one thing that is different is that boys are males and girls are females. Write these words up. Explain that animals also have males and females and the differences between them are very important. Explain that we are going to find out about some of these differences today

Main Activity

- **Video:** Explain that we are going to watch a video about a cat called Mogsy and how his owner, Jahmal, learned to tell if Mogsy was male or female
- Show **Differences** (Channel 4, **Living & Growing Unit 1 Video, Programme 1** (at the beginning)) Start video: (0.00.02), at the beginning. Stop: (0.05.07) "*You said he's a great cat. You mean she's a great cat.*" "*Oh yeah, she's a great cat.*"



- **Review** the story of Jahmal and Vicky looking for Mogsy drawing out the following: What pets do they have? Have they ever gone missing? How they know whether they are male or female? Why is it important to have males and females? (To have babies) What would happen if animals didn't have babies? Have their pets ever had babies? Is it the male or female that gives birth to the babies? How do animals and humans feed their babies? Is it the male or female that feeds babies? What is the special part of her body that Mogsy used to feed her kittens?

Closing Activity

- **Farmyard animals:** Sit the children back in a circle. Choose one species of farmyard animal (ensure that they are anatomically different) and pass round a male, a female and a baby; ask the children to examine them carefully. Ensure all the children have the opportunity to examine at least one of the animals. Ask individual children how they are able to identify whether they have the male or the female and to explain how they know this (udders, teats, horns, 'privates'). Repeat with another species.
- **Go-round:** To finish the lesson go round the circle and ask each child to complete the sentence 'My name is... and I am male/female.'
- **Research and write:** Give each table a set of farmyard animals (one male, one female and their young). Ask children to decide together which is male and which is female and ask one person to record how they know this. Use laminated pages/wipe clean boards and OHT pens so that they can correct themselves
- **Feedback** findings to the class



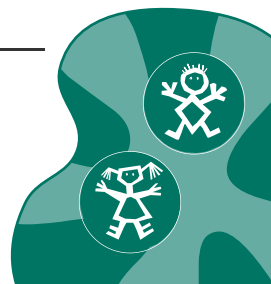


Cats and Kittens



Can you draw a picture of Mogsy feeding one of her babies and label the picture with the words 'female' and 'kitten'?

Who else does Mogsy need to make her babies?





Labelling male and female bodies

Teachers note: there are two versions of this lesson. One including the clitoris in the labelling of the female genitals and one does not. This version includes the clitoris, which is labelled in the **Living and Growing** video.

Lesson Intention:

- Children learn the biological differences between male and female children

Learning Outcomes:

 Children:

- Can identify and name the biological terms for the main male and female sex parts
- Understand that the male and female sex parts are related to reproduction
- Are able to label the main male and female sex parts with confidence

National Curriculum Links: PSHE and Citizenship: 2d, 3e, 4c

Materials and Preparation:

- TV and video recorder or DVD player
- **Differences** (Channel 4, **Living & Growing Unit 1, Programme 1**)
video timecode 0.05.08 – 0.10.44, DVD chapter 2
- 2 large hoops
- Copy and mount **Venn diagram labels: male, female and both** (pack: Yr2, Ln3, W/s3)
- Prepare **body part labels** (pack: Yr2, Ln3, W/s4)
- Copy **Same but different** worksheet for all (Channel 4, **Living and Growing Unit 1 Resource Book, Activity Sheet 5**, page 16)

Additional/Alternative Activities:

- Prepare **body part picture cards** (pack: Yr2, Ln13, W/s5)
- Copy **Naming Body Parts** worksheet for all (Channel 4, **Living and Growing, Unit 1 Resource Book, Activity Sheet 4**, page 15)
- Copy **Same But Different** worksheet for all

 **1 Hour**

Introductory Activity

- **Simon says...** Use a 'Simon Says' format to review the learning that males are boys and females are girls. "All the males put your hands on your head" or "All the females point at the ceiling". Catch the children out by giving a command without identifying the sex; "Put your hand up"





- **Discussion:** Ask the group what we learnt last lesson about the differences between male and female animals. Explain that the same is true for humans: you need a male and a female to make a baby and females give birth and can breast-feed babies. We can see these differences in adults, but what about when we are children?
- **Ask the children** whether we could look at two children, wearing the same clothes and with the same haircut and tell who is male and who is female? Reinforce that we cannot always tell just by looking. However, there are some important differences between male and female bodies and we are going to learn the correct words for these today

Main Activity

- **Video:** Introduce the video by telling the group it is about the difference between males and females. Explain that some parts of the video may make them feel like giggling. Ask them why that might be? Accept their answers and ask why they think we are learning about these differences? Accept their answers and encourage them to behave maturely, perhaps suggesting that if they feel they are sat near someone who might make them giggle that they move. Start video at end of Mogsy story (0.05.08), *"Let's think about us. What's different and what's the same?"* Stop video: at the end of the ice-skating segment (0.10.44), *"That's me!"*
- **Review:** Ask what the video was about. Draw out the idea of difference. Remind the children of the ice-skating segment that showed that even though lots of our body parts are the same (hands, feet, hair) we look different because we are different sizes and shapes and colours. Explain that with males and females some parts of our bodies are not the same. Ask if they remember the important difference between males and females (privates, penis, vagina, clitoris) and what they are called? (the sex parts) Give lots of praise to any child who is able to answer sensibly and encourage the others to follow their example. If no-one responds, move on explaining that we are going to remind ourselves of the words in a moment and reassure them that they are scientific words that they are allowed to use in the classroom. Ask why males and females are different? (so they can have babies when they are adults)
- **Venn Diagram:** As a whole class. Make a Venn diagram on the floor using the 2 hoops: one side representing females, the other males and the middle section both. Give each child a word card with a body part written on it and ask them to read it. Children may find it difficult to pronounce vagina and penis. Help them to read as you would with any other difficult words.
- **Ask the children** to place the cards on the Venn diagram in the appropriate section
- **Discussion:** When all the cards have been placed ask the children what we notice looking at the Venn diagram. Draw out that there are more similarities than differences between males and females. Ask the children what the differences are. Revise the new words and the purpose of these differences



Closing Activity:

- **Evaluation** In a circle review the learning over the three lessons and ask the children to share something new they have learnt
- **Individually** ask children to complete the **Same But Different** worksheet, using a Venn diagram to organise body parts into male, female and both
- **Feedback** results to the whole class

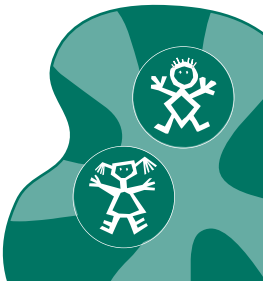
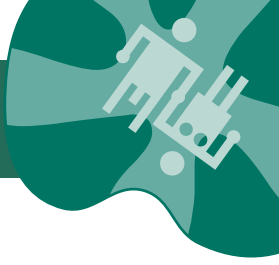
Additional/Alternative Activities:

- **Use body part picture cards** as a guide or reinforcement of the word cards. Although the internal reproductive organs and external genitals of girls are not shown on these pictures remind the class that the vagina is a tube inside the body and that the clitoris and entrance to the vagina are underneath a girl's body, between her legs
- **Use a singing activity** to remind the class of how many parts of our bodies are the same: Heads, Shoulders, Knees and Toes
- **Individually** ask children to complete the 'Same but different' worksheet, using a Venn diagram to organise body parts into male, female and both. Feedback results to the whole class.
- **Individually** ask children to complete the **Naming Body Parts** worksheet, which lists body parts and requires labelling of a male and female body.





The Female Body

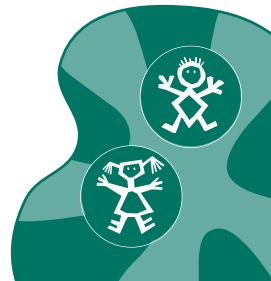
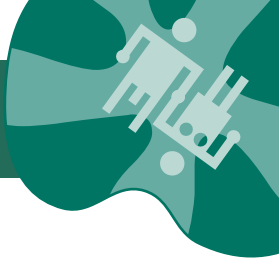


The Male Body





Male and Female Bodies



feet

fingers

clitoris

hands

vagina

mouth

thumb

penis

eyes

tummy

elbow

head

legs

arms

knees

shoulders

Body Part Labels



feet

Yr2• Ln3 • W/S 5

Body Part Labels



hands

Yr2• Ln3 • W/S 5

Body Part Labels



fingers

Yr2• Ln3 • W/S 5

Body Part Labels



mouth

Yr2• Ln3 • W/S 5

Body Part Labels



thumb

Yr2• Ln3 • W/S 5

Body Part Labels



penis

Yr2• Ln3 • W/S 5

Body Part Labels



eyes

Yr2• Ln3 • W/S 5

Body Part Labels



tummy

Yr2• Ln3 • W/S 5


Body Part Labels



legs

Yr2• Ln3 • W/S 5


Body Part Labels



head

Yr2 • Ln3 • W/S 5

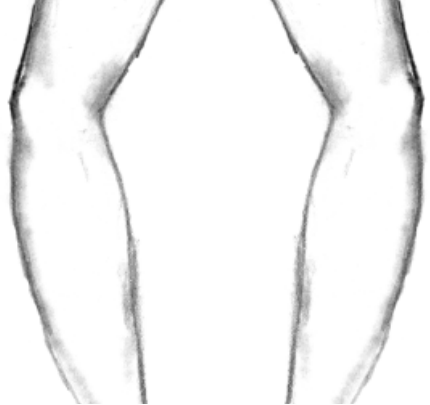
Body Part Labels



elbow

Yr2 • Ln3 • W/S 5

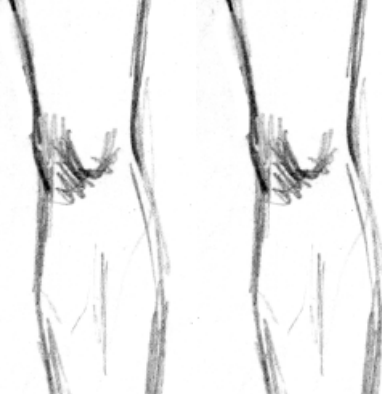
Body Part Labels



arms

Yr2 • Ln3 • W/S 5


Body Part Labels



knees

Yr2 • Ln3 • W/S 5


Body Part Labels



shoulders

Yr2 • Ln3 • W/S 5


Body Part Labels



vagina

Yr2 • Ln3 • W/S 5

Body Part Labels



clitoris

Yr2 • Ln3 • W/S 5



Labelling male and female bodies – without clitoris

Teachers note: there are two versions of this lesson. One including the clitoris in the labelling of the female genitals and one which does not. This second version does not include the clitoris, and therefore does not use the **Living and Growing** video.

Lesson Intention:

- Children learn the biological differences between male and female children

Learning Outcomes:

 Children:

- Can identify and name the biological terms for the main male and female sex parts
- Understand that the male and female sex parts are related to reproduction
- Are able to label the main male and female sex parts with confidence

National Curriculum Links: PSHE and Citizenship: 2d, 3e, 4c

Materials and Preparation:

- 2 large hoops
- Copy and mount **Venn diagram labels: male, female and both** (pack: Yr2, Ln3, W/s3)
- Prepare **body part labels** (pack: Yr2, Ln3, W/s4)
- Copy **Same but different** worksheet for all, taking out the word 'clitoris' (Channel 4 **Living and Growing Unit 1 Resource Book, Activity Sheet 5**, page 15, 16)

Additional/Alternative Activities:

- Prepare **body part picture cards** (pack: Yr2, Ln3, W/s5)
- Copy **Naming Body Parts** worksheet for all (Channel 4, **Living and Growing, Unit 1 Resource Book, Activity Sheet 4**, page 15)

🕒 1 Hour

Introductory Activity

- **Simon says...** Use a Simon Says type format to review the learning that males are boys and men and females are girls and women. "All the males put your hands on your head" or "All the females point at the ceiling" Catch the children out by giving a simply command without identifying the sex, "Put your hand up"





- **Review:** Ask the group what we learnt last lesson about the differences between male and female animals. Explain that the same is true for humans: you need a male and a female to make a baby and that females give birth and can breast-feed the baby. We can see these differences in adults, but what about when we are children?
- Ask the children whether we could look at two children, wearing the same clothes and with the same haircut and tell who is male and who is female?
- Explain that we cannot always tell just by looking. However there are some important differences between male and female bodies and we are going to learn the correct words for these today

Main Activity

- **Venn Diagram:** As a whole class. Make a Venn diagram on the floor using the 2 hoops: one side representing females, the other males and the middle section both. Give each child a word card with a body part written on it and ask them to read it. Children may find it difficult to pronounce vagina and penis. Help them to read as you would with any other difficult words
- **Ask the children** to place the cards on the Venn diagram in the appropriate section
- **Explanation:** Explain that these parts of the body are called 'sex-parts'. Use simple pictures or drawings to show what these parts look like from the outside and on the inside. Explain their function in the following way:

GIRLS: Lots of the female sex parts are inside her body or between her legs so they can be hard to see. The vagina is a stretchy tube that helps a female make a baby when she is an adult and the baby travels down this tube when it is born. A female has another very tiny hole that gets rid of waste products that her body doesn't need in urine

BOYS: The male sex parts are easier to see. They don't all look the same but they all do two things. The penis helps a grown-up male make a baby with a female and it gets rid of waste products that his body doesn't need in urine

- **Discussion:** When all the cards have been placed ask the children what we notice looking at the Venn diagram. Draw out that there are more similarities than differences between males and females. Ask the children what the differences are. Revise the new words and the purpose of these differences
- **Individually** ask children to complete the **Naming Body Parts** worksheet. When they have completed this turnover and complete the **Same but Different** worksheet

Closing Activity:

- **In a circle** review the learning over the three lessons and ask the children to share something new they have learnt from these sessions



Additional/Alternative Activities:

- **Use body part picture cards** as a guide or reinforcement for the word cards. Although the internal reproductive organs and external genitals of girls are not shown on these pictures remind the class that the vagina is a tube inside the body and that the entrance to the vagina is underneath a girl's body, between her legs
- **Use a singing activity** to remind the class of how many parts of our bodies are the same: Heads, Shoulders, Knees and Toes





Human Life Cycle

Learning Intentions: Children learn:

- About growing from young to old
- That they are growing and changing

Learning Outcomes: Children:

- Understand that all living things including humans start life as babies
- Can identify key stages in the human life cycle
- Understand some ways that they have changed since they were babies

National Curriculum Links: PSHE and Citizenship: 1d, 2d, 3d

Materials and Preparation:

- Talking object
- Prepare **male and female life cycle pictures**, 1 per group (pack: **Yr2, Ln4, W/s6**). These can be copied from the pack: baby, toddler, school-age child, teenager, adult, elder. Alternatively use a photo-pack or find your own colour images from photos or magazines
- Blotak
- *Once there were giants*, Martin Waddell and Penny Dale, Walker
- Copy **My Timeline** worksheet for all. (pack: **Yr2, Ln4, W/s7a, b, c**)
- Ask children to bring in pictures of themselves for their timeline

🕒 1¼ hours

Introductory Activity:

- **Introduce** the learning intentions
- **Individually** Give out **My Timeline** (pack: page X) and ask the children to draw and write what they could do and what they will be able to do at each stage
- **In small groups** Give out images (one male, one female) representing the stages of the human life cycle; ask each group to put their sets in order
- **Ask one group** to bring up the picture they have first and pin it on the wall. Go-round the class asking each group to bring up the next picture. Continue until there is a male and female set pinned on the board, leaving space to write underneath each picture

Main Activity

- **On the carpet**, read the children the story *Once there were giants* which is about growing up from a baby to an adult with your own baby



- **Read sections of the book** and pause for discussion after each of the stages represented by the pictures. At each stage ask the children to re-cap what the girl was like at that stage (What could she do? How did she feel?). Record their ideas underneath the relevant stage in the time-line
- **Individually**, ask children to produce their own time-line with 3 or 4 stages in it: e.g. baby, now, teenager, adult. You could use one of the packs worksheets (**My Timeline** Yr2, Ln4, W/S7a,b,c) and ask the children to draw and write what they could do and what they will be able to do at each stage

Closing Activity

- **Plenary:** Remind the class of all the changes they have already gone through and that changing happens throughout our lives. Sometimes it can be scary but we can always talk to other people because they have experienced it too. Ask them to think about some of the good things about changing and growing by finishing the sentence, *“Growing and changing is good because...”*

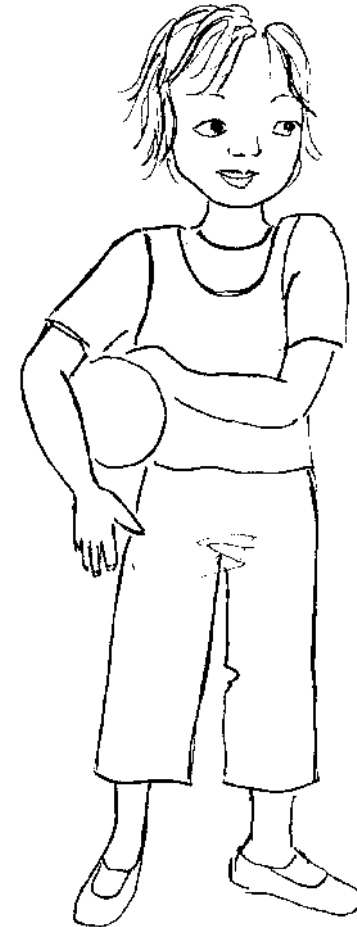


Human Life Cycle - Female



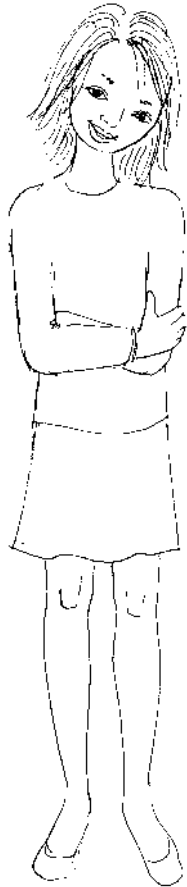
Yr2, Ln4, W/S6

Human Life Cycle - Female



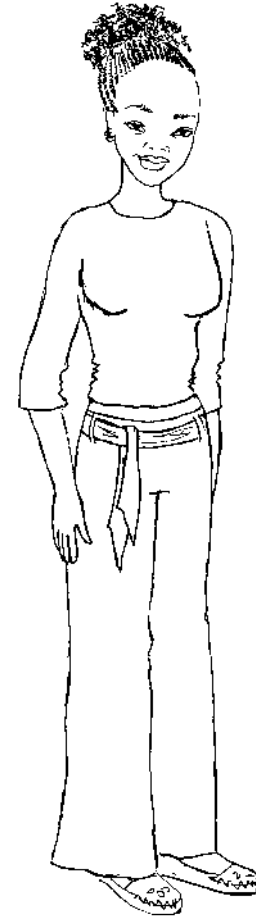
Yr2, Ln4, W/S6

Human Life Cycle - Female



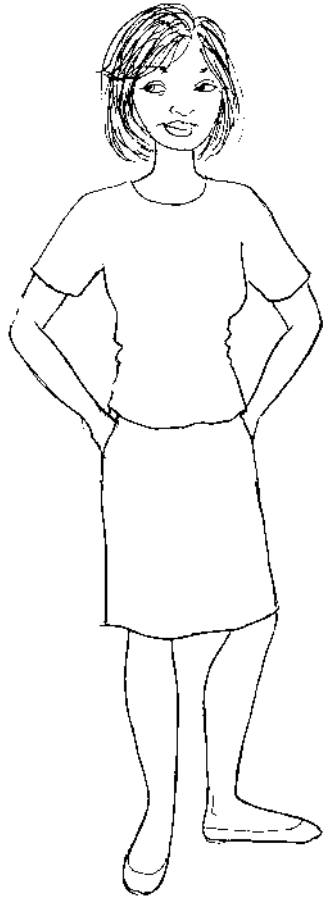
Yr2, Ln4, W/S6

Human Life Cycle - Female



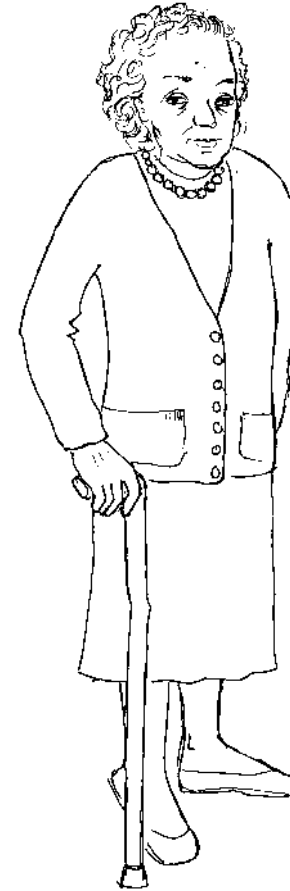
Yr2, Ln4, W/S6

Human Life Cycle - Female



Yr2, Ln4, W/S6

Human Life Cycle - Female



Yr2, Ln4, W/S6

Human Life Cycle - Male



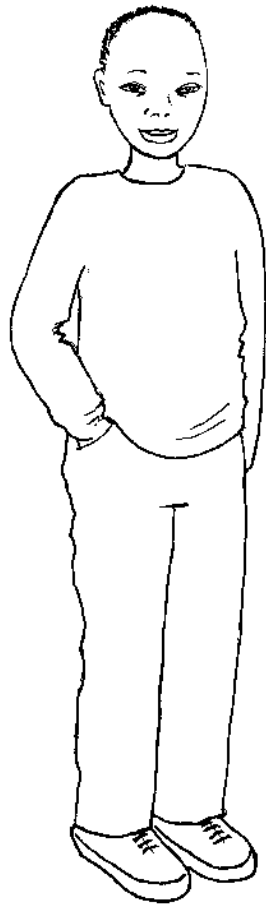
Yr2, Ln4, W/S6

Human Life Cycle - Male



Yr2, Ln4, W/S6

Human Life Cycle - Male



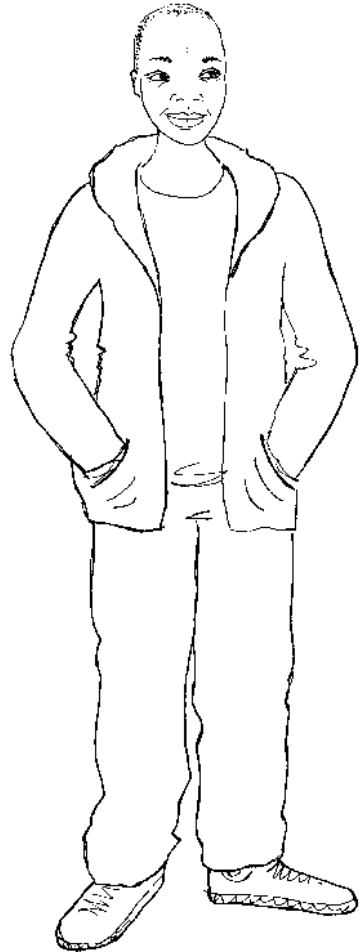
Yr2, Ln4, W/S6

Human Life Cycle - Male



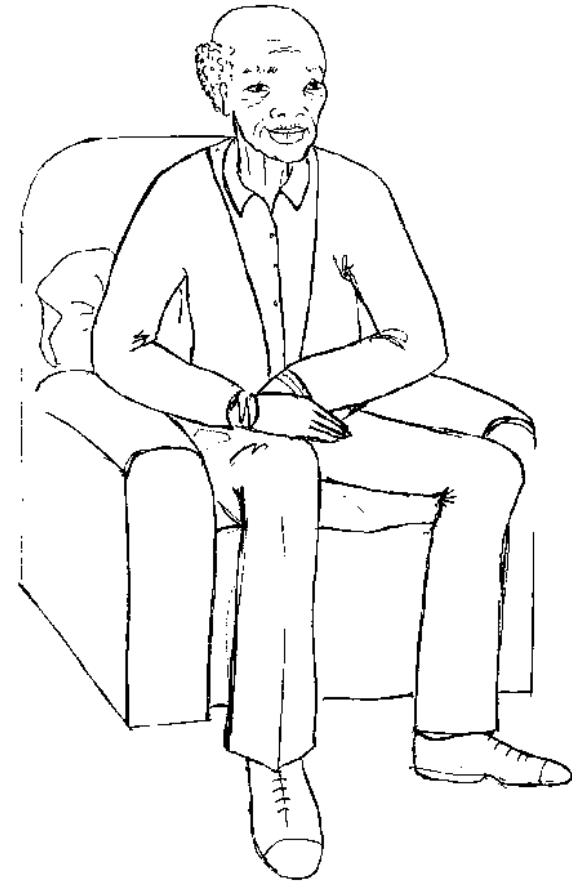
Yr2, Ln4, W/S6

Human Life Cycle - Male



Yr2, Ln4, W/S6

Human Life Cycle - Male



Yr2, Ln4, W/S6



Human Life Cycle



Yr2, Ln4, W/S6



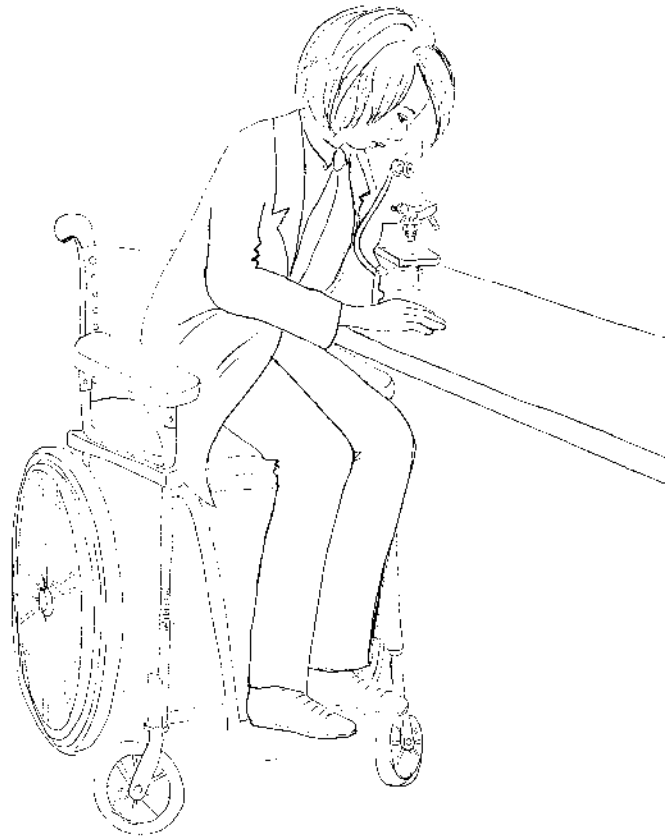
Human Life Cycle



Yr2, Ln4, W/S6

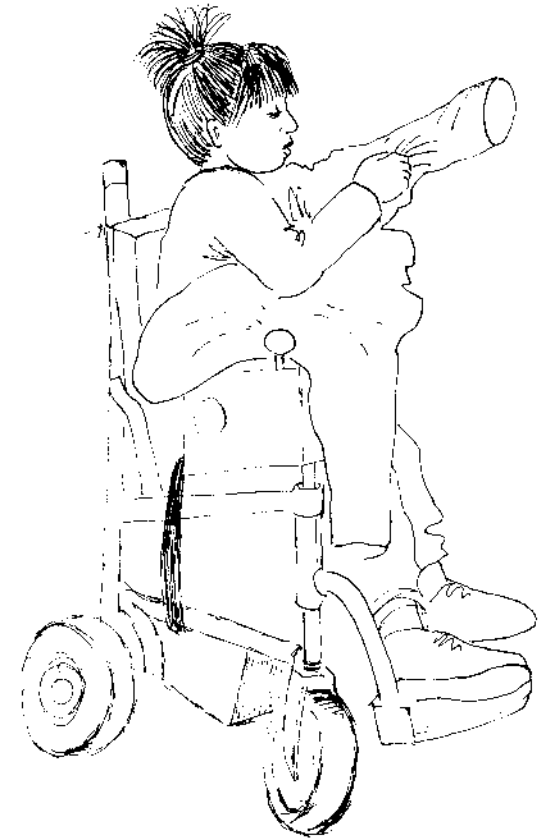


Human Life Cycle



Yr2, Ln4, W/S6

Human Life Cycle



Yr2, Ln4, W/S6

Human Life Cycle

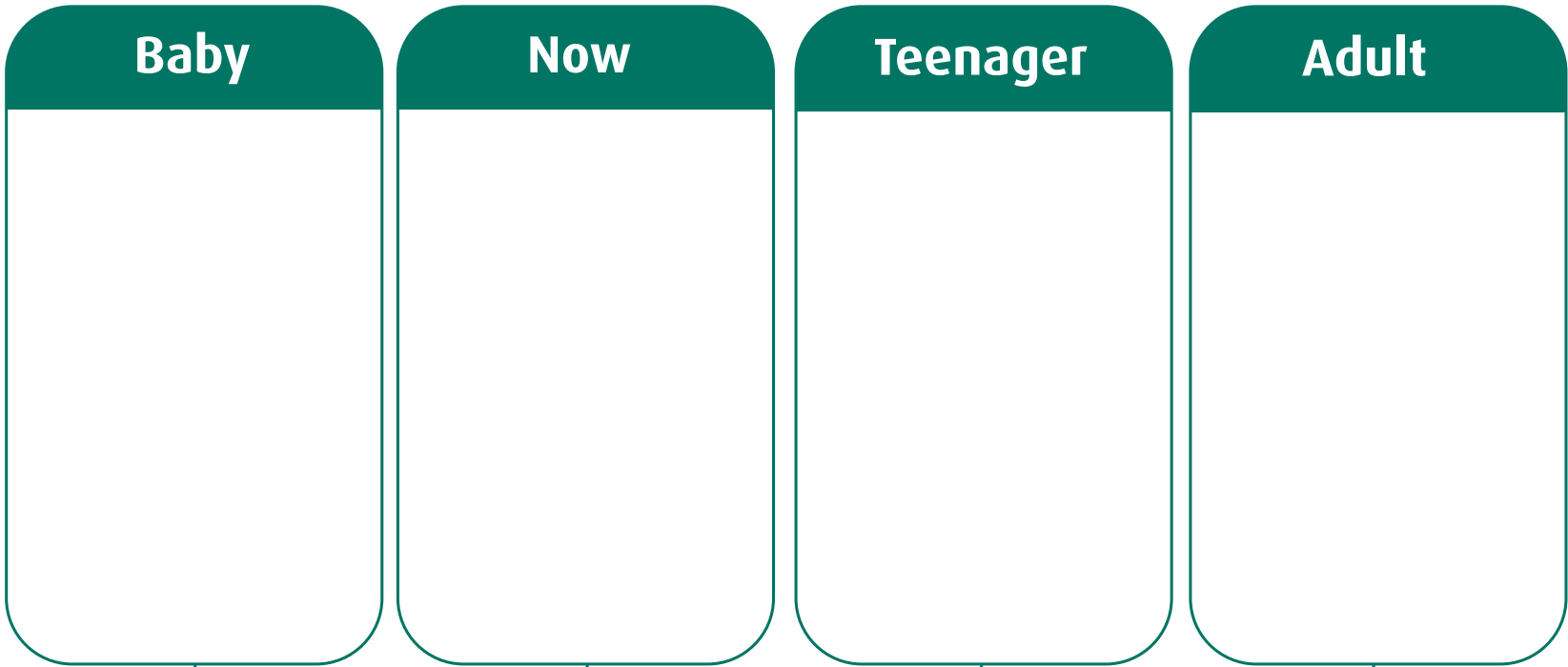
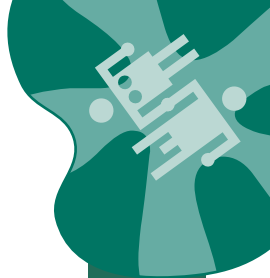
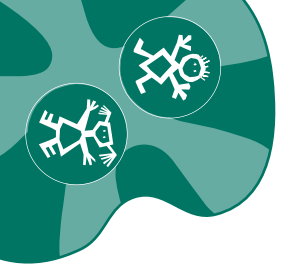


Yr2, Ln4, W/S6

Human Life Cycle



Yr2, Ln4, W/S6



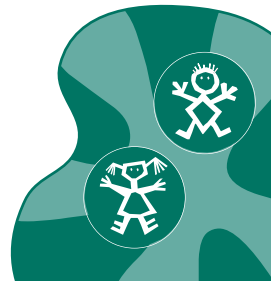
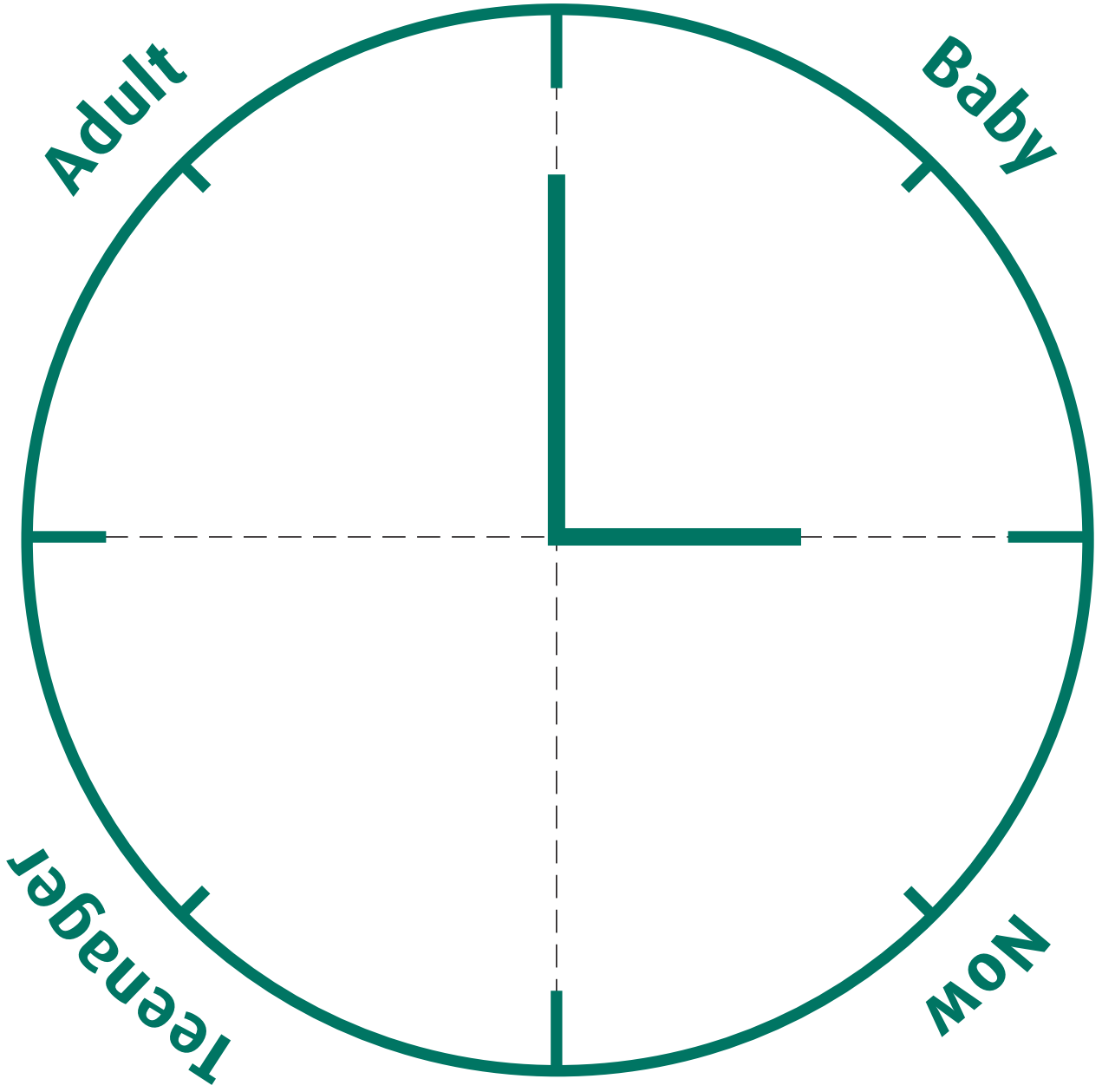
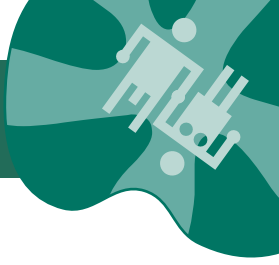
Timeline

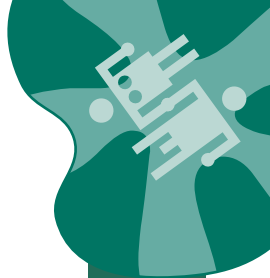
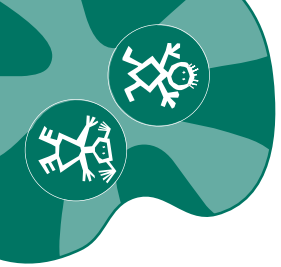
Yr2, Ln4, W/s7a





Timeline





Baby

Now

Teenager

Adult

Timeline



Yr2, Ln4, W/57c





Everybody needs caring for

Learning Intentions: Children learn:

- That everybody needs to be cared for
- Ways in which they can care for others.

Learning Outcomes: Children:

- Can identify ways that they can show care towards each other
- Understand that we all have different needs and require different types of care
- Understand the links between needs, caring and changes throughout the life-cycle

National Curriculum: PSHE and Citizenship: 2d, 2e, 3d, 4d

Materials and Preparation:

- 1 copy of **male and female life cycle pictures** for display (pack: Yr2, Ln4, W/s6)
- Collect objects to do with caring throughout the life cycle: bottle, nappies, sticking plaster, toy bricks, hairbrush, skipping rope, post-card, valentine, flowers, cooking utensils, phone, walking stick, stethoscope, hearing aid
- Paper and colouring pencils
- Cut coloured card into a variety of shapes and sizes for the class commitments to caring. Prepare a display board for these

Additional/Alternative Activities:

- *The world is full of babies*, Mick Manning and Brita Granström, Watts

 **1 Hour**

Introductory Activity

- **Explain** that people need to be looked after or cared for at all stages of the life cycle
- **In pairs/groups:** Look at life-cycle pictures again and discuss what kind of help people might need at each stage? Ask who might care for someone at each stage? Ask what needs they have at this point in their life cycle
- **Feedback and record:** Draw out what needs we all have, basic needs, and what needs are specific to different stages



Main Activity

- **Display** a range of objects that are about caring for someone else. Discuss with the whole class what each object is and what it might have to do with caring. Draw out different types of care: fulfilling basic needs, playing, loving, medical, listening, physical, emotional and social
- **Small Group Discussion.** Put one object on every table and ask the class to look at it in detail. Encourage the children to touch it, open it, and demonstrate how it is used. Ask the tables to discuss who might need this object and why? Do they know anyone who uses this object? How young or old are they? How is this object used? Why do they need it?
- **Individually,** draw a picture of the object and then write a few sentences or a short story about the person who uses it. Encourage the class to tell us who the object belongs to and what they need it for

Closing Activity

- **In pairs.** Ask the children to think about all the things they do to help people whom they care about in the class. How do they show they care? Could we do anything else to help? Ask each pair to think of one way in which they are going to help someone more over the next week.
- **Record** these ideas on coloured cards of a variety of shapes and sizes. Display them and review in a week

Additional/Alternative Activities

- **Tell each other stories** or develop dramas around the objects to show how they are used to care for people
- Read *The world is full of babies*, use the text and pictures to explore what baby humans and animals need and how they develop





Special and Different - Families

Learning Intentions: Children learn:

- About different types of family
- The ways in which their home-life is special

Learning Outcomes: Children:

- Can describe different types of family
- Understand that families care for each other in a variety of ways
- Can identify what is different and special about their home-life

National Curriculum Links: PSHE and Citizenship: 2d, 2f, 4c, 4d

Materials and Preparation:

- *Tell me about the day I was born* by Jamie Lee Curtis, Scholastic
- Paper of various sizes and colours
- Variety of drawing and craft equipment for creating images: pens, crayons, pencils, paints, glue and shiny paper or magazines etc. Consider encouraging 3 dimensional crafts

Additional/Alternative Activities:

- Paper, pens, magazines and photos brought in by the children

1 Hour

Introductory Activity:

- **In a circle.** Ask the class to remind you of the rules for these lessons
- **Explain** that the lesson is about families. Explain that all our families are very different. Some are small, others large; some live together, some don't; some people are blood relatives and some aren't, some people have two families, others don't but the important thing is that people in families care about each other. Ask the group to talk in pairs about who is in their family
- **Brainstorm ideas** and record vocabulary on the board by drawing a person in the middle and writing all vocabulary around the outside, e.g. grandparents, uncles, aunts, cousins, boyfriend, partner, god-parents, guardians, close friends, foster parent, adoptive parent

Main Activity

- **Remind** the children that all families are different and that this story is about someone who has a family and also has birth parents
- **On the carpet** read *Tell me about the day I was born*



- **Review** the story and draw out: What was special about this little girl's family? Who was in her family? (refer back to your brain-storm) How did this little girl's family care for each other? How is this family different from your family? Who is in your family? (add any new words onto the board, you may want to include pets as in the story). What is special about your family? How do we care for our families? How do they care for us?

Closing Activity

- **Individually** think about somebody from your family who is special to you. Create an image of them that illustrates why you think they are special. Encourage children to be creative in the way they represent this person and what is special about them. Provide lots of resources to inspire them. Written descriptions could accompany artwork

Additional/Alternative Activities

- **Using the example in the story** ask children to create their own family tree
- Read *The world is full of babies*, use the text and pictures to explore what baby humans and animals need and how they develop
- **Give children magazines** and ask them to cut out pictures to create a family and write about them





Supporting Sex and Relationship Education in the Primary School

Lesson Plans and Resources for Year 3/4



Healthy Schools
ISLINGTON

YEAR 3/4 LESSON PLANS

- Lesson 1
- Lesson 2a
- Lesson 2b
- Lesson 3

YEAR 3/4 RESOURCES/WORKSHEETS

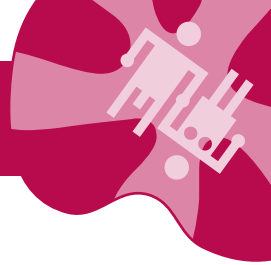
- Human life cycle pictures
- 'My family' worksheet
- The female body, the male body
- 'Josh's story'
- 'Fran's story'
- 'Draw these people' worksheet
- 'Change for the best' story

Use the bookmarks on the left hand side to access any of the lesson plans, resources/worksheets or click on the links on this page (above)

When you have a lesson plan open, use the bookmarks on the left hand side to see a different lesson plan or any of the guidance

When a resource/worksheet from this pack is mentioned in a lesson plan, click it to open it. Click on the relevant section of the resource to enlarge it on your screen. Use the X in the top right hand corner to go back to the previous screen.

Teachers are free to print off the resources as required



Who's in my family?

Learning Intention:

- Children learn about the way they grow and change throughout the human life cycle

Learning Outcomes: Children:

- can identify changes during the human life cycle
- understand that change is ongoing

National Curriculum Links: PSHE and Citizenship: 2d, 4f

Materials and Preparation:

- Cut out, and stick on coloured card different colour images of babies and toddlers taken from photos or magazines
- Prepare **Male and female life cycle pictures** (pack:Yr3/4 Ln1,W/S1) for display
- Plain sheets of A4 paper

Additional/Alternative Activities:

- Copy **My Family** worksheet for individual use (pack: Yr3/4 Ln1, W/S2)

1 hour

Introductory Activity

- **Ask the children to sit in a circle.** Ensure you are part of it
- **Discuss** with the children the rules for these sessions. You can use any format for these including circle time rules such as listening and talking one at a time, or only when you hold the talking object. The important thing is to ensure that during these lessons the following agreed rules are understood and followed: treat each other with respect ; no put downs; keep comments general; no personal comments or questions; respect privacy and don't gossip
- **Working in pairs**, give one picture of a baby/toddler to each pair and ask them to discuss: Whether they can tell if the child is a male or a female; What age they think the child is? Whether they can remember what they did at that age?
- **Feedback** some of their discussion. Ask the children if they have changed since the time they have been talking about. Ask how they have changed and take a few ideas from the group





Main Activity

- **Working with the whole class** pin images of the **male and female life cycle (pack: Yr3/4 Ln1,W/S1)** on the board. Use all the stages (baby, toddler, school-aged child, teenager, adult, elder) Go through the different stages ensuring that the class understands that an adult has to become a parent and grandparent in order to continue the life cycle
- **At tables** ask the class to each draw a picture of their family or the people they live with and label it to show what stage of the human life cycle each person is at (baby, toddler, child, teenager, adult, elder)
- **Review the exercise** by discussing the differences between the pictures. Ask the class to indicate by a show of hands which of them has a baby in their family, which of them has a toddler in their family, and so on. You could also ask them to indicate the approximate age of the different family members. Parents and grandparents may always be the eldest in a family but are they always of a similar age?

Closing Activity

- **Round:** Pass an object around the circle. When someone is holding the object it is their turn to speak whilst others listen. Allow people to pass if they cannot think of something to say but at the end of the round ask if anyone who didn't say something the first time round would like to now. Remind the class that change can be disturbing but it can also be exciting. Ask them to complete this sentence during the go-round: *"Something I am looking forward to when I am an adult is..."*

Additional/Alternative Activities

- **My family:** Hand out the **My Family** worksheets to complete individually (pack:Yr3/4 Ln1, W/S2)



Human Life Cycle - Female



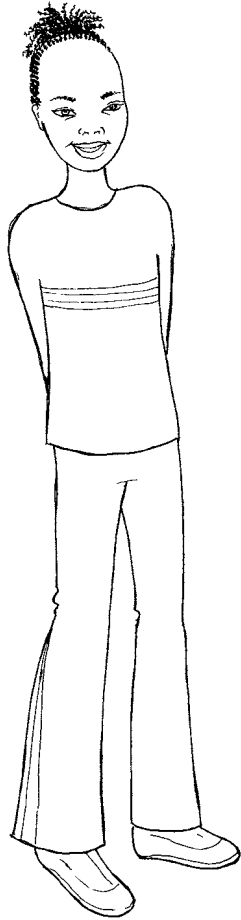
Yr-3/4, Ln1, W/S1

Human Life Cycle - Female



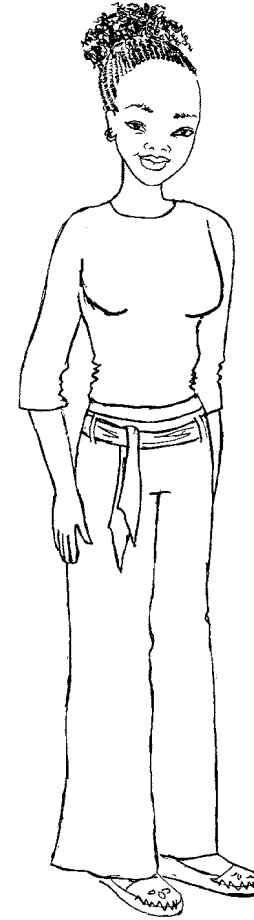
Yr-3/4, Ln1, W/S1

Human Life Cycle - Female



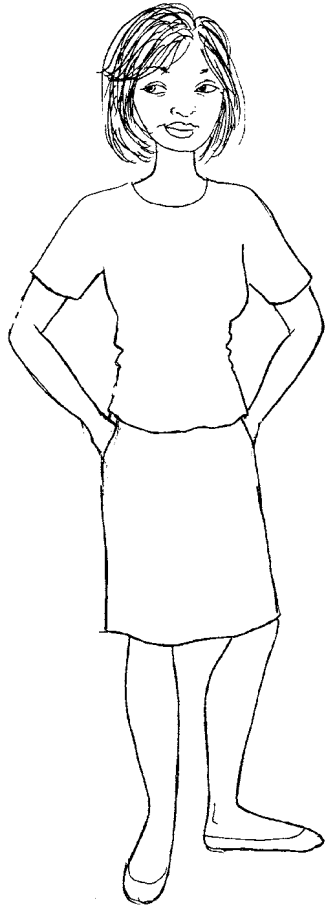
Yr-3/4, Ln1, W/S1

Human Life Cycle - Female



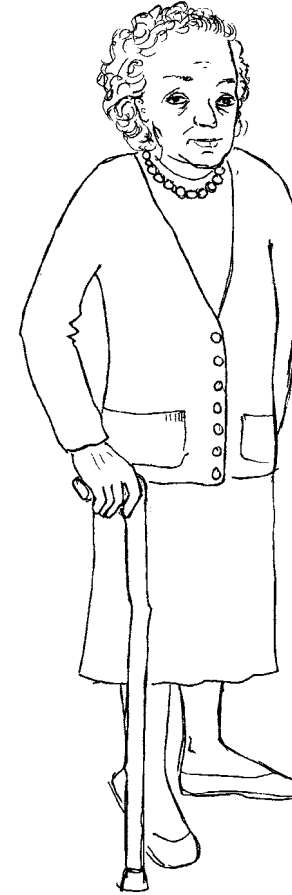
Yr-3/4, Ln1, W/S1

Human Life Cycle - Female



Yr-3/4, Ln1, W/S1

Human Life Cycle - Female



Yr-3/4, Ln1, W/S1

Human Life Cycle - Male



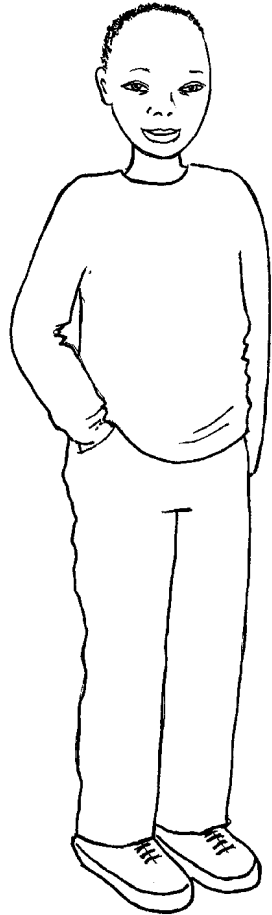
Yr-3/4, Ln1, W/S1

Human Life Cycle - Male



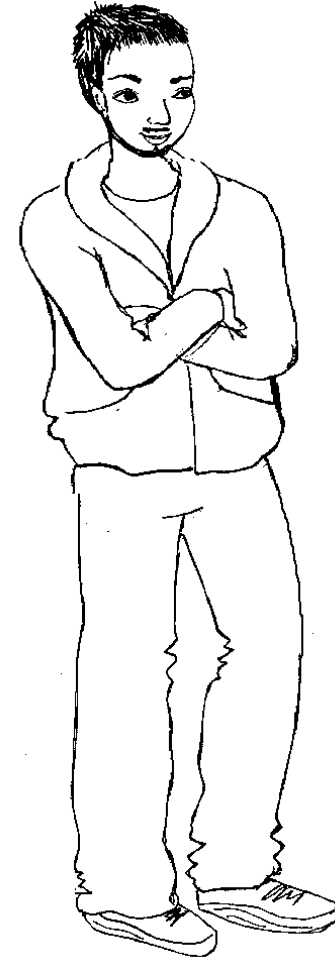
Yr-3/4, Ln1, W/S1

Human Life Cycle - Male



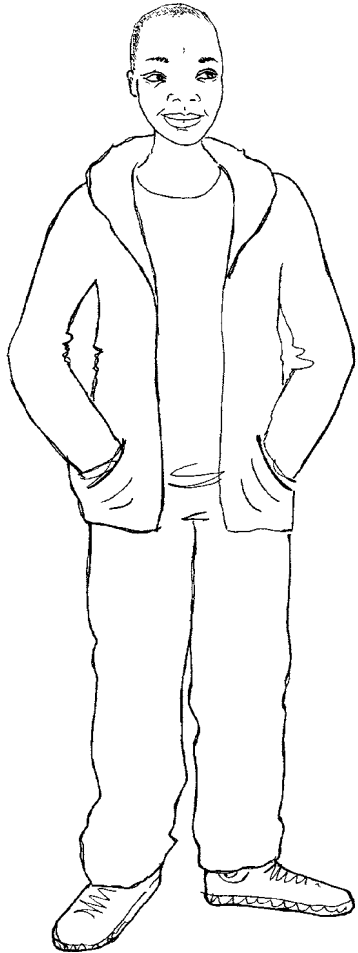
Yr-3/4, Ln1, W/S1

Human Life Cycle - Male



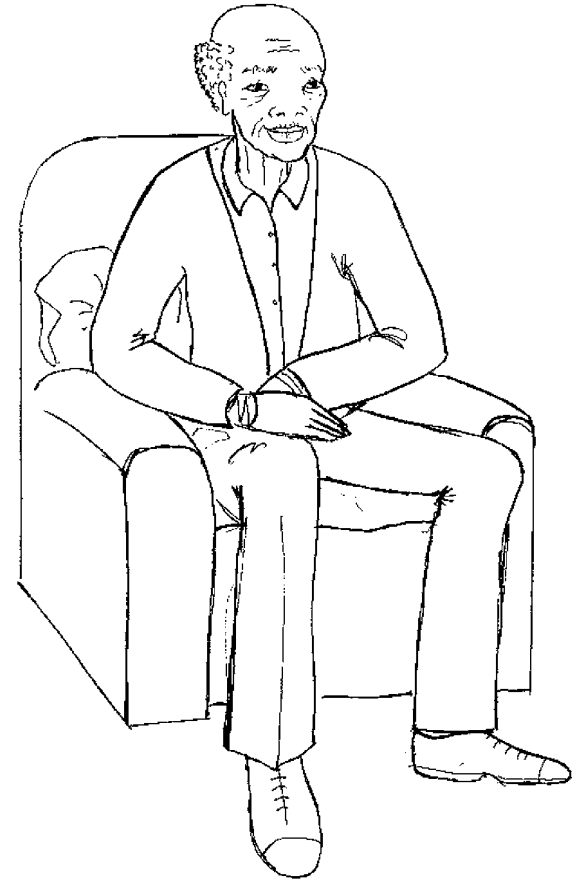
Yr-3/4, Ln1, W/S1

Human Life Cycle - Male



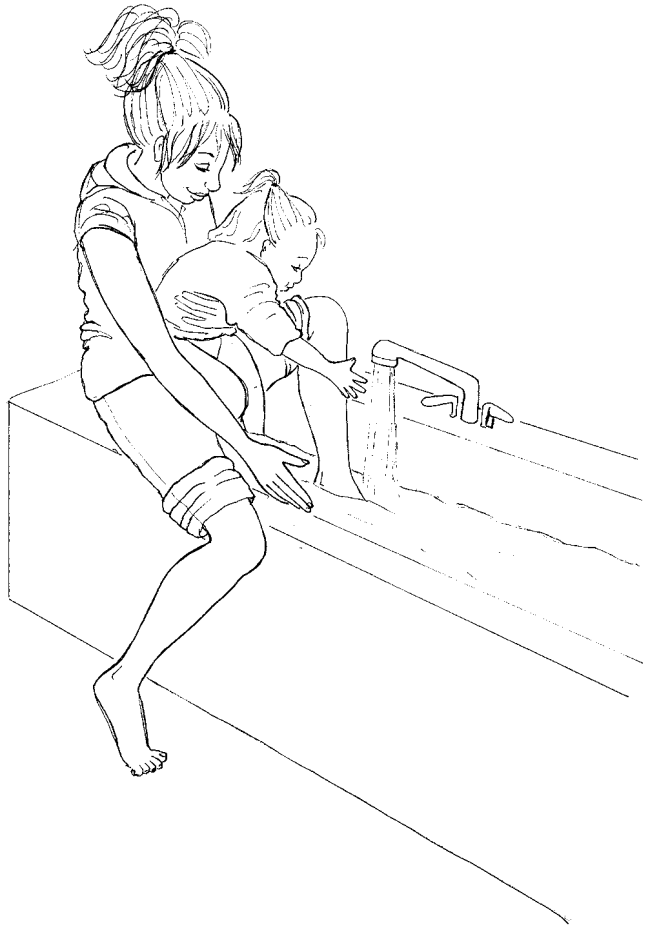
Yr-3/4, Ln1, W/S1

Human Life Cycle - Male



Yr-3/4, Ln1, W/S1

Human Life Cycle



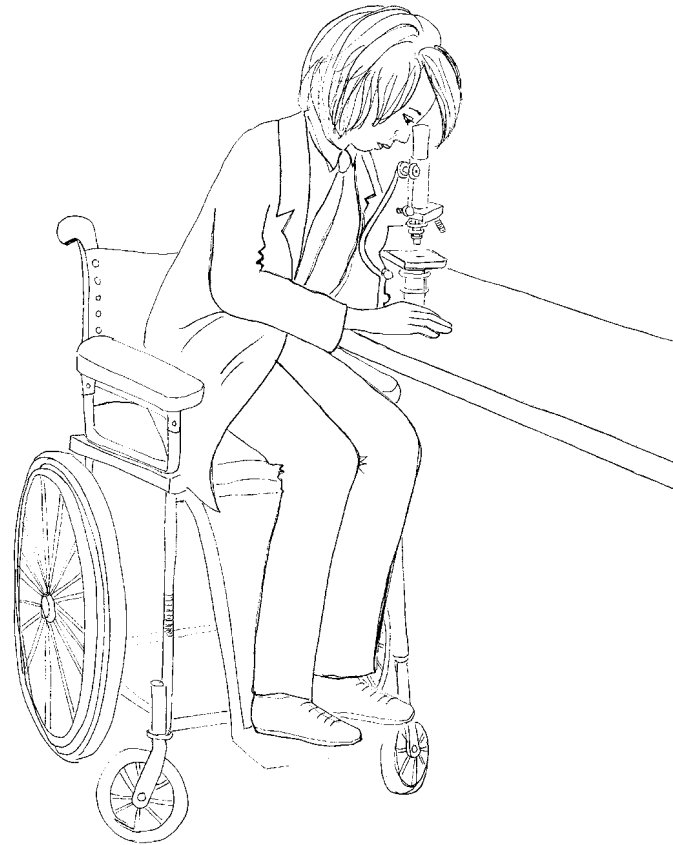
Yr-3/4, Ln1, W/S1

Human Life Cycle



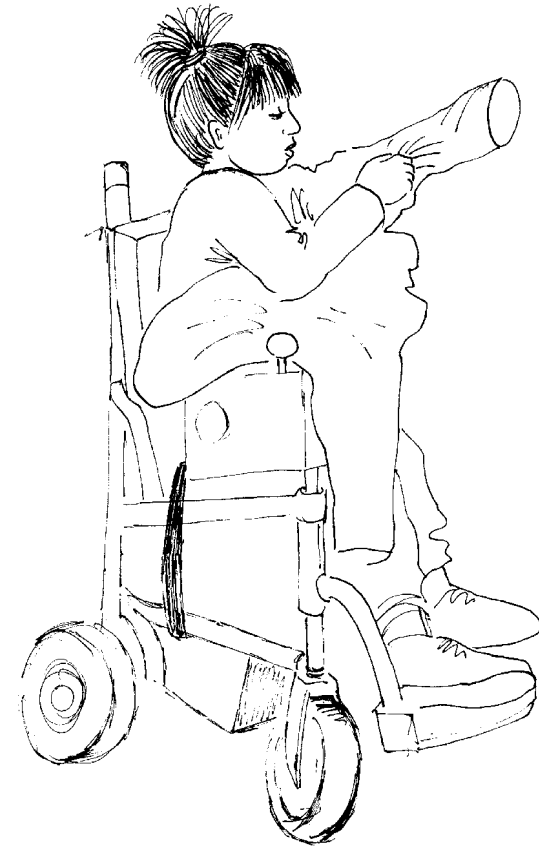
Yr-3/4, Ln1, W/S1

Human Life Cycle



Yr-3/4, Ln1, W/S1

Human Life Cycle



Yr-3/4, Ln1, W/S1

Human Life Cycle

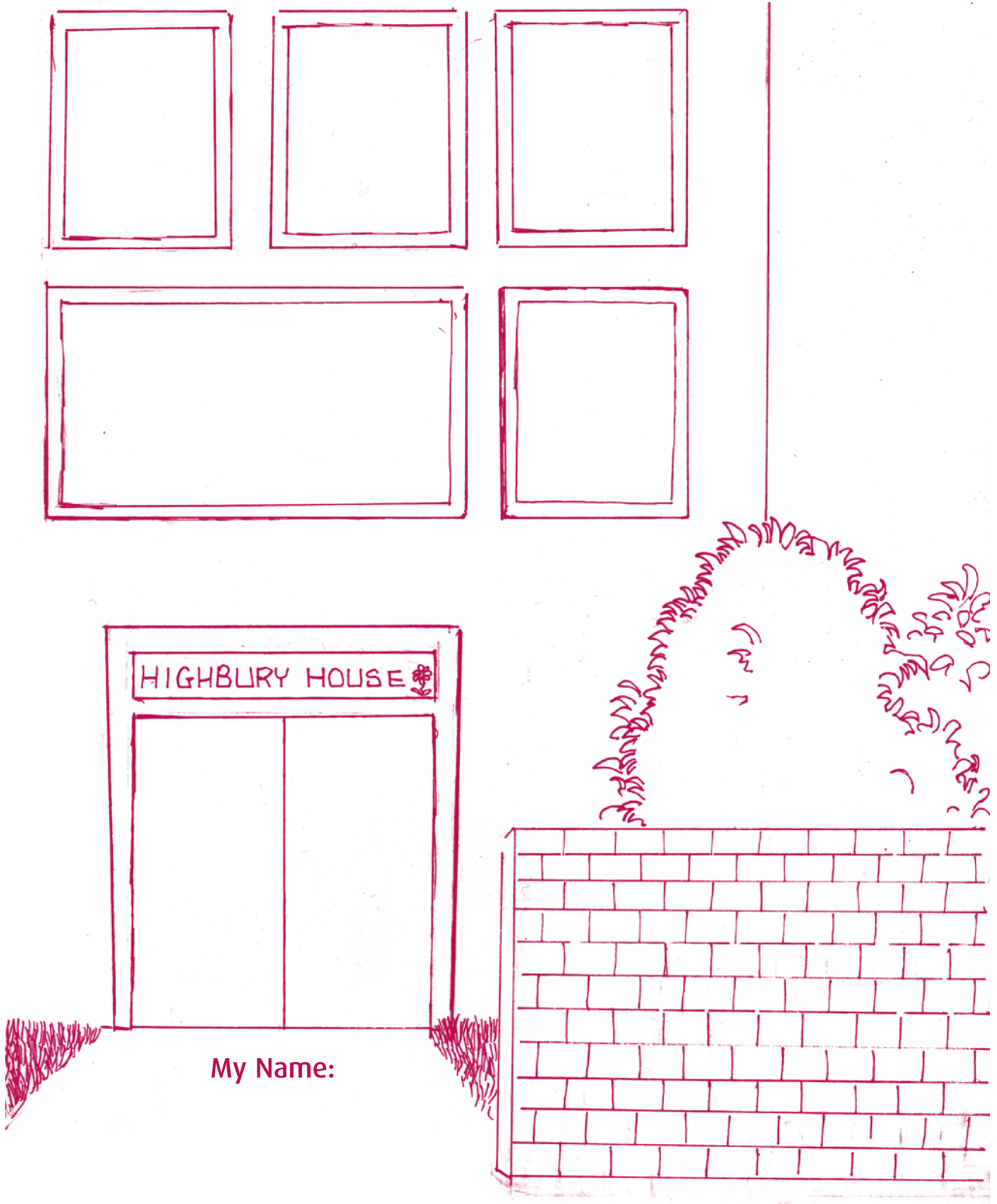
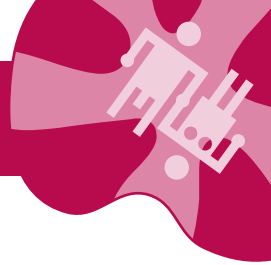


Yr-3/4, Ln1, W/S1

Human Life Cycle

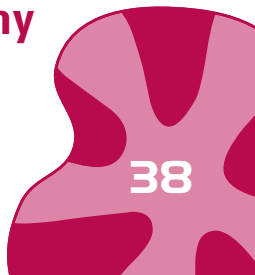


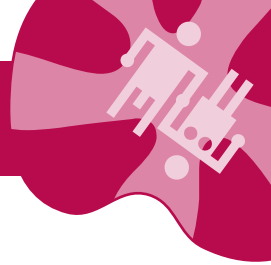
Yr-3/4, Ln1, W/S1



My Name: _____

Imagine that this is your home. Draw a picture of your family, or the people you live with in the windows and explain why they are important to you





Changing body parts

Teachers note: There are two versions of this lesson. You can decide which one is most appropriate for your class, although you can also use them both. Both lessons introduce the concept of puberty. Lesson 2b uses excerpts of stories followed by class discussion and looks in more detail about the physical and emotional changes associated with puberty

Learning Intention:

- Children learn about the physical changes associated with puberty

Learning Outcomes:

 Children:

- are able to define puberty: the changes that occur sometime between 8-17 that turn children into young adults
- know that puberty happens differently for everyone and begins and ends at different times
- understand that body changes at puberty are linked to human reproduction

National Curriculum Links: PSHE and Citizenship: 2d, 3c, 3e, 4c

Materials and Preparation:

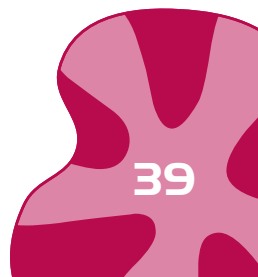
- Items of clothing (hat, tie, bra, vest, t-shirt, skirt, trousers, pants, knickers, socks) in a bag or box
- Large piece of paper for drawing a body outline
- Read the **How Do We Change?** worksheet (Channel 4, **Living and Growing Unit 2 Resource Book, Activity Sheet 1**, page 12) and erase any of the sentence statements that are too advanced for your class

Make copies for each child

Additional/Alternative Activities:

- Prepare pictures of male and female bodies for labelling **Male and female bodies** (pack: Yr3/4 Ln2a, W/S3)

1 hour





Introductory Activity:

- **Sit in a circle** and ask the class to remind you of the rules for these lessons
- **Explain** that this lesson will be about identifying different body parts and exploring the changes that happen to our bodies as we grow from children into young adults. Ask for a volunteer to lie down on a large sheet of paper and draw an outline around them
- **Take out** one item of clothing from the clothes box/bag at a time and ask the children to identify the item and explain what part of the body it covers. Lay out the items on top of the body outline on the piece of paper. As the different body parts are named write up a word-box for them on the board. Introduce the words: breasts, chest, vagina, penis and testicles. Explain that, although we may use different names for our private parts at home, we are going to learn the scientific names for these parts. Put two columns in the word box – male and female and name the right parts in that column

Main Activity:

- **Explain** that we will now be looking at the period of time during which our bodies change from children to young adults – this takes a number of years. Ask if anyone knows the scientific word for these changes - puberty. Ask if anyone can spell it. Record this as a title on the whiteboard. Ask if anyone knows at what age puberty happens and encourage a range of responses before telling the class that it can happen at any time between 8-17 years. It starts and ends at different times for everybody. Record this underneath the word puberty. Discuss briefly which are the main parts of the body which change as we grow from a child into an adult and why. Ensure that the class understand that one reason why the changes that happen during puberty are important is because they enable human beings to reproduce (have children) in the future if they want to
- **Working at tables**, introduce the worksheet **How do we change?** (Channel 4, **Living and Growing, Unit 2, Activity sheet 1**, page 12) explaining any words the class may not be familiar with. Add these to the word box on the whiteboard. Ask the class to complete the worksheet either in pairs or on their own. Go through the worksheet as a whole class, correcting any misunderstandings

Closing Activity:

- **Ask the children to stand in a line** in order of their ages and note their positions. Repeat according to their heights. Ask them to look for patterns in terms of gender and age. Explain that everyone goes through the changes at puberty but they all start at different times

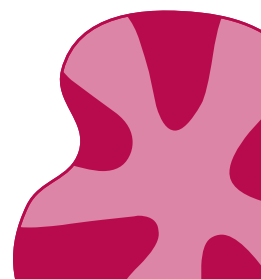
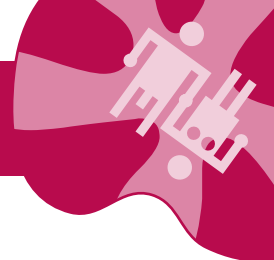
Additional/Alternative Activities

- Using the worksheet **Male and female bodies** (pack: Yr3/4 Ln2a, W/S3) ask the class to work in pairs to label the different parts of the body using the word-box on the board. When finished, swap with the pair next to them and see if they can add any more



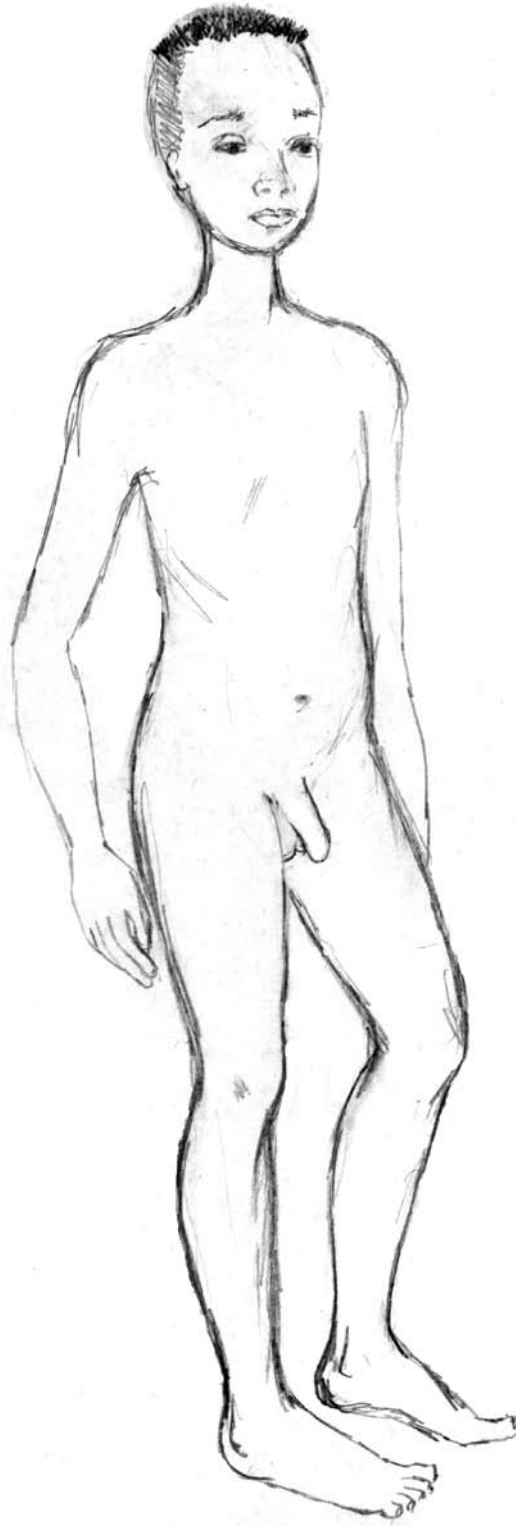
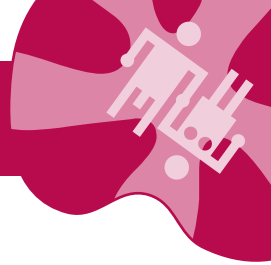


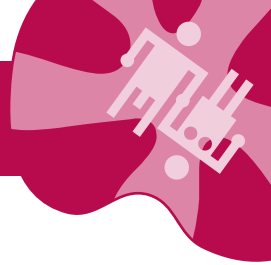
The female body





The male body





Changing body parts

Learning Intention:

- Children learn about the physical changes associated with puberty

Learning Outcomes:

 Children:

- are able to define puberty: the changes that occur sometime between 8-17 that turn children into young adults
- know that puberty happens differently for everyone and begins and ends at different times
- understand that body changes at puberty are linked to human reproduction

National Curriculum Links: PSHE and Citizenship: 2d, 3c, 3e, 4c

Materials and Preparation:

- Draw a large Venn diagram or table with three columns on a flip chart or the board, labelled male, female and both
- Prepare two short readings about the feelings associated with puberty: **Josh's Story** (pack: Y3/4 Ln2b, Resource 1) and **Fran's Story** (pack: Y3/4 Ln2b, Resource2)

Additional/Alternative Activities:

- **Sort the changes** worksheet (Channel 4, Living and Growing, Unit 2 Resource Book, Activity Sheet 4, page 15)
- **How do we change?** worksheet (Channel 4, Living and Growing, Unit 2 Resource Book, Activity Sheet 1, page 12)

1 hour

Introductory Activity:

- Sit in a circle and ask the class to remind you of the rules for these lessons
- Ask the class what they know about the different stages of the human life cycle. Explain that this lesson will be about the stage of the life cycle when our bodies change from children into young adults. Ask if anyone knows the scientific word for these changes - puberty. Ask if anyone can spell it. Record this as a title on the whiteboard. Ask if anyone knows at what age puberty happens – encourage a range of responses before telling the class that it can happen at anytime between 8-17. It starts and ends at different times for everybody. Record this underneath the word puberty
- Working in pairs, ask the class to work to identify and discuss all the changes they can think of which happen at puberty





- Invite the pairs to feedback the changes they came up with and write them up on the whiteboard, either using a Venn diagram or a table labelled male, female, both. Ask the children to suggest whether the change identified happens to males, females or both and record it in the appropriate space

Main Activity:

- **Reading 1:** Prepare the class for listening to the two readings. Read **Josh's Story** (pack: Yr3/4 Ln2b, Resource 1)
- **Ask the class** what they remember from the story, for example: Who is telling the story? Who are the other members of Josh's family? What puberty changes are mentioned? What advice does Dad give Josh? What is deodorant and why and how should girls and boys use it at puberty? Ensure that the class knows about hormones and what happens when a boy's voice 'breaks'
- **Reading 2:** . Ask the children to listen carefully as you read **Fran's Story** (pack: Yr3/4 Ln2b, Resource 2) and in particular to listen out for any puberty changes that are mentioned
- **Ask the class** what they remember from the story, for example: Who is telling the story? Who are the other members of Fran's family? Why do they think Fran doesn't want her little brother to go into the bathroom while she is in the bath? What puberty changes are mentioned? What advice does Mum give Fran at the end of the story? Talk about periods starting, buying a first bra and good hygiene.

Closing Activity:

- **Review learning by asking:** When does puberty happen? (It depends! Boys and girls differ in general and then we differ as individuals). Why do these changes happen? (To prepare bodies for adulthood when we may choose to have children). In order to have children, male and female bodies must be different so some changes in puberty only happen to girls and some only to boys. Can we choose whether these changes happen or not? (No, but by learning about the changes and knowing what to expect, we can help ourselves and each other with how we might feel about them)

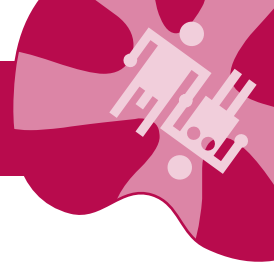
Additional/Alternative Activities:

- **Sort the changes** (Channel 4, **Living and Growing, Unit 2 Resource Book, Activity Sheet 4, Page 15**) Worksheet that explores changes we can control and changes we can't control
- **How do we change?** (Channel 4, **Living and Growing, Unit 2 Resource Book, Activity Sheet 1, Page 12**) Worksheet that identifies the basic changes that take place at puberty





Josh's Story



I love playing with my mates – we kick a ball around, we go to the park, we go to each other's house and watch television or play a computer game. We are all in the same school and meet up every playtime and look out for each other.

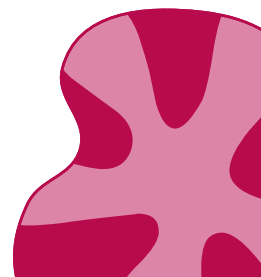
My best friend is Leroy and he looks out for me as he is the biggest. When I stand beside him – my head comes up to his shoulder. Leroy has tight curly hair which never gets in a mess like mine. When we change for gym, we can see curly hairs under his armpits; he is very proud of them and lets us count them! I look every night in my mirror under my arms but there is nothing there.

All I seem to have is spots and pimples and Julie, my step mum says to leave them alone and not pick them. She said that she will buy me something to put on them when she goes out shopping on Saturday.

My Dad came back on leave after being away for two weeks – it was so good to see him! I miss him when he's away and always count the days until he comes back. Sam, my little brother and I rushed to see him as he came in the front door and then Dad said to me 'Gracious me Josh, I do think that your voice is beginning to break! You are growing up fast!!' I suddenly felt very shy and mumbled something about having a sore throat. Sam didn't help as he told dad that he calls me 'Squeaky'.

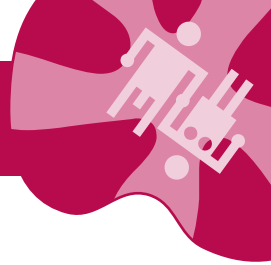
Last night, I came home and went to bed feeling quite fed up with Leroy. When we went to the park he wouldn't play with us and kept wanting to be near Sally Williams and her friends on the swings. What does he want to be with girls for?

A little bit later dad knocked on the door, came in and sat down on my bed. He asked why I had slammed the door and gone upstairs so quickly. I told him about Leroy and how he seems more interested these days in girls than being with his mates. I felt very miserable and dad stroked my head and said 'It sounds as if Leroy is growing up too! You will find that chemicals called hormones in your body will cause you and your friends to have all sorts of changes in your bodies and all sorts of mixed feelings. You might feel really on top of the world one minute and then miserable the next – a





Josh's story



bit like the swings in the park. All of your friends will be going through the same kind of changes so you will have to look out for them and understand them when they act differently.'

'Did this happen to you as well Dad?' I asked.

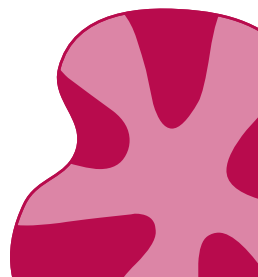
'Yes, I can remember it well', said Dad. 'I was rather a late developer, a bit like you. All of my friends seemed to be growing hair and getting broader shoulders before me.'

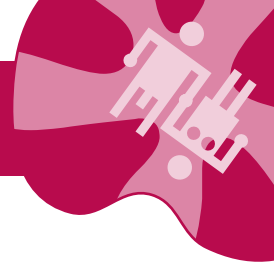
'All I seem to have is a squeaky voice and spots' I said miserably.

'Well', said Dad, 'that's all part of growing up. Your voice is breaking, ready to become deeper like a man's and the spots are coming because your hormones are working in your body to make all the changes. You will find that you will begin to sweat more, so I will buy you some deodorant when I do the shopping. You can put it under your arms after you have washed. You will need to wash more now as you don't want Sam to call you Smelly as well and Squeaky do you?'

'Thanks Dad' I said and suddenly it didn't feel so confusing. I now know that everything that is happening is normal and that Dad is ok to talk to. If my mates haven't got anyone to talk to, then I will be able to tell them all about it!

'Night Dad' I said as I snuggled down into bed. As I fell asleep I was thinking about how I was going to let my mates know that I was now going to wear deodorant!!





Eeek! Don't come in Ethan! I'm in the bath!!!!

Ethan, my little brother jumped, backed out quickly and then shouted 'What are you making such a fuss about Fran? Before the holidays, you and I had a bath together and Dad came in and played boats with us. What has changed?'

He is right – things have changed – I have changed! Now I'm too shy to have Dad or Ethan come into the bathroom when I am undressed.

It all started some time ago now when I noticed that I had some hairs under my arms. I was a bit shocked and kept pulling at them to see if they actually were growing. That was when I locked the bathroom door and snipped at them with the nail scissors so that no one would see.

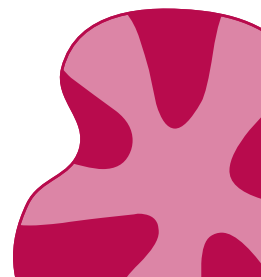
Then very soon afterwards I noticed that I was starting to grow breasts. I couldn't really hide that but I kept my cardigan on at school. Sonja's Mum has bought her a bra – maybe I should ask mum if we could go shopping for one next time we go out?

Anita and Sonja in my class have started their periods and Sonja wears deodorant. I wonder when Mum will let me wear some too? Her Mum said that as you grow up we get more sweaty, especially in places like under our arms. That's why I take more baths. I have noticed a few spots on my chin though, but Mum says that's normal.

Bang, bang goes the door. 'How long are you going to be in there Fran?' 'What ARE you doing? Let me come in, what are you doing in there?' Ethan is being a pest again. He is such a pain!' 'Go away and leave me alone', I'm shouting. 'Mum, Mum! Tell Fran to get out of the bath!' 'She won't let me in the bathroom!'

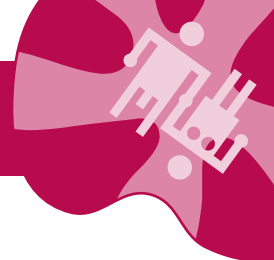
I hear Mum come upstairs and then it goes quiet and I lie there wondering what is going on.

I wish that I could stay a child forever. This growing up business is difficult and sometimes I worry about the changes and feelings that happen.





Fran's story

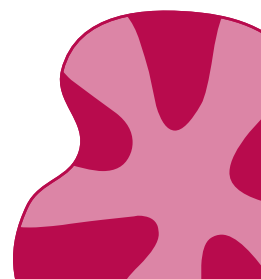


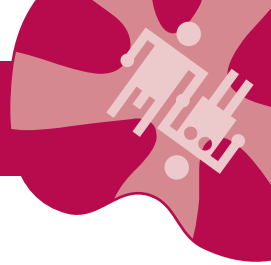
Now Mum is asking to come into the bathroom. She knocks and comes in and holds open the towel for me. It so nice to sit on her lap wrapped in a warm towel. 'I have had a talk with Ethan' she says. 'I have told him that you are growing up and that you have a right to be private and that he must respect that and not pester you. However, you must try and not be so long in the bathroom as everyone else needs to have their turn too.'

'Thank-you Mum' I say as I wriggle in her lap 'I'll be quicker next time. It's so hard growing up and sometimes I wish that I could stay as I am for ever and then at other times I am so excited about growing up and starting my periods and wearing a bra and moving to the secondary school with all of my friends.'

'Growing up is exciting and confusing' said Mum. 'You will find that not only your body changes but that you will have see-saw feelings too. Just remember that this happens to everyone but not all at the same time. Everybody has their right time for their changes. Remember that you can always talk to your teacher or me if you have any questions.'

'Thank-you Mum,' I say as I put my pyjamas on. Perhaps it's not so bad after all.





Feeling good about being different

Learning Intention:

- Children learn to recognise their own worth as individuals and to challenge stereotyping

Learning Outcomes: Children:

- can identify positive things about themselves and others
- understand that boys and girls can both do the same tasks and enjoy the same things; but that stories, TV and people sometimes present different stereotypes
- can recognise and challenge stereotyping with confidence

National Curriculum Links: PSHE and Citizenship: 2d, 4e, 4f

Materials and Preparation:

- Prepare a copy of worksheet **Draw these people** (pack: Yr3/4 Ln3, W/S4) for individual work
- Prepare the reading 'Change for the best' (pack: Yr3/4 Ln3, Resource3)

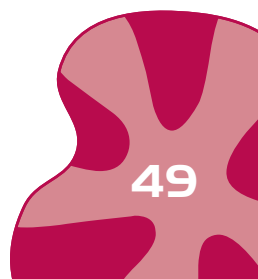
Additional/Alternative Activities:

- **Amazing Grace:** (Mary Hoffman and Caroline Binch, Frances Lincoln)
- **Who Does What?** (Channel 4, **Living and Growing, Unit 2 Resource Book, Activity Sheet 19**, page 38) **True/False worksheet** exploring gender roles at home and at work
- **Change For The Best** story (pack: Yr3/4 Ln3, Resource3)

 **1 hour**

Introductory Activity

- **Sit in a circle:** Ask class to remind you of the class rules that everyone has agreed on
- **Recap on previous lesson** and introduce this week's lesson
- **Introduce the lesson** by asking the class to think of things they are good at and enjoy doing. This may include different hobbies and activities
- **Pair and share:** Ask the children to find a partner and then find one thing they both like doing and are good at. Share some examples. Mix up the children into mixed sex pairs and ask them to find one thing that they both like doing and are good at. Ask each pair to feed this back to the rest of the class. Ask the class whether any of the responses surprised them





Main Activity

- **Drawing activity:** Give out the **Draw these people** (pack: Yr3/4 Ln3, W/S4) worksheet. Ask children to draw pictures of the following people: ballet dancer, doctor, bus driver, scientist in the squares. When individuals have finished drawing they can cut up their pictures and then tables should group them into the four categories. Collect the pictures keeping them in their categories so that you have one set of pictures for each job
- **Divide the class** into four or eight groups and distribute one job category to each group to discuss. Ask the groups to look for anything that strikes them as significant e.g. whether all or the majority of characters are male or female and why they think that might have happened
- **As a whole class:** Talk about the meaning of the word 'stereotyping' (A fixed idea about a group of people that says that everyone who is part of that group is the same. A stereotype is an idea that limits what people can do, be or experience. Stereotypes don't celebrate difference. Stereotypes upset people by telling them that they can't be who they are)
- **Focus the discussion** on the issues of gender by inviting the class to consider whether girls and boys are good at the same things. Are boys always better at sport? Are girls always better at cooking? Link this back to the introductory activity where they talked about what they were good at

Closing Activity:

- **Go round using a talking object:** Ask each child as they have the object, to complete the sentence 'When I grow up I'd want to be'

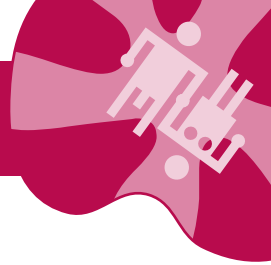
Additional/Alternative Activities:

- **Amazing Grace:** (Mary Hoffman and Caroline Binch, Frances Lincoln) Introduce the story Amazing Grace. Ask the children to listen carefully as you read it and see if they can identify any parts of the story that are examples of stereotyping or discrimination. After the story, discuss with the class why Grace was able to play the part she wanted. Who helped her? Ask the class if they have ever been to the pantomime. Who usually plays the lead male role?
- **Media Images:** Divide the class into four groups. Give them a selection of newspapers/ magazines and ask them to find and cut out pictures of a ballet dancer, doctor, bus driver and a scientist (or choose other professions). Look at what the groups have found and discuss what they have found interesting about these people and what has surprised them
- **Who Does What?** (Channel 4, **Living and Growing Unit 2 Resource Book, Activity Sheet 19, Page 38**) **True/False worksheet** exploring gender roles at home and at work
- **Change For The Best:** Read the story **Change For The Best** (pack: Yr3/4 Ln3, Resource3) **Discuss the story** asking the class questions such as: Who do Rahul and Amina live with? What kinds of activities does Rahul like to do? What kind of activities does Amina like to do? Why does Auntie Joy say that Granny is 'a bit old fashioned'? What do Joy, Rahul and Amina plan for comic relief day? What does Granny learn from it all?

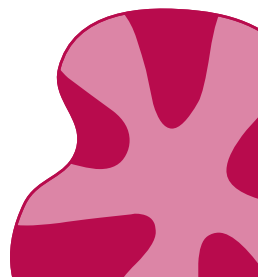




Draw these people

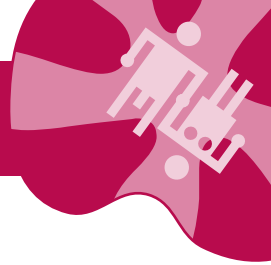


ballet dancer	bus driver
doctor	scientist





Change for the best



Rahul and Amina are ten year old twins and are in the same class at Fenchurch primary school. They live with their Granny and her grown up daughter Joy, in Towchester Street.

They do look alike and people often get them mixed up even though Rahul is a boy and Amina is a girl. Rahul is quite quiet and Amina is much noisier and bigger. Amina was the first to be born and sees herself as the oldest, even though there is only a half an hour difference in their ages. Rahul is quite happy for Amina to take the lead, and she often looks out for him in the playground.

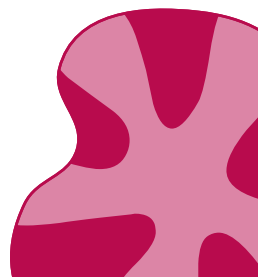
At school, Rahul prefers to read or just walk around at playtimes whilst Amina likes to play football and is always to be found in a group of boys. The playground helpers often try to get Rahul to join in with the football even though he is quite happy on his own or with Danny, his friend. Rahul has been told off several times for being rude and grumpy to the helpers when they have tried to get him to join in. 'Why can't they just leave me alone!' he thinks.

Amina, on the other hand, is often laughed at by the other girls because she likes to run around and play football. She often comes in from playtime with scraped knees from falling down and her clothes all messy.

At home, Amina is expected to help with the household chores and cooking the meal in the evening. Granny does most of the cooking as Aunty Joy works in the post office. Granny says 'Girls should be girls and boys, boys.' She thinks this means that Amina should help in the house and Rahul can go out to play.

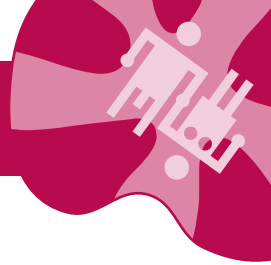
Rahul however would love to help with the cooking but Gran won't have any of it. 'Leave us women to it' she says.

Joy works part time and some afternoons she cooks the evening meal. When she is in charge she lets Rahul help. Joy also makes the most lovely cakes and she lets the children stir the mixture and lick the bowls. If Amina wants to go out and play with her friends then Joy lets her go. These are the times that Rahul like best and he works happily with Joy in the kitchen and dreams of becoming a top chef like the ones on the television.





Change for the best



Rahul likes to talk to Joy and tells her how Granny won't let him help when she cooked. 'Granny is a bit old fashioned' Joy says 'She thinks that only women should be in the kitchen.'

'It's the same at school' Rahul tells her, 'I am expected to play football in the playground when all I want to do is sit quietly or talk with my friend Danny.'

Mr Martin their teacher tells them that it's comic relief day coming up next Friday and that they can all come to school in fancy dress if they bring 50p each for comic relief.

There will be no lessons that day but the children can choose what activities they would like to do. There will be races in the playground in the morning; a football game against the teachers at lunch time; or they can choose to join other groups doing art, computer work or cooking biscuits that will be sold to raise more money.

That evening the twins helped Joy in the kitchen and told her about comic relief day. 'I really want to do the cooking' said Rahul. '... and I want to do the games and put my name down for the football at lunchtime' said Amina.

'I know!' said Joy, 'Let's have some fun with this.'

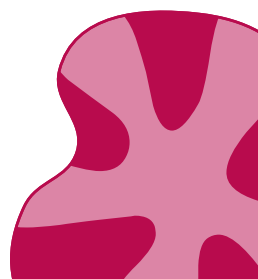
The three hatched a plan.

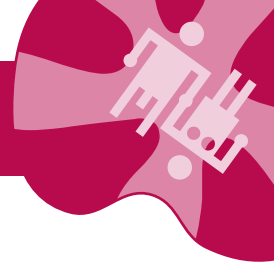
The next day the twins went to school and put their names – or rather put their twin's name down for the activities they wanted to do on the notice board in the classroom.

Friday morning, the twins got up early and put on their fancy dress. They went off to school very excited, dressed as super man and super woman.

'My goodness,' Mr Martin said. 'It's very hard to tell you twins apart today!' Rahul, I see that you have put your name down for games and football and Amina, I hope that you will make some nice biscuits for us to sell in the cooking group.

What a great day they all had! The cooking group could hear the children in the playground making a lot of noise whilst they made dough and cut out their biscuits. The smell of their cooking wafted around the school.





The football match was a great success and all the biscuits were brought and eaten and lots of money was made.

At the end of the afternoon – all parents and carers were invited into the hall so that Ms Sarpong, the headteacher, could talk about the day and how much money they had collected. She gave out certificates to everyone who had taken part. Each class was called out in turn, and soon it was the turn of Mr Martin's class. 'Amina Bently', Ms Sarpong called out. To everyone in the room's amazement superwoman Rahul stood up, took off the wig he was wearing and went forward for the certificate!

'Good gracious!' said Ms Sarpong, 'That was a surprise! So Rahul, if you were making biscuits, then it must have been Amina who was playing football! What a talented pair we have here and what a great joke for comic relief day! It just shows that things are not always as we expect.'

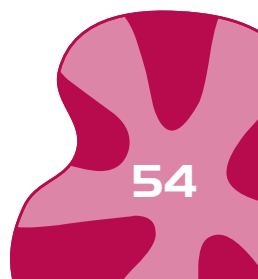
Everyone laughed and clapped and Amina and Rahul both stood at the front and looked to where Granny was sitting. She was laughing as well!

After assembly they both went to find Granny clutching their certificates. 'What a turn up for the books,' Granny said. 'It looks as if in future I am going to have to let you help me more in the kitchen Rahul and you Amina, I now know why you always come home from school in such a mess! How times have changed! It wouldn't have happened in my day – but if you are both well and happy then that's alright.'

When they got home, they told Joy all about their adventures and what Granny had said.

Joy was very glad that her plan had worked and told the children that it would be better if both of them in future did their share of the jobs at home and both tried to help each other at school to join in whatever activity was going.

Perhaps, Amina would grow up and join Arsenal ladies team and Rahul become a famous chef? Who knows?...





Supporting Sex and Relationship Education in the Primary School

Lesson Plans and Resources for Year 4/5



Healthy Schools
ISLINGTON

YEAR 4/5 LESSON PLANS

- Lesson 1
- Lesson 2a
- Lesson 2b
- Lesson 3
- Lesson 4
- Lesson 5
- Lesson 6
- Lesson 7

YEAR 4/5 RESOURCES/WORKSHEETS

- Human life cycle pictures
- 'Your questions' worksheet
- 'Menstruation and wet dreams' card game
- 'Researching puberty' worksheet
- 'Understanding menstruation' sequencing activity
- 'Handling change' worksheet
- Changing relationships scenarios
- 'Feel, think do' worksheet
- 'What do you know?' Quiz

Use the bookmarks on the left hand side to access any of the lesson plans, resources/worksheets or click on the links on this page (above)

When you have a lesson plan open, use the bookmarks on the left hand side to see a different lesson plan or any of the guidance

When a resource/worksheet from this pack is mentioned in a lesson plan, click it to open it. Click on the relevant section of the resource to enlarge it on your screen. Use the X in the top right hand corner to go back to the previous screen.

Teachers are free to print off the resources as required



Growing and changing

Learning Intention:

- Children learn about the way we grow and change throughout the human life cycle

Learning Outcomes: Children:

- Can identify changes throughout the human life cycle
- Understand that change is ongoing
- Understand that change is individual

National Curriculum: PSHE and Citizenship: 4c, 4e

Materials and Preparation

- Ask children to bring in a photo, object, picture or story associated with when they were younger
- Prepare **male and female life cycle pictures** for display. 2 sets of males and females using 5 stages (baby, school-aged child, teenager, adult, elder). Can copy these from the pack (pack: **Yr4,Ln1,W/S1**) or alternatively use a photo-pack or colour images from photos or magazines
- Prepare 4 pieces of flipchart paper, each with one of the following life-stages attached (school-aged child, teenager, adult, elder). Make sure both male and female pictures are attached
- Post-it notes and large pens

Additional/Alternative Activities:

- *Love You Forever*, R. Munsch, Red Fox

 **1 Hour**

Introductory Activity

- **Ask the children to sit in a circle.** Ensure you are part of it
- **Talk** with the children about the rules for these sessions. You can use any format for the rules, including circle time rules such as listening and talking one at a time, or only when you hold the talking object. The important thing is to ensure that during these lessons the following rules are understood and followed: treat each other with respect/no put downs, no personal comments or questions and don't gossip
- **In pairs** show your partner the photo, object, picture or story that you have brought and tell them about what you were like at that time. Talk about what you looked like, what you did and how you felt
- **Class discussion:** Ask the children if they have changed since the time they have been talking about. Ask how they have changed and take a few ideas from the group



Main Activity

- **Pin images** of the **male and the female human life cycle** using all stages (baby, toddler, school-aged child, teenager, adult, elder) on the board. Explain that we've talked a little bit about change and now we are going to look at changes that are happening now and will do in the future
- **Ideas carousel in 4 groups:** Give each group one of the following stages of the life cycle (school-aged child, teenager, adult, elder) with both male and female pictures attached to a piece of flipchart paper. Give each group a pack of post-it notes. As a group ask them to generate and record all of the things that someone of this age is able to do (one idea per post-it)
- **After a few moments** ask each group to pass their flipchart onto the next group; they then add as many more new ideas as they can
- **Pass** the flipchart around again and ask the next group to organise the list into a continuum; at the top showing all the things that everybody of this age does and at the bottom the things that only a few people do. Encourage them to discuss ideas, try to reach consensus and add any more
- **Pass** the flip chart again and ask the next group to put all the things that males do on the left, that females do on the right and anything they both do in the middle. Encourage them to discuss ideas, try to reach consensus and add any new ideas
- **Finally** get your original life stage back and look at what has happened to it. Do you agree with how it has changed?
- **Plenary:** Ask each group to feedback on their life-stage and how their original list has changed. Ask why the things we can do changes throughout our lives? Draw out that our bodies, minds and circumstances change with age. Ask if we can make up any general rules about change? Draw out that we change in different ways and at different rates, explore and challenge gender stereotypes and assumptions about sexuality and relationships. Ask how these changes might make people feel at different ages? Draw out how we can get support if changes feel difficult

Closing Activity

- **Go-round.** Pass a talking object around the circle. When someone is holding the object it is their turn to speak whilst others listen. Allow people to pass if they cannot think of something to say but at the end of the round ask if anyone who didn't say something the first time round would like to now. Remind the class that change can be frightening but it can also be exciting. Ask them to complete this sentence during the go-round: "*Change can be good because...*"

Additional/Alternative Activities:

- **Love you forever** tells the story of a mother and son, taking us right through the life cycle
- **Ideas carousel:** Keep the images and the ideas on the table, not stuck on flip charts so they can be more easily prioritised. Ask the group to stand up and move between the tables



Human Life Cycle - Female



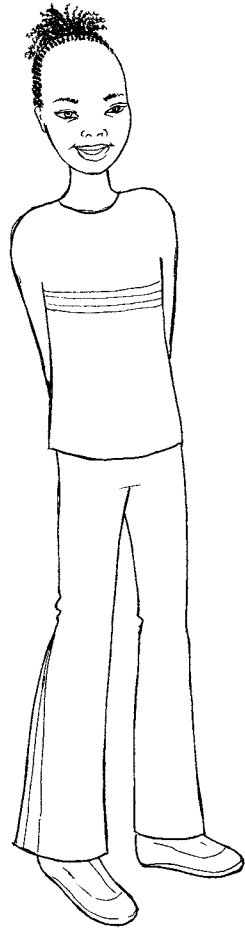
Yr4/5, Ln1, W/S1

Human Life Cycle - Female



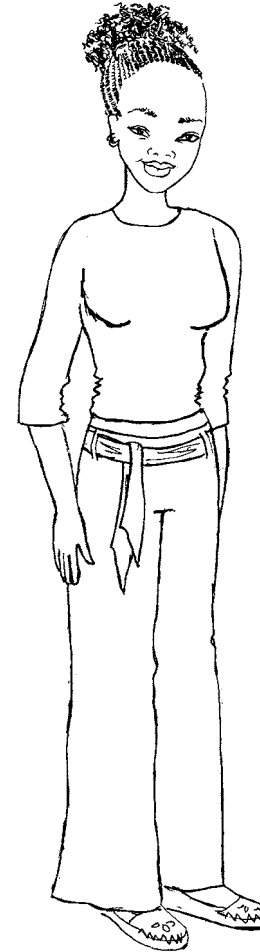
Yr4/5, Ln1, W/S1

Human Life Cycle - Female



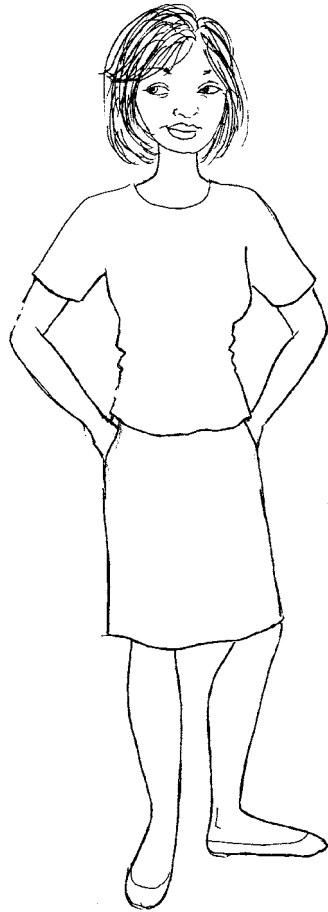
Yr4/5, Ln1, W/S1

Human Life Cycle - Female



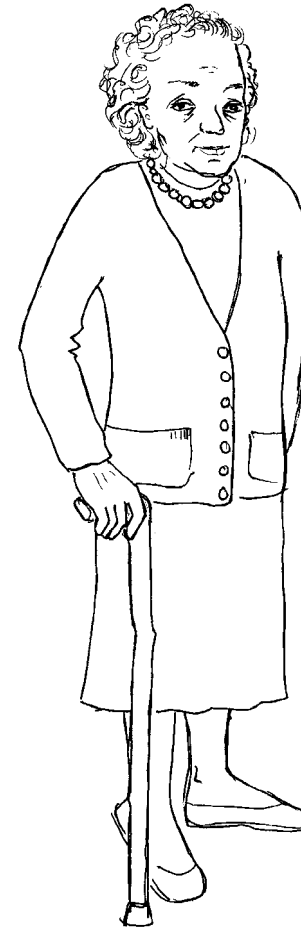
Yr4/5, Ln1, W/S1

Human Life Cycle - Female



Yr4/5, Ln1, W/S1

Human Life Cycle - Female



Yr4/5, Ln1, W/S1

Human Life Cycle - Male



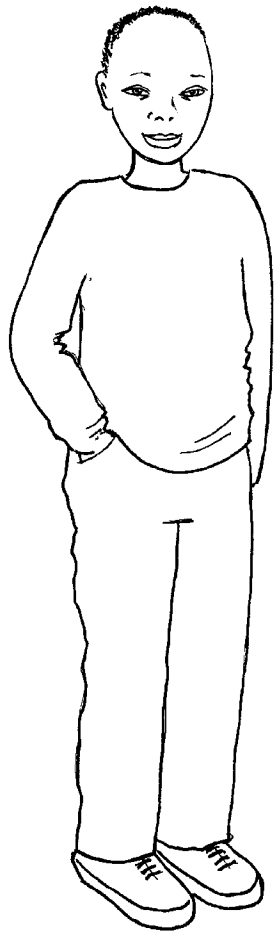
Yr4/5, Ln1, W/S1

Human Life Cycle - Male



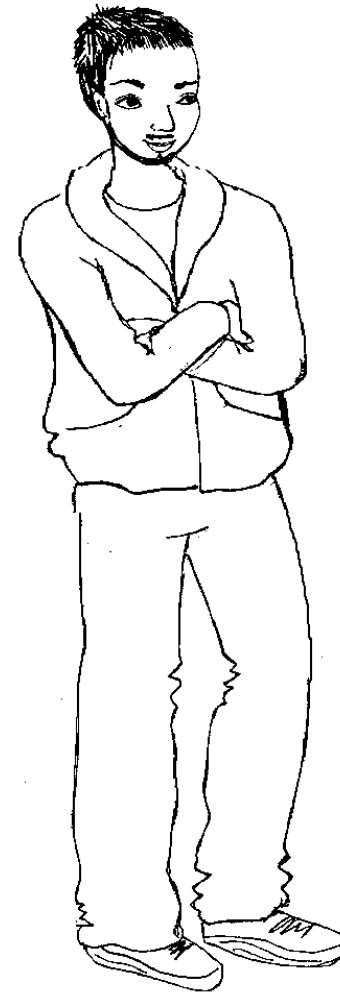
Yr4/5, Ln1, W/S1

Human Life Cycle - Male



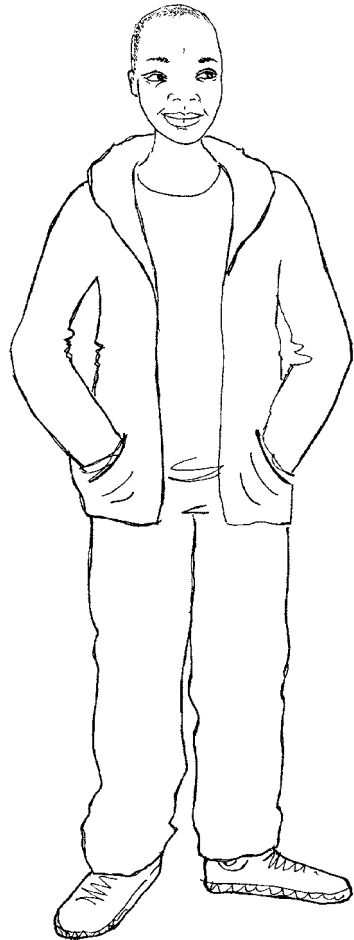
Yr4/5, Ln1, W/S1

Human Life Cycle - Male



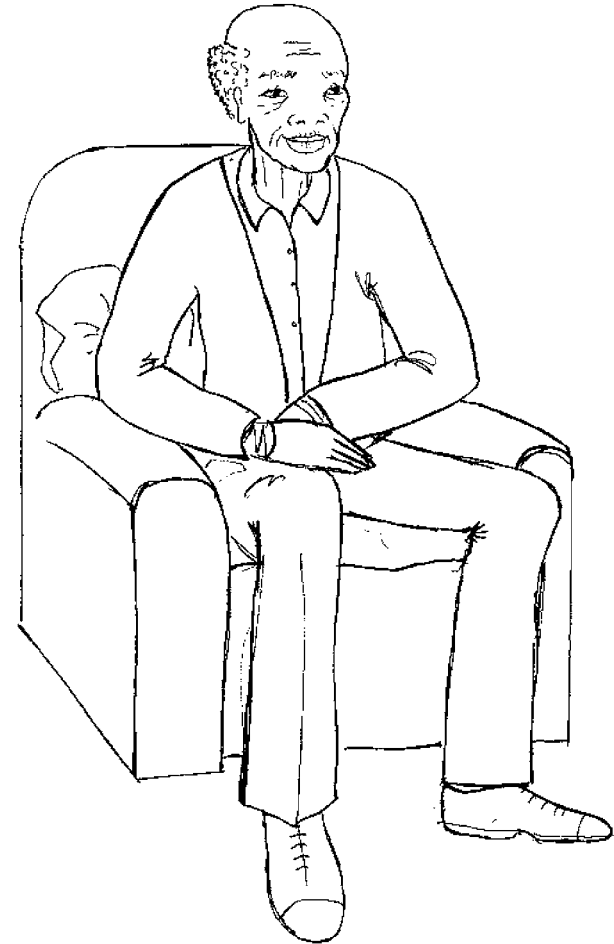
Yr4/5, Ln1, W/S1

Human Life Cycle - Male



Yr4/5, Ln1, W/S1

Human Life Cycle - Male



Yr4/5, Ln1, W/S1

Human Life Cycle



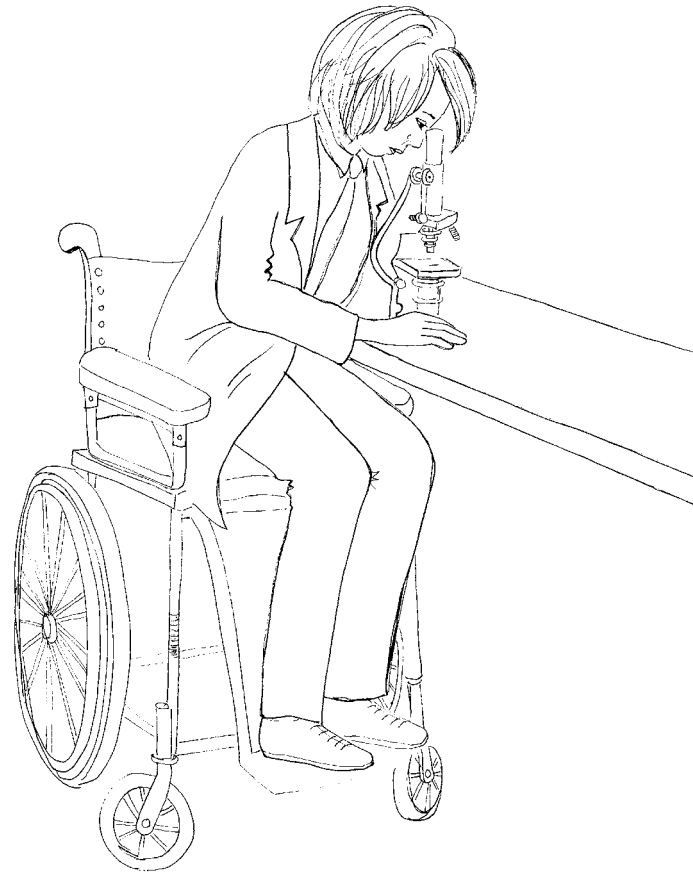
Yr4/5, Ln1, W/S1

Human Life Cycle



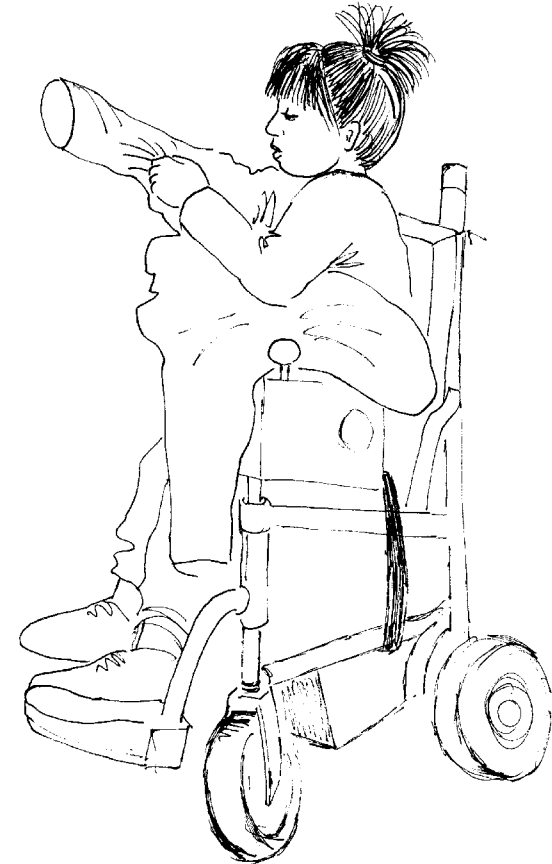
Yr4/5, Ln1, W/S1

Human Life Cycle



Yr4/5, Ln1, W/S1

Human Life Cycle



Yr4/5, Ln1, W/S1

Human Life Cycle



Yr4/5, Ln1, W/S1

Human Life Cycle



Yr4/5, Ln1, W/S1



Puberty - How our bodies change (with video)

Learning Intention:

Children learn about the physical changes associated with puberty

Learning Outcomes: Children:

- Are able to define puberty: the changes that occur sometime between 8-17 that turn us from children to young adults
- Can identify the physical changes associated with puberty
- Understand that everyone's experience of puberty is different and that it begins and ends at different times

National Curriculum: PSHE and Citizenship: 3c

Materials and Preparation:

- **Changes** programme on video or DVD (Channel 4, **Living and Growing, Unit 2, Programme 4**)
- TV and video recorder or DVD player
- Copy **your questions** pro-forma for all. (pack: Yr4&5, Ln2, W/S2)

Additional/Alternative Activity:

- Sort the **Changes worksheet** (Channel 4, **Living and Growing, Unit 2, page 15, sheet 4**)

 **1 Hour**

Introductory Activity

- **Sit in a circle:** Ask class to remind you of the rules for these lessons
- **Sit in a circle:** Introduce the lesson by explaining that we will be looking at the different changes which happen to our bodies as we grow older.
- **Go round:** Using a talking object, ask the children to complete the sentence '*One thing that has changed about me since I was small is ...*'
- **Explain** that in this lesson we will be exploring the specific time in our lives during which our bodies change from children to young adults. Ask if anyone knows the scientific word for these changes – puberty. Ask if anyone can spell it. Record this as a title on the board/flip. Ask if anyone knows at what age puberty happens – encourage a range of responses before telling the class that it can happen at anytime between 8-17, it starts and ends at different times for everybody. Record this underneath the word puberty.





- **Board-storm:** draw a Venn diagram or 3 columns on the board/flipchart labelled 'Girls', 'Both' and 'Boys'. Ask the class to think of as many different changes as they can think of which happen at puberty and write their ideas up, listing them under the appropriate column.

Main Activity

- **Video:** Introduce the video and explain that it is about the physical changes that occur during puberty. Explain that there may be parts of the video that will make them want to giggle. Encourage them not to as it makes it difficult to hear and there are some important bits of learning that we don't want them to miss. If necessary stop the video mid-way and discuss why we giggle: embarrassment, not feeling ready... Ask the group why they think we are showing them this information... to prepare them, so they know about changes before they happen... Encourage them to move away from people who distract them
Start video at the beginning (0.00.28). Stop video after the second segment of animation. *"Next we'll be grown ups, maybe even mums and dads." "Give you a race!"* (0.11.13)
- **Review** the video by asking what the themes were. Draw out change being on-going and natural. Ask why the changes during puberty occur? (So that we can have children when we are adults) Ask whether because your body is changing that means you are ready to have children? Draw out what other changes need to happen (emotional change, maturity, financial). Ask the class if there were any additional changes during puberty mentioned in the video that aren't on the board. Write new pieces of paper for these changes. Ensure wet dreams and menstruation are included
- **Individually** ask the class to write anonymous questions. Ask if anyone knows what anonymous means. Distribute **Your Questions** worksheet (pack: Yr4&5, Ln2, W/S2)
- **Explain** that we will have a few more lessons and then they will try and answer these questions for themselves

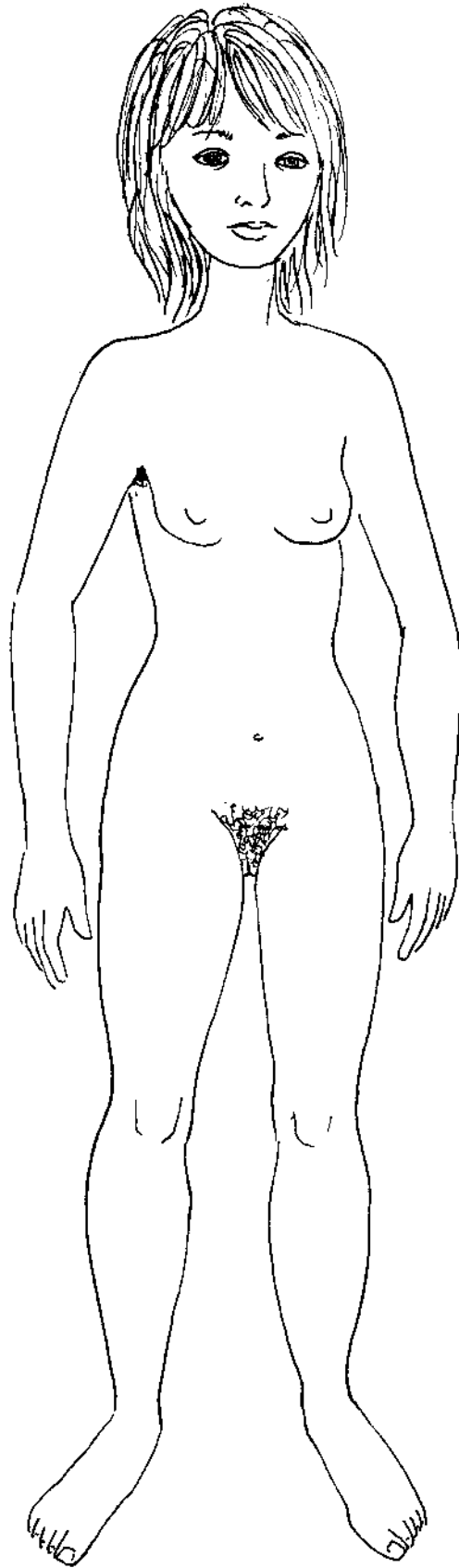
Closing Activity:

- **Plenary:** Review learning - When does puberty happen? (It depends! Boys and girls differ in general and then we differ as individuals). Why do these changes happen? (To prepare bodies for adulthood when we may choose to have children) In order to have children male and female bodies must be different so some changes in puberty only happen to girls and some only to boys

Additional/Alternative Activities:

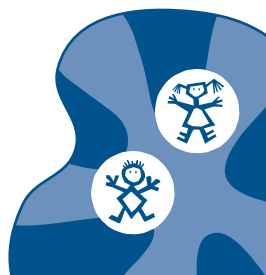
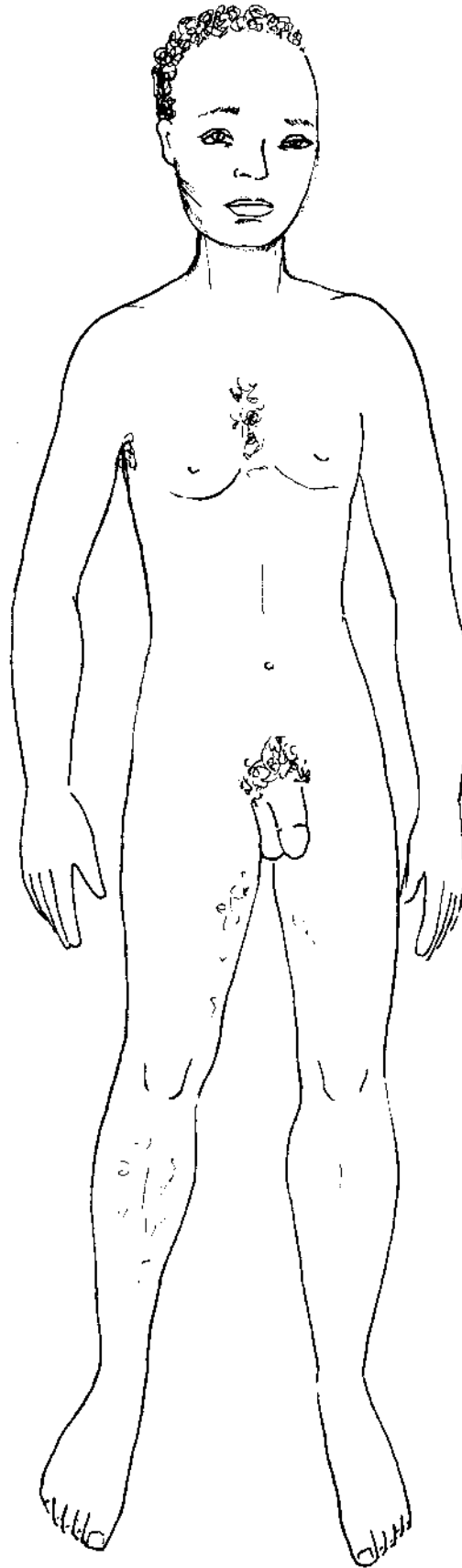
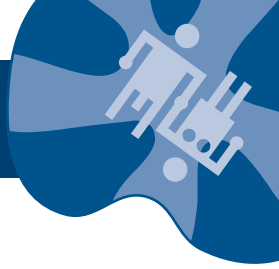
- **Sort the Changes** (Channel 4, **Living and Growing, Unit 2**, p 15, sheet 4). Worksheet that explores changes we can control and changes we can't control

The Female Body





The Male Body





Puberty - How our bodies change (without video)

Learning Intention:

Children learn about the physical changes associated with puberty

Learning Outcomes: Children:

- Are able to define puberty: the changes that occur sometime between 8-17 that turn us from children to young adults
- Can identify the physical changes associated with puberty
- Understand that everyone's experience of puberty is different and that it begins and ends at different times

National Curriculum: PSHE and Citizenship: 3c

Materials and Preparation:

- **Prepare a short reading** about the feelings associated with puberty using: SEAL Y5 & 6 Changes - Melanie's Journal pg. 13 - 14

- Copy your questions pro-forma for all. (pack: Yr4&5, Ln2, W/S2)

Further Activity:

- Sort the **Changes worksheet** (Channel 4, **Living and Growing, Unit 2**, page 15, sheet 4) or **How do we change?** (Channel 4, Living and Growing, Unit 2, page 12, sheet 1)

 **1 Hour**

Introductory Activity

- **Sit in a circle:** Ask class to remind you of the rules for these lessons
- **Ask the class** what they remember about the different stages of the life cycle from the previous lesson. Explain that this lesson will be about the stage of our life cycle during which our bodies change from children into young adults / teenagers. Ask if anyone knows the scientific word for these changes - puberty. Ask if anyone can spell it. Record this as a title on the board/flip. Ask if anyone knows at what age puberty happens – encourage a range of responses before telling the class that it can happen at anytime between 8-17, it starts and ends at different times for everybody. Record this underneath the word puberty
- **Pair and share:** Working with a partner ask the class to identify and discuss as many changes as they can think of which happen at puberty





- **Feedback:** Invite the pupils to feedback the changes they came up with and write them up on the flip / board, either using a Venn diagram or columns table. Ask the children to suggest whether the change identified happens to males, females or both

Main Activity

- **Reading 1:** Prepare the class for listening to the two readings. Introduce the excerpt 'Changes'. Ask the children to listen carefully as you read it as you will be asking questions afterwards about the characters and what changes during puberty are mentioned
- **Discussion:** Ask the class questions about what they remember from the story, for example: Who or what is telling the story? To whom does he belong? Who are the other members of Joshua's family? What puberty changes are mentioned? What advice does Danny give Joshua at the end of the story? Ensure the class understands the meaning of any difficult words eg genitals, pubic hair, hormones, growth spurts
- **Reading 2:** Introduce the excerpt 'Mel's Story'. Ask the children to listen carefully as you read it as you will be asking questions afterwards about the characters and what changes during puberty are mentioned
- **Discussion:** Ask the class questions about what they remember from the story, for example: Who or what is telling the story? To whom does she belong? Who are the other members of Mel's family? What puberty changes are mentioned? What does Mel's friend Becki tell her on the phone? What is deodorant? The dog has noticed that their friends have started to smell more now they are teenagers: why do you think this is? Ensure the class understands the meaning of any difficult words e.g. emotional change, periods, hygiene, physical changes
- **Individually** ask the class to write anonymous questions. Ask if anyone knows what anonymous means. Distribute **Your Questions worksheet** (pack: Yr4&5, Ln2, W/S2). Explain that we will have answer these questions in the next lesson

Closing Activity:

- **Plenary:** Review learning - When does puberty happen? (It depends! boys and girls differ in general and then we differ as individuals). Why do these changes happen? (To prepare bodies for adulthood when we may choose to have children) In order to have children male and female bodies must be different so some changes in puberty only happen to girls and some only to boys. Can we choose whether these changes happen or not? (No, but by learning about the changes and knowing what to expect, we can help each other with how we might feel about them)

Additional/Alternative Activities:

- **Sort the changes** (Channel 4, *Living and Growing*, Unit 2, p 15, sheet 4). Worksheet that explores changes we can control and changes we can't control
or
- **How do we change?** (Channel 4, *Living and Growing*, Unit 2, p12, sheet 1). Worksheet that identifies the basic changes which take place at puberty

Your Questions



After the video I wanted to know...



Yr 4&5 • Ln2 • W/S2



Your Questions

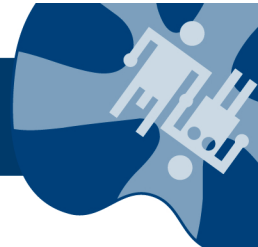


After the video I wanted to know...



Yr 4&5 • Ln2 • W/S2





Understanding menstruation and wet dreams

Learning Intention:

- Children learn about menstruation and wet dreams

Learning Outcome: Children:

- Can describe menstruation and wet dreams
- Understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams
- Know and can explain effective methods for managing menstruation and wet dreams

National Curriculum: ~~Science: 2f~~ PSHE and Citizenship: 3c, 4g

Materials and Preparation:

- Prepare 5 or 6 sets of **menstruation and wet dreams card game** (pack: **Yr4&5, Ln3, W/S3**)
- **Sanitary wear:** ensure you have different types and size of tampons, sanitary towels and panty-liners
- Copy **Researching Puberty** worksheet for all groups. Ensure boys and girls groups get the correct version (pack: **Yr4&5, Ln3, W/S4 and W/S5**)

WET DREAMS

“Although babies and young boys often get erections – and obviously enjoy touching and playing with themselves – you might not have your first ejaculation until you’re 13 or 14. Often this is in the form of a wet dream. During the night it’s normal for your penis to grow hard and then soft again several times over. And it’s very common to wake up with an erection. Some things go even further and during the night you ejaculate – without even knowing about it. In the morning you find a wet or sticky patch on your pyjamas or bedclothes. You might even wonder if you’ve wet the bed. We don’t know whether this sort of sleeping ejaculation is to with... dreams or not. What we do know is that wet dreams are beyond your control. There’s nothing you can do about them.”

Everything you ever wanted to ask about willies and other boys’ bits T. Kreitman et al, Piccadilly, page 48

Additional/Alternative Activities:

- **Understanding Menstruation Sequencing Activity** (pack **Yr4&5, W/s6**)
- **Girl Talk** (Channel 4, **Living and Growing, Unit 3 ‘All About Us’, Programme 7**)
- **Boy Talk** (Channel 4, **Living and Growing, Unit 3 ‘All About Us’, Programme 8**)
- **Interactive whiteboard materials** designed for Key Stage 2 science or selected materials from teenage health websites to explain menstruation, e.g.
http://www.kidshealth.org/teen/sexual_health/girls/menstruation.html
<http://www.teenwire.com/infocus/1999/if-19991005p066.php>
<http://www.teenwire.com/infocus/1999/if-19991005p066.php>





- *Everything you ever wanted to ask about willies and other boys' bits* T. Kreitman et al, Piccadilly
- Extracts from *It's perfectly normal*, Robie H. Harris, Candlewick Press: part 3 on **Puberty The Travels of the Egg**, on menstruation and **The Travels of the Sperm** on erections and wet dreams
- **Information leaflets** on wet dreams, periods and sanitary protection. For example FPA's **4You: Growing Up ... What's It All About?** or Brook's **Girls – Looking Ahead, Boys- Looking Ahead, Periods: What You Need to Know**. Consider using instruction leaflets from sanitary protection.

1 Hour

Introductory Activity

- **Ask the class** to remind you of the ground rules for these lessons
- **Class discussion:** Explain that we are going to look in more detail at two physical changes that occur during puberty: menstruation and wet dreams. Ask if anyone knows another word for menstruation (periods). Ask whether males and females menstruate/have periods. Ask whether males and females get wet dreams
- **Explain** that menstruation and wet dreams are linked to the male and female sex cells that are needed when we are adults to make a baby. Ask what the male sex cell is called (sperm) and the female (egg, ovum)
- **Ask** if anyone can tell you what menstruation is. Use pictures, whiteboard materials or extracts from books or films, for example *Changes* (see lesson 2 or Additional/Alternative Activities, lesson 3) to help the class understand. Repeat for wet dreams.

Main Activity

- **Single sex groups of 5-6 people.** Distribute the **Menstruation and Wet Dreams Card Game**. Ask groups to distribute the cards and for one person to read out the first card. The rest of the group needs to decide whether the statement is true/false/depends. Create three piles of cards and be ready to feedback ideas. Circulate and support the groups. If necessary explain or show groups sanitary protection but let them know that we will deal with this later
- **Whole class feedback:** Ask groups in turn to identify which answers they were unsure about and clarify any issues or questions around these

Closing Activity

- **Go round:** *'One thing I have learnt about puberty today is...'*





Additional/Alternative Activities:

- **Group discussion and advice:** : In single sex groups ask them to imagine that they are advising young people about how to deal with menstruation and wet dreams. Ask them to decide how young people of their sex can deal with the practicalities of these changes. Record ideas on **Researching Puberty** worksheet
- **Boys' Groups:** What do males need to know about wet dreams and what can they do when they have a wet dream – how do they deal with the sheets, their pyjamas? (If the boys groups' finish early move them on to looking at managing menstruation)
- **Girls' Groups:** What do females do when they have their period – what products are available and how do they work? Give girls' groups examples of sanitary wear and instruction of information leaflets
- **If the boys' groups finish early** move them on to looking at managing menstruation
- **Menstruation sequencing activity** (pack: pages X)
- **Group research and feedback:** Research menstruation and wet dreams using extracts or the whole of **Girl Talk** (0.07.51 – 0.10.36) and **Boy Talk** (0.25.54 – 0.26.33), information leaflets and books on puberty. Ask groups to imagine they are advising a young person of their own sex who has just had their first wet dream/started their first period. Each group to record answers to the following questions: What is it? Why does it happen? What should I do first? How can I manage it? Who can I talk to? Use a plenary to feedback answers to all questions
- **Whole Class Plenary:** Boys' Groups: What do boys need to think about? Is it embarrassing to have a wet dream? Who can you talk to? Girls' Groups: Have a variety of examples of sanitary wear and ask the class how they are used and what they do? Draw out that whilst tampons are useful not everyone uses them – encourage respect for individual and family preference. Ask how do we dispose of sanitary protection and whom do we go to if we need some during school?

One

Menstruation is the word used for when a girl has her period

Two

A period normally lasts 3 - 6 days

Three

A boy gets his first wet dream at age 12

Four

It is embarrassing to have an erection

Five

A girl loses about a litre of blood at each period

Six

Periods and wet dreams are dirty

Seven

Girls can't take a bath or wash their hair when they are menstruating

Eight

Girls can go swimming when they have their periods

Nine

Not all women get period pains

Ten

Girls who start their periods unexpectedly should go home immediately

Eleven

If a boy is circumcised he won't have wet dreams

Twelve

The male and female sex cells are so small you need a microscope to see them

Thirteen

Wet dreams are caused by funny dreams

Fourteen

Girls don't have wet dreams

Fifteen

Missing a period is always a sign of pregnancy

Sixteen

During a wet dream boys ejaculate just sperm

Seventeen

All women are moody just before their periods

Eighteen

It is embarrassing to buy sanitary towels or tampons

Nineteen

Boys have wet dreams to get rid of sperm

Menstruation and Wet Dreams - The Answers

1 Menstruation is the word used for when a girl has her period • TRUE

The technical word for period is menstruation. This is the breaking down and shedding of the lining of the uterus/womb. Menstruation comes from the Latin word mensis, which means 'month'. Not all women, however, have their periods on a regular monthly basis.

2 A period normally lasts 3 – 6 days • TRUE

However, it can vary from woman to woman. If they last much longer or are very heavy she should see a doctor, particularly if they leave her tired. The patterns of her periods may change over the course of her life.

3 A boy gets his first wet dream at age 12 • FALSE

It varies. Boys may have erections from a very young age but not ejaculate for the first time till 13 or 14. For lots of boys the first time they ejaculate is during a wet dream. However, some boys don't have them at all.

Follow Up: Ask the class a question about girls: A girl gets her first period at 12. False. A girl may have her first period at any time between her 8th and 16th birthdays. It isn't necessarily a sign that something is wrong if she hasn't started by 16, but it might be a good idea for peace of mind to see the doctor in that case.

4 It is embarrassing to have an erection • DEPENDS

Depends where and when and how other people react.

5 A girl loses about a litre of blood at each period • FALSE

The menstrual discharge is made up of a small amount of blood, mucus, and some body tissue from the walls of the uterus/womb. The amount of blood lost varies and can measure from approximately a tablespoonful to a cupful.

6 Periods and wet dreams are dirty • FALSE

There is nothing 'dirty' about menstrual blood or semen. The flow of menstrual blood is connected to the menstrual cycle and the shedding of the lining of the womb. However some cultures believe that menstrual blood is polluting. It is also important to remember that if we leave body fluids exposed to the open air for too long they will attract bacteria and begin to smell. Keeping clean and washing clothes/bed clothes is important.

7 Girls can't take a bath or wash their hair when they are menstruating • DEPENDS

Bathing may make a woman feel fresher and a warm bath can help ease cramps of backache. However some religions stipulate that woman should not bathe during her period. The hormones that control the period also cause the sweat glands to be more active therefore a woman may perspire more and her hair and skin may be oilier. If a tampon is used it does not have to be removed before a bath but it may be wise to change it afterwards.

8 Girls can go swimming when they have their period • TRUE

Providing a girl is able to wear a tampon in the water, there is no reason not to go swimming. It is physically possible for younger girls to use slender tampons. The vaginal opening and hymen are stretchy. However for religious or cultural reasons some girls may not wish to do anything that may damage their hymen(for example, Islam and Judaism). Others may dislike the idea of inserting something inside themselves and others may consider health risks, such as toxic shock syndrome, a deterrent.

The Answers



9 Not all women get period pains • TRUE

The majority of women, but not all, do have some discomfort before or during their period. This could be just a mild achy feeling or they may be sharp and severe.

10 Girls who start their periods unexpectedly should go home immediately • FALSE

Providing the young woman has access to sanitary wear and a fresh pair of pants, if necessary, there is no reason for her to go home.

11 If a boy is circumcised he won't have wet dreams • FALSE

An uncircumcised penis has a sleeve of skin on the end called a foreskin. During circumcision this is removed, often for religious or cultural reasons. This operation does not affect erections or ejaculations so does not affect whether a boy has wet dreams.

12 The male and female sex cells are so small you need a microscope to see them • TRUE

Sperm are so tiny that 200 sperm laid end to end would equal about one centimetre. Eggs are about the size of a pinhead.

13 Wet dreams are caused by funny dreams • FALSE

Wet dreams can happen with or without all sorts of different dreams. We know that erections happen at all sorts of times that have nothing to do with sexual feelings. For example having a full bladder can stimulate nerve endings at the base of the penis causing an erection.

14 Girls don't have wet dreams • TRUE

Girls don't have wet dreams but the pleasurable sexual feelings associated with ejaculation are called an orgasm and both girls and boys can have these feelings. Sometimes boys and girls and men and women may masturbate (which means touching your own sex parts/genitals) to experience these feelings. Not everybody wants to but it is normal and natural and nothing to worry about.

15 Missing a period is always a sign or pregnancy • FALSE

While a girl's hormones are becoming adjusted, she may have her periods two weeks apart, or five or six weeks apart, or she may not have another for some time. It is only if she misses them after becoming regular that she might want to consult a doctor.

16 During a wet dream boys ejaculate just sperm • FALSE

When you have a wet dream sperm mix with a fluid that keeps the sperm healthy; together they are called semen. Semen is what leaves the body when a man ejaculates. It is sticky, cloudy and whitish.

17 All women are moody just before their period • FALSE

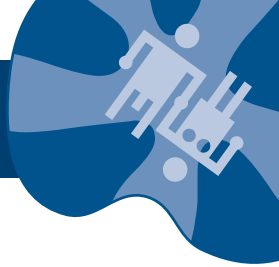
Periods affect women in different ways. Some barely notice they are menstruating while others may feel irritable.

18 It is embarrassing to buy sanitary towels or tampons • DEPENDS

19 Boys have wet dreams to get rid of sperm • DEPENDS

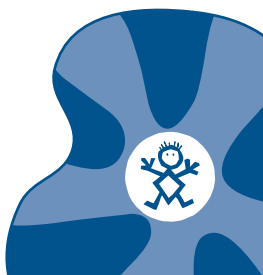
Nobody really knows why boys have wet dreams but we do know that they are completely natural. One theory is that it is to get rid of excess sperm; another to do with amount of hormone (a type of chemical) in the blood





What do boys need to know about wet dreams

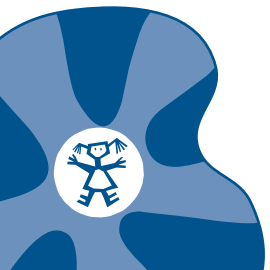
What should boys do when they have a wet dream? How should they deal with the stains that semen makes?



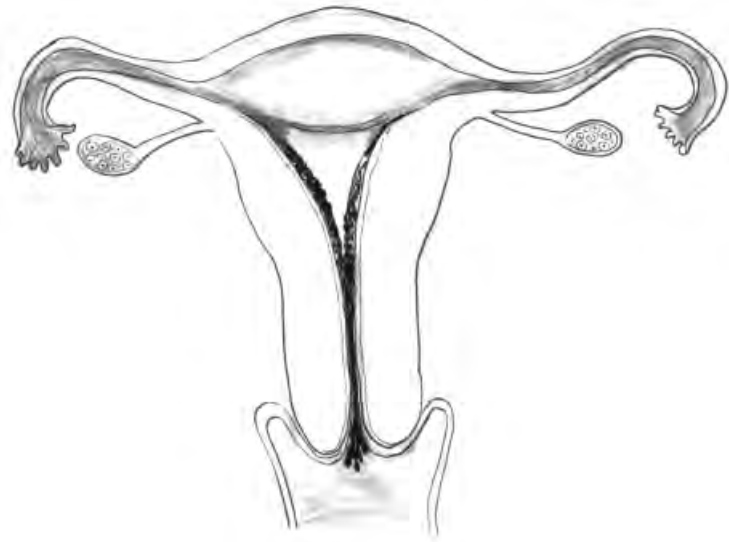


What do females need to know about menstruation?

What do females do when they have a period?
What products are available for use during a period? How do they work?



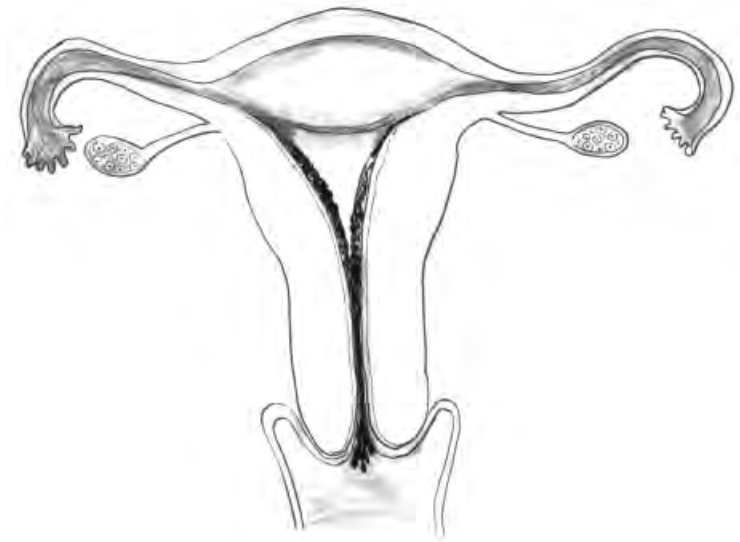
Understanding Menstruation



The menstrual cycle starts on the first day of a girl's period. During a period the egg as well as blood and tissue that have built up on the lining of the womb leave the body through the vagina.

Yr4/5, Ln3, W/S6

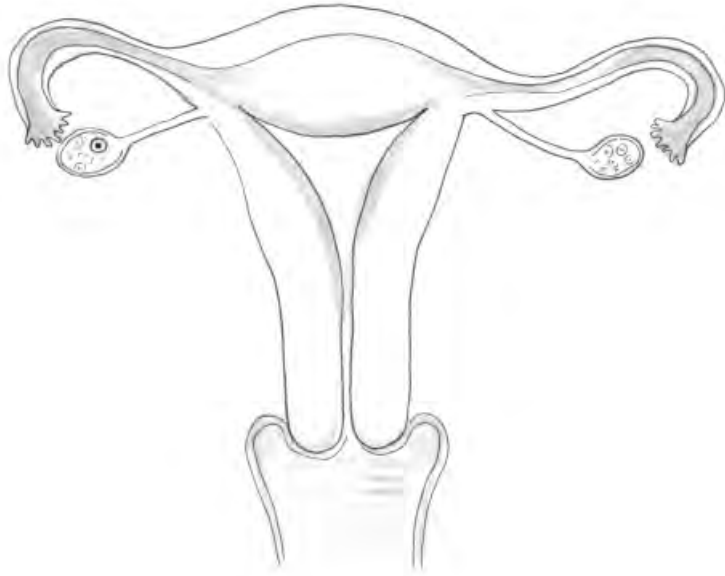
Understanding Menstruation



This bleeding is also called menstruation. It does not happen all at once, the bleeding can last from 2 to 7 days.

Yr4/5, Ln3, W/S6

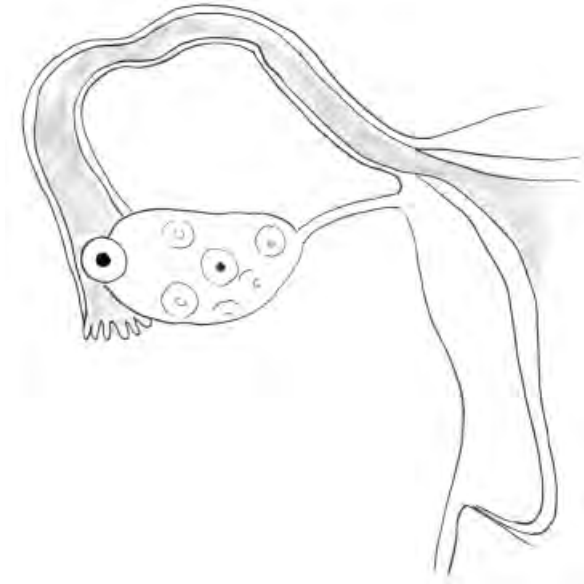
Understanding Menstruation



After a girl's period is finished, special chemicals called hormones tell the womb to start getting ready to receive a new egg. For the next week the womb prepares itself by making a new lining. At the same time hormones tell the ovaries to prepare a new egg.

Yr4/5, Ln3, W/S6

Understanding Menstruation



When the womb and the egg are ready, after about 7 days, the egg is released from the ovaries.

Yr4/5, Ln3, W/S6

Understanding Menstruation



The egg travels down a tube towards the womb. If the egg does not meet a sperm it will begin to dissolve.

Yr4/5, Ln3, W/S6

Understanding Menstruation



Because the egg has not met a sperm, the lining in the womb is not needed so the egg as well as the blood and tissue lining the womb leave the body through the vagina.

Yr4/5, Ln3, W/S6

Understanding Menstruation



This cycle is now back at the beginning and the whole process is repeated. The whole process takes about 28 days.



Changing the way we keep clean

Learning Intention:

- Children learn about the impact of puberty on physical hygiene and strategies for managing this

Learning Outcomes: Children:

- Can explain how changes at puberty affect body hygiene
- Can describe how to care for their bodies during puberty
- Can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming

National Curriculum: PSHE and Citizenship: 3b, 3c

Materials and Preparation:

- **Clean Up** worksheet (Channel 4 Living and Growing Unit 3, Activity Sheet 5, page 16)
- Goody Bag filled with hygiene products: soap, flannel, face-wash, shampoo, spot cream, razor, comb, deodorant, anti-perspirant, make up remover, shaving foam, sanitary towels, tampons, panty-liners, perfumes, after-shave. Use culturally relevant products (e.g. hair and moisturising products)

Additional/Alternative Activities:

- Examples of advertisements, articles or problem pages featuring these products from teenage magazines
- Blotak

 **1¼ Hours**

Introductory Activity

- **Sit in a circle.** Ask the class to remind you of the ground rules for these lessons
- **Class Discussion:** Find out what the class knows about hygiene by asking questions. Record answers
 - What does hygiene mean? (keeping clean)
 - Why it is important? (bacteria and infection)
 - Why is it particularly important in puberty? (sweat, greasier skin – increased sebum can block pores, spots)
 - Which areas of the body need to be kept particularly clean during puberty? (teeth, feet, under arms, hair, skin of face, neck and shoulders, genitals – includes under the foreskin in boys who aren't circumcised, and the vulva (external genitals) in girls, but remember, using perfumed goods, including soaps, can cause irritation as the skin is very sensitive)



Main Activity

- **Discussion** in groups of 4 – 6, at tables: Pass around the goody bag and ask individuals to close their eyes and pull out an item. Have 2 or 3 items per table. Ask the table to discuss what the products are? What are they used for? Who uses it? Why? Should everybody use it?
- **Feedback** some of these ideas. Try and be aware of gender issues as the class feedback. For example: Do men use hair and beauty products? Yes. Why might they want to smell nice and look good? Do all women shave their body hair? No. Why might young women feel they have to? Do all men shave their faces? No, they may not need to, may grow facial hair. Try and distinguish between deodorant and anti-perspirant. Create an atmosphere where personal choice is respected but hygiene is prioritised

Closing Activity

- **Individually** complete the **Clean Up** worksheet
- **Plenary feedback:** Discuss the worksheet briefly. Are there any differences between boys and girls? What would you do if one of your friends or someone in your family had a hygiene problem? Why might it be difficult for them to do something about it? Encourage the class to think about why it is important to be sensitive to other people's feelings.

Additional/Alternative Activities:

- **In pairs** choose one of the objects on your table. Explain that we are going to produce information for other young people on puberty and hygiene to be used in a public display, for example in a magazine or newspaper. Ask pupils to produce a slogan, a drawing or a mini poster about the product they have chosen. Encourage using a variety of methods and formats: visual, written, cartoon strips etc. If necessary have a few examples of methods and formats used in appropriate magazines.
- **Gallery and plenary:** place all their work on a table where everyone can see or pin it on the wall as a gallery. Discuss the content and format of some of the work. Ask the class whether they think information like this would help young people.





Changing feelings and changing lives

Learning Intentions: Children learn:

- How puberty effects emotions and behaviour
- Strategies for dealing with the changes associated with puberty

Learning Outcomes: Children:

- Are able to describe how feelings and behaviour change during puberty
- Understand how changes during puberty can affect relationships with other people.
- Can devise strategies for managing some of these changes

National Curriculum: PSHE and Citizenship: 1d, 4a, 4c

Materials and Preparation:

- Talking object
- Kim's Game objects: Risk related items: phone, cigarettes. Independence or privacy related items: keys, diary, wallet, phone, cinema tickets. Relationship related items: diary, magazines, valentine card, ring. Consumption related products: trainers, bras, make-up
- A piece of material to cover the objects
- Copy **Handling Change** worksheet for all. (pack: Yr4&5, Ln5, W/S7)

1 Hour

Introductory Activity

- **Sit in a circle.** Ask the class to remind you of the ground rules for these lessons
- **Explain** that we have talked a great deal about the physical changes during puberty but that the hormones in our body during puberty also affect our feelings and this can have an impact on the relationships we have with the people around us
- **Ask the class** if they know anyone who is teenager, i.e. someone who is probably going through puberty. Ask them to think about how teenagers feel and the kind of things they do
- **Go-round.** Pass a talking object around the circle. When someone is holding the object it is their turn to speak whilst others listen. Allow people to pass if they cannot think of something to say but at the end of the round ask if anyone who didn't say something the first time round would like to now. "*One thing I've noticed about teenagers is ...*"



Main Activity

- **Class discussion, in the circle:** Place the Kim's Game items in the centre of the circle. Explain that all the items have been chosen because they have something to do with puberty or growing up. Show them to the children for one minute and ensure that everyone knows what the objects are. Cover the tray and remove an item without the class seeing what it is. Ask the class to identify which object is missing
- **Ask the class** what the item has to do with puberty / growing up / being a teenager? Ask what the item is? How is it used? By whom? Use the object to explore issues that are relevant to the group – be guided by their interpretations but also use the chance to draw out some of the themes in the learning outcomes. The keys could be about having privacy (how we feel about the changes to our bodies) it could also provide a chance to refer to masturbation and reassure the class that this is normal for boys and girls and does not cause any damage. The diary could be about dealing with feelings (not bottling things up) or keeping secrets (when is it a good time to tell someone and who can we tell?). The cinema tickets could be about relationships (when is it a good time to start going out with someone or how might our parents treat us at this time, why might they worry about us? How can we be mature in the way we respond to this?)
- **Individually** choose one of the objects and complete the **Handling Change** worksheet. Feedback ideas, exploring the advice pupils would give

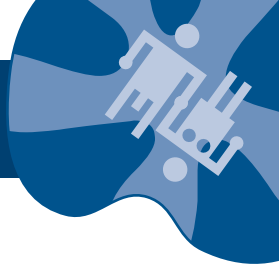
Closing activity

- **Review** learning from the lesson and highlight sources of advice and guidance by creating a list or doing a go-round asking each pupil to say who they would go to for support





Handling Change

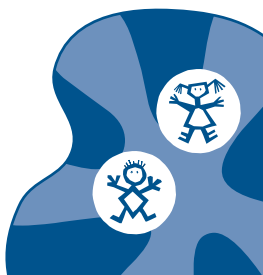


Choose an object from the pile of things to do with puberty and answer these questions:

What object have you chosen?

What does your object have to do with puberty?

What advice would you give to someone who was experiencing puberty?





Feeling, Thinking and Doing - Changing Relationships

Learning Intention:

- Children learn strategies to deal with feelings in the context of relationships

Learning Outcomes: Children:

- Are able to identify feelings and understand how they affect behaviour
- Show awareness that feelings change during puberty and these changes can affect our relationships
- Can practise strategies for managing some of these relationships and changes
- Can empathise with other people's feelings in relationships, including parents and carers

National Curriculum Links: PSHE and Citizenship: 1d, 2e, 2f, 4a, 4c

Materials and Preparation

- Red, yellow and green pens or circles of red, yellow, green paper to stick up and create the large feel, think, do traffic light on the board/wall as you go through the lesson
- Paper of a variety of colours and shapes
- Coloured pens/pencils/crayons of various shapes and sizes
- Prepare **Changing Relationships Scenarios** for groups of 3. (pack: Yr4&5, Ln6, W/S8)
- A3 white paper and red, yellow and green coloured pens, crayons, pencils etc.
- Copy **Feel, Think, Do** worksheet for all (pack: Yr4&5, Ln6, W/S9)

 **1 Hour**

Introductory Activity

- **Sit in a circle:** Ask the class to remind you of the ground rules for these lessons
- **Explain** that this lesson is about how to make good decisions and that by the end of the lesson we will have a method for helping us deal with difficult situations called the feel, think, do traffic lights
- **Class discussion:** Ask the class to name as many words for feelings (positive and negative) that they can. Record these with a red pen, in a large red circle representing the red traffic light. Make sure the words generated do refer to emotions and not actions

Main Activity

- **As a whole class:** Draw a red circle at the top of the board. Read one of the **Changing Relationship scenarios**, and discuss in threes how the central character might FEEL in this situation
- **Feedback:** Ask the groups to feed these ideas back and record them in red on the board in your circle. Ask the whole class what someone might do if they acted on these FEELINGS? Record ideas on either side of the red circle





- **Ask the class** what conclusions they can draw about the consequences of acting on your feelings. Draw out that acting on feelings can lead to quite negative outcomes
- **In threes:** Now ask the groups to imagine the character has some time-out... Ask the groups to record using sentences what the character might THINK (e.g. I can't do this on my own, Why was she being so nasty to me? Maybe my dad is worried about me). Feedback ideas onto the board in the yellow circle
- **Ask the class** what the character would DO if they acted on their thoughts and write these ideas in the green circle
- **Feedback:** Ensure that on the board you have a set of traffic lights with FEEL, THINK, DO written in them. Ask a few groups to feed back the process to the whole class (the scenario, the feelings, outcomes of acting on feelings, the thinking and the doing) Write up their ideas in the relevant circles in appropriate colours
- **You should now** have a set of traffic lights, as well as examples of what might happen if we act on some of our feelings. Review the process and label the red light FEEL, the yellow light, THINK and the green light, DO. When they describe the traffic lights ask them why we have used traffic lights in this exercise? How can the traffic lights help us to deal with relationships in our own lives? Draw out that FEEL, THINK, DO is a method for making decisions that are right for us. It is a way of helping us not to react immediately but to give ourselves time to think and decide what the best way of dealing with a situation is. Remind the class that even positive feelings should not always be acted on immediately, for example we can be over-excited and that can cause problems, we can think we are in love. Ask the class when they think it might be helpful? Is it only helpful for teenagers?
- **In pairs:** Repeat the activity with a new scenario. Ask pairs to record their ideas on the **Feel, Think, Do worksheet**. Feedback ideas to the whole class
- **Plenary:** Explore the issues that arise. When can we use Feel, Think, Do in our own lives? How can we help ourselves to stop and think before we act? Does counting to 10, leaving the room, finding someone to talk to help?

Closing Activity:

- **Sit in a circle:** Go-round the circle giving everyone a chance to speak and an option to pass, by ask each pupil to finish the following sentence – *“My name is... and I feel happy when...”*

Additional/Alternative Activities:

- **Use music, pictures and colours** to inspire the class to experience and name feelings
- **Write 2 stories or 2 cartoon strips** using the characters in the scenarios. Show the difference when the character acts on their feelings or takes some time to think
- **Individually** create a feel, think, do traffic light that will remind you of what to do the next time you are in a difficult situation where your feelings are hard to control
- **Role-play the scenarios.** Explore how the end of the role-play changes if the character acts on their feelings or has some time to think

Changing relationships scenarios



X keeps a diary in which they write very private things. They share a room with their older brother.

One Saturday X walks into their bedroom and finds their brother sitting on the bed reading the diary.

How does X feel?



Yr 4&5 • Ln6 • W/S 8



Changing relationships scenarios



Y spends lots of time with their best friend who they have known all their life. Y feels really lucky to have a best friend of the opposite sex without having to worry about being boyfriends or girlfriends.

One day on the way home from school their best friend tells Y that they fancy them and ask Y to go out with them.

How does Y feel?



Yr 4&5 • Ln6 • W/S 8



Changing relationships scenarios



Z is in the playground with their first boyfriend. Z really likes him and wants to impress him.

A good friend walks over and as she does her sanitary towels fall out of her bag. Z's boyfriend laughs and starts whispering with his mates.

How does Z feel?



Yr 4&5 • Ln6 • W/S 8



Changing relationships scenarios



X has a friend who has been very quiet recently. They have stopped smiling and don't want to spend time with anybody anymore.

One lunchtime X asks what is wrong. Their friend starts to cry but refuses to talk about what is the matter.

How does X feel?



Yr 4&5 • Ln6 • W/S 8



Changing relationships scenarios



Y has a friend who has been being really moody. Y has tried to be nice but the friend hasn't responded.

Now the friend says they are not going to come to Y's sleepover birthday party at the weekend.

How does Y feel?



Yr 4&5 • Ln6 • W/S 8



Changing relationships scenarios



Z's friend's parents are going on holiday. Their elder brother is looking after the family for the weekend and is holding a big party. It is going to be really great and Z's friend wants Z to come over and stay the night.

When Z's parents find out they say that there is no way that Z can go.

How does Z feel?



Yr 4&5 • Ln6 • W/S 8



Changing relationships scenarios



It is nearly X's birthday and they are desperately hoping for an MP3 player. When X's family ask what they would like as a gift, X tells them about the MP3 player.

X's family say that they can't afford something that expensive.

How does X feel?



Yr 4&5 • Ln6 • W/S 8



Changing relationships scenarios



Y has spent quite a bit of time getting ready to go out. They are spending Saturday afternoon in the park with friends.

Their dad stops them as they get to the door and tells them that they cannot go out looking like that.

How does Y feel?



Yr 4&5 • Ln6 • W/S 8



Changing relationships scenarios



Z has a good friend. People have begun to gossip about them because they have started to sweat more and sometimes smell a bit.

One day after PE Z's friend sits next to them and asks why people have started to avoid them.

How does Z feel?



Yr 4&5 • Ln6 • W/S 8



Changing relationships scenarios



X has arranged to spend some time with friends at the leisure centre swimming pool on Saturday. There will be girls and boys there and they are all good friends from school.

When X's family find out that girls and boys are going they tell X that they will have to stay home and will not be allowed to spend time with that group any more.

How does X feel?

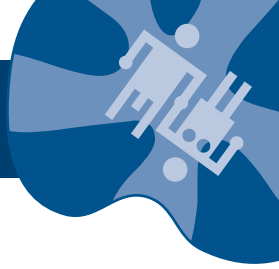


Yr 4&5 • Ln6 • W/S 8





Feel • Think • Do




Feel




A vertical blue bar on the left contains three circles. The top circle is highlighted with a starburst and contains the word "Feel". The other two circles are empty. To the right is a large white space for writing, and a small illustration of a baby with a sad expression.

Think

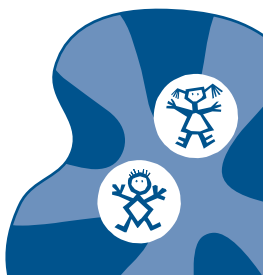


A vertical blue bar on the left contains three circles. The middle circle is highlighted with a starburst and contains the word "Think". The other two circles are empty. To the right is a large white space for writing, and a small illustration of a baby with a hand to their chin, appearing to be thinking.

Do



A vertical blue bar on the left contains three circles. The bottom circle is highlighted with a starburst and contains the word "Do". The other two circles are empty. To the right is a large white space for writing, and a small illustration of a baby sleeping with hands clasped.





Your Questions Answered

Learning Intentions: Children learn:

- To answer each other's questions about puberty with confidence
- To seek support and advice when they need it

Learning Outcomes: Children:

- Can answer their own questions about puberty and growing up
- Can use appropriate language to discuss puberty and growing up with confidence
- Can identify sources of information, support and advice for children and young people

National Curriculum Links: PSHE and Citizenship: 1c, 3c, 4g

Materials and Preparation:

- Go through the anonymous questions from lesson 2 and see if it is possible to identify themes. Use the template quiz to create a true/false quiz based on the children's questions (pack:Yr4&5,Ln7,W/S10)
- Type the other questions onto individual pieces of paper. Exclude any questions that you think cannot be answered by the class or should not be answered at all
- Talking object

 **1 Hour**

Introductory Activity

- **Sit in a circle.** Ask the class to tell you the ground rules for these lessons and then to remind each other of what they have covered so far in these lessons: physical change, emotional change, relationships...

Main Activity

- **Individually** complete the true/false quiz developed from the class' anonymous questions. Collect these in for monitoring purposes
- **Whole class feedback:** Go through the quiz checking answers with the whole group. Use this opportunity to answer any remaining questions
- **In pairs.** Give out typed copies of remaining questions and ask pairs to try and answer them. Go around the room collecting answers
- **Whole class feedback on questions and answers:** Congratulate the class for all they have learnt and their ability to share it with others. Explain that we cannot always rely on our friends for answers. Ask the children to name other sources of information, support or advice available to them. Record all ideas on flip chart paper or the board. It may be necessary to do some extra research on help line numbers or books available in the library. Keep the list and add to it

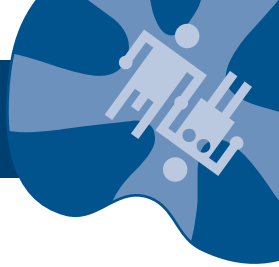
Closing Activity:

- **Go-round with talking object:** "One thing I've learnt..." and "One thing I'd still like to know..."



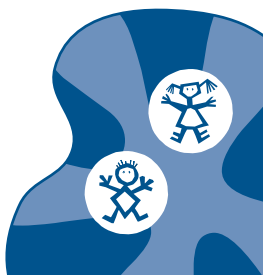


What Do You Know?



What do you know about changes at puberty?

	DO YOU THINK THESE STATEMENTS ARE TRUE?	TRUE	FALSE	UNSURE
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				





Supporting Sex and Relationship Education in the Primary School

Lesson Plans and Resources for Year 5/6



Healthy Schools
ISLINGTON

YEAR 5/6 LESSON PLANS

- Lesson 1
- Lesson 2
- Lesson 3
- Lesson 4
- Lesson 5
- Lesson 6
- Lesson 7

YEAR 5/6 RESOURCES/WORKSHEETS

- Problem page letters
- 'What is love?' worksheet
- Diagrams of male and female reproductive organs
- 'Your questions' worksheet
- 'How does pregnancy begin?' sequencing activity
- 'Conception and pregnancy' card game
- 'Conception and pregnancy' answers
- 'Conception and pregnancy' quiz
- 'Conception and pregnancy' quiz (blank)

Use the bookmarks on the left hand side to access any of the lesson plans, resources/worksheets or click on the links on this page (above)

When you have a lesson plan open, use the bookmarks on the left hand side to see a different lesson plan or any of the guidance

When a resource/worksheet from this pack is mentioned in a lesson plan, click it to open it. Click on the relevant section of the resource to enlarge it on your screen. Use the X in the top right hand corner to go back to the previous screen.

Teachers are free to print off the resources as required



What's all this about puberty?

Learning Intention:

- Children learn about the changes that occur during puberty

Learning Outcomes: Children:

- Can identify the physical, emotional and behavioural changes that occur during puberty for both males and females
- Understand that puberty is individual and can occur any time between 8-17
- Understand that body changes at puberty are a preparation for sexual maturity

National Curriculum Links: PSHE and Citizenship: 1d, 3c

Materials and Preparation:

- Draw a large Venn diagram on the board
- Post it notes or paper and blutak
- Prepare **problem page letters**. 1 or 2 letters for groups of 3 (pack: Yr 5&6, Ln1, W/S1)
- Writing paper, envelopes and pens
- Talking object
- A variety of colours and sizes of pages and writing material for support services

Additional/Alternative Activities:

- **Girl Talk and Boy Talk** (Channel 4, **Living and Growing Unit 3 Video**, Programme 7 and 8)

 **1 hour**

Introductory Activity

- **Ask the children to sit in a circle.** Ensure you are part of it
- **Discussion:** Talk with the children about the rules for these sessions. You can use any format for the rules, including circle time rules, such as listening to each other but the important thing is to ensure that during SRE lessons the following rules are strictly followed: treat each other with respect, no put downs, gossip, personal questions or comments
- **Explain** that we are about to start the Year 5/6 SRE work and that we are going to start by revising some of the work they did in year 4/5 about changes. Explain that we will be talking about the period of time when our bodies change from being children to being young adults
- **Ask the class:** What this time is called? (Write puberty on the board) What age does puberty start? (It varies. Write 'Anytime between 8-17' on the board) Why do we need puberty? (So that our bodies can change from children to young adults and so that we can choose to have children in the future)



- **In pairs.** Ask the pairs to record on post-it notes or pieces of paper changes that occur during puberty. Ensure the changes are not all physical by encouraging the class to think about the emotional, behavioural and social changes related to puberty. Record one idea per paper
- **Plenary:** Draw a Venn diagram. Label it male, female and both. Ask pairs to read out their ideas and stick them on the board in the appropriate part of the Venn diagram. Ensure the class understands all the terms and that the major changes are recorded. Ensure that menstruation, wet dreams, masturbation and relationships are recorded. Be inclusive in any discussion about relationships by using words like partner rather than girl friend or boy friend
- **Ask what the class notice looking at the Venn diagram.** Draw out the number of things males and females have in common and the broad range of changes that take place during puberty

Main Activity

- **Ask the group** what worries someone might have as they are approaching or during puberty. Ask where someone should seek advice. Consider having teen magazines with problem pages available. Ask what kind of advice young people need? Draw out ideas like confidential and judgement free
- **In threes.** Choose 2 or 3 problem page letters to use for this activity. Give each group a letter and ask them to imagine that they work for a magazine and write answers to their letter. These letters are going to be printed in the magazine and they need to write a reply to the young person. Complete the reply and put both letter and reply in an envelope
- **Plenary:** In a circle choose one envelope. Ask someone to read out the letter. Ask the class to say how they would have answered. Use a talking object passed around the circle to whoever wants to speak to encourage talking one at a time. After some feedback ask the group who wrote the reply to read it out. Explore similarities and differences

Closing Activity

- **Choose** a piece of paper and something to write with
- **Individually** write or draw one place, person, or source of information a young person could go to if they needed more information, advice or support about these issues. Pin these up and keep adding to it as the sessions continue

Additional/Alternative Activities:

- The girls watch **Living and Growing Unit 3, Programme 7, Girl Talk** and the boys watch **Programme 8, Boy Talk** in single sex groups. Review the content with the groups and clear up any misunderstandings. In response to the video ask pairs to write problem page letters from an average young woman or young man experiencing puberty. In groups of 4 (2 boys and 2 girls if possible) distribute 2 letters per group, one from each perspective and ask them to discuss and write replies. Feedback by presenting examples of letters and answers





- **Use an advice-giving carousel** to reply to letters. Ask half the class to stand or sit in a circle facing outward. The other half sits facing them so that everyone has a partner. The inner circle reads a letter and their partner must try to advise. After a few moments the outer circle moves one seat to the left so that they have a new partner whose letter they must listen and respond to. Repeat as often as appropriate. Swap circles and repeat with new letters so that the advice giver is now an advice-seeker. Feedback any really good advice given or skills displayed

Letter

Dear Problem Page,

Lots of other people in my class are going out with someone. Some people have been out with lots of people but I haven't been out with anyone yet. When should you go out with someone and how do you make him or her like you?

B, 12

Yr586 • Ln1 • W/s 1

Letter

Dear Problem Page,

There is this really nice boy in my class. He is funny and clever and really friendly. I think I fancy him and would like to go out with him. The problem is that whenever he is around I feel really shy and if he talks to me I blush.

T, 13

Yr586 • Ln1 • W/s 1

Letter

Dear Problem Page,

I have never really fancied any boys and haven't met any boys that I would like to go out with. Now there is this new girl in my class that I really like. I think I fancy her. What should I do?

S, 13

Yr586 • Ln1 • W/s 1

Letter

Dear Problem Page,

My best friend is a girl. We've known each other for ages and I really like her as a friend. Last week she tried to kiss me on the lips. I just want to be friends with her but how can I tell her that without upsetting her?

I, 13

Yr586 • Ln1 • W/s 1

Letter

Dear Problem Page,

My mum always buys me school shoes. She always chooses horrible flat shoes because she says my feet are still growing and they are good for me. I hate them and I people always laugh at me. What can I do to make her stop?

C.12

Yr566 • Ln1 • W/s 1

Letter

Dear Problem Page,

My Nan never lets me go out with my friends on Saturday. The one time she said I could go she told my brother to come and meet me after the cinema and bring me home. It was really embarrassing and I got really mad at her. What can I do to make her see that I am growing up and need more freedom?

S, 12

Yr566 • Ln1 • W/s 1

Letter

Dear Problem Page,

I was going out with this really fit boy in my class. After two weeks he chucked me because I didn't want to kiss him. I really like him and want him back. What should I do?

N, 13

Yr566 • Ln1 • W/s 1

Letter

Dear Problem Page,

Every time I look in the mirror I hate myself. I try and exercise and I am on a diet but I know that I am really fat and ugly. My dad says that I'm being silly but I want to look like those models you see in magazines. How can I make myself look like them?

P.12

Yr566 • Ln1 • W/s 1

Letter

Dear Problem Page,

I used to have a really good time at home but now I can't get on with my parents anymore. We spend all the time shouting at each other. They don't like my friends and blame them for getting me into trouble at school for smoking. How can I stop them treating me like a baby? Why don't they understand that I'm growing up?

T, 13

Yr5&6 • Ln1 • W/s 1

Letter

Dear Problem Page,

Boys in my class sometimes talk about wet dreams. When I asked what it was they all laughed at me and now they keep going on about it. How will I know when I have a wet dream and how can I stop them making fun of me?

M, 12

Yr5&6 • Ln1 • W/s 1

Letter

Dear Problem Page,

I used to spend lots of time with a good friend. Now they have started hanging out with someone else they don't seem to like me anymore. Every time I want to do something they are off somewhere together. What have I done wrong and how can I change it?

F.11

Yr5&6 • Ln1 • W/s 1

Letter

Dear Problem Page,

People in my class often say stuff is gay when they mean that it is rubbish. It really upsets me because my two aunts are gay. I can't tell anybody in my class because they might start saying stuff about me. Why do people say things like that and how can I make them stop?

A.13

Yr5&6 • Ln1 • W/s 1

Dear Problem Page,

I can't talk to anyone in my family about stuff because they get too embarrassed. I had my first period last week but I didn't tell anyone. I don't know what to do when I have it again. How can I get sanitary towels and what do I do if I have to go swimming? Please help.

R.12

Dear Problem Page,

My family doesn't talk about things like sex and stuff. I've got an older sister but she is married and doesn't live with us anymore. I know about some stuff but now this boy has asked me out and I don't know what to do. What does going out mean and how do you do it?

T. 12

Dear Problem Page,

I've been going out with someone for 3 weeks. We have kissed each other and I feel happy when I am with them. Does this mean I am in love? What should I do next?

E.13

Dear Problem Page,

I am not really into dressing up and make-up and when I grow up I want to be a pilot. People make fun of me and say that I'm not a real girl and that only boys can fly planes. Sometimes it makes me feel angry and upset. Why do people say things like that and what can I do?

G.11

Letter

Dear Problem Page,

I've been doing ballet since I was 7 and I really enjoy it and have been in 2 shows. I don't tell people in my class because sometimes they laugh at me and make jokes about it. Why do people think boys shouldn't dance and what can I do to stop them making fun?

H.12

Yr5&6 • Ln1 • W/s 1

Letter

Dear Problem Page,

My mum says we should go shopping for a bra for me. None of my friends wear bras and I don't want to be different when we change for P.E. What should I do?

Y.12

Yr5&6 • Ln1 • W/s 1

Letter

Dear Problem Page,

I am the smallest in my class. Everyone else is much bigger than me and they tease me, calling me names. I am worried that I will never catch up - is there something wrong with me?

J.11

Yr5&6 • Ln1 • W/s 1

Letter

Dear Problem Page,

Most of the girls in my class have started their periods and keep talking about sanitary towels and tampax. I don't really know what they are talking about - should I pretend I've started my periods?

T.13

Yr5&6 • Ln1 • W/s 1



Becoming men and women

Learning Intention:

Children learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact

Learning Outcomes: Children:

- Understand how our attitudes and values about gender and sexuality may be affected by factors such as age, religion, and culture
- Can recognise and challenge gender stereotypes
- Understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour

National Curriculum Links: PSHE and Citizenship: 1a, 2k, 4e, 4f

Materials and Preparation:

- Draw 3 large concentric circles on the board
- Lots of newspapers, magazines, catalogues
- Large pieces of paper. Glue. Scissors
- Make labels: agree, disagree
- **Let's Talk About Sex** (Channel 4, Living and Growing Unit 3, Programme 9)

 **1¼ hours**

Introductory Activity:

- **Ask the children** to sit in a circle. Ensure you are part of it
- **Ask the children** to remind you of the rules for these sessions
- **Discussion:** Explain that during last week's lesson we talked about the differences for males and females during puberty. The difference between the sexes, i.e. between males and females is physical, biological. It is about the differences between our reproductive organs that allow us to make babies together
- **However**, the words man and woman, boy and girl mean something slightly different. Being male or female is our sex but being a girl or a boy is our gender. And that's what this lesson is about. It is less about our bodies and more about what we do in the society we live in, in particular what our society expects of men or women and boys and girls. This varies between cultures and communities. So think about in your community who is expected to wear a dress – men or women? Who is expected to look after children – men or women? Who do we expect the Prime Minister to be – a man or a woman? Who do we expect to like football? – a man or a woman? Are boys expected to cry? Are girls expected to fight?



- **Ask the class** for ideas of their own about what men and women or boys and girls should and should not do or be. Record these in a circle on the board
- **Draw a larger circle** around the outside. Record within this all the people and structures who influence how we think boys and girls should and should not behave, look etc.
- **Add a third circle** and record in here all the structures in society that influence our 'gender roles' e.g. media, religion, school...

Main Activity:

- **Explain** that we are going to look in more detail at the messages we receive from the media about what men and women are supposed to be like
- **In groups of 4-6:** draw around one person per group to create a body shape. Allocate each group a gender and ask them to collect pictures and headlines from magazines and newspapers that tell us about how men and boys or women and girls should look, what they should do or even how they should feel. Each group to make one collage of one gender
- **Feedback:** Create a gallery of these images and discuss what the group notices and explore what they think and feel. What can we learn from comparing the collages of men and women? Discuss which of the images are positive, which are negative? Are the images accurate reflections of what men/women are like or are they fantasy? What roles do we see men and women playing – workers, parents, partner, carer? Do men and women seem to play the same roles? What do the people in the pictures look like? How might this make us feel? How might these images affect us? Do they put pressure on us to look or behave in a particular way? How do you feel about these images? Do they have a positive or a negative effect on the way we feel about ourselves? What could change our experiences?

Closing Activity:

- **Circletime go-round:** Give each child an opportunity to speak and the option to pass by asking them to complete this sentence *"My name is... and during this lesson I learnt ..."*

Additional/Alternative Activities

- **Keep a class book** of positive and negative images of men/women. Ask contributors to give reasons for their choices
- **Class Activity:** Label one side of the room Agree and the opposite Disagree, the centre of the continuum represents the middle ground. Read out some of these statements below and ask children to stand by the sign that reflects how they feel. Draw out people's opinions. Challenge stereotypes but encourage respect for different perspectives
 - Women are better at looking after babies
 - Men make better firefighters
 - Girls are more mature than boys
 - It is OK for men to wear make-up
 - Girls can play football as well as boys
 - Men are better at cooking than women





Building Good Relationships

Learning Intentions: Children learn:

- What values are important to them in relationships
- To appreciate the importance of friendship in intimate relationships

Learning Outcomes: Children:

- Can identify positive qualities and expectations for a variety of relationships
- Can explain the similarities and differences between friendships and intimate relationships
- Can describe that there are different types of intimate relationship, including marriage
- Understand that sex or making love may be one part of an intimate relationship between adults

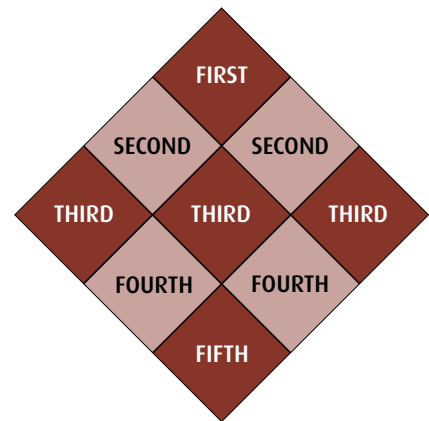
National Curriculum Links: PSHE and Citizenship: 1a, 4a, 4c

Materials and Preparation:

- Talking object
- Small square pieces of paper. 2 or 3 per person
- Draw a diamond 9 on the board as an example of how to prioritise ideas
- Copy **What is love?** worksheet for all (pack: Yr5&6, Ln3, W/S2)

Additional/Alternative Activities:

- Paper. Pens. Model sentences written on the board



1 hour

Introductory Activity:

- **Sit in a circle.** Ensure you are part of it
- **Ask the children to remind you of the rules for these lessons**
- **Explain** that this lesson is about relationships. Re-cap any discussion from last week on the topic
- **Go round using a talking object:** Ask the class to complete this sentence during the go-round: *"I am a good friend because..."* (When someone is holding the object it is their turn to speak whilst others listen. Allow people to pass if they cannot think of something to say but at the end of the round ask if anyone who didn't say something the first time round would like to now.)



Main Activity:

- **Individually:** Think about what makes a good friend. Ask children to write down on a square of paper one quality of a good friend. If necessary, explain that a quality is usually an adjective that describes what a person is like. Pair up and compare ideas. Come up with two or three more ideas and write them on two more pieces of paper
- **Join** with another pair to make a group of four and look at each other's ideas. Ask each group to look at the cards and arrange them in order of importance using a diamond or triangular shape. At the top groups should place the quality with the highest priority and as you get further down the triangle/diamond put the qualities with the lowest priority. If you have more than 9 you may need to discard one or two. This will require some negotiation and the group should try and come to a consensus
- **Feedback and discuss:** Ask the groups to say what they have put as the most important quality. Pin some of the ideas on the board. Explore similarities and differences. Ask the class if they think this list would be different if we were discussing intimate relationships (going out, adult partners, marriages). What other things should be in or should be taken away? What kinds of intimate relationships have these qualities: dating, marriages? What age do you have to be to have these qualities in a relationship? When is a good time to have relationships? Ensure that the ideas of romantic love and a sexual relationship are introduced as important qualities in some intimate relationships

Closing Activity:

- **Individually** ask the class to complete the worksheet: **What is Love?** Encourage them to think about what an intimate relationship needs as they complete it. Feedback ideas

OR

- **Circletime Go-round** *"One good thing to have in a relationship is"*

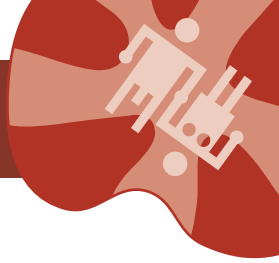
Additional/Alternative Activities:

- **In pairs** write up a list of rules for a good relationship using these phrases:
A good friend should... / A good friend should not...
- **Develop** role-plays or scripts that explore the qualities of a good friendship or relationship





What is love?



What do you think is important in a loving relationship? Write or draw your ideas below.

★ Love is ★

Finish this sentence

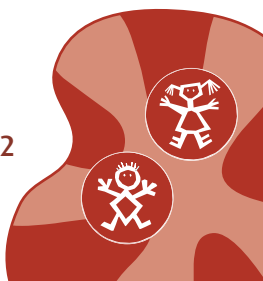
People know they are in love because

.....

.....

.....

.....





Sexual Relationships

Learning Intention:

- Children learn about human reproduction in the context of the human life cycle

Learning Outcomes: Children:

- Understand that sexuality is expressed in a variety of ways between consenting adults
- Know that sexual intercourse may be one part of a sexual relationship
- Can describe how babies are made and explain how sexual intercourse is related to conception
- Can name the male and female sex cells and reproductive organs

National Curriculum Links: PSHE and Citizenship: 4c

Materials and Preparation:

- Make body parts exercise labels: male, female, both, unsure
- Copy large versions of diagrams of **reproductive organs** to support body parts corners exercise and discussion (pack: Yr 5&6, Ln4, W/S3)
- TV and video recorder or DVD player
- **How babies are made** video or DVD (Channel 4, **Living and Growing Unit 2 Video**, Programme 5)
- **Your Questions** pro forma (pack: Yr 5&6, Ln4, W/S4)

 **1 hour**

Introductory Activity

- **Ask the children** to remind you of the rules for these sessions
- **Whole class activity: 'Body Parts Corners':** Pin up 4 labels in 4 corners of the room: male, female, both, unsure
- **Read out the names of body parts** and ask the group to decide whether it is something males, females or both have and ask them to move to the label that reflects their decision. Choose words from: pubic hair, nipples, elbows, breasts, penis, scrotum, vulva, vagina, clitoris, cervix, ovaries, testicles, foreskin, anus, urethra, fallopian tube, womb, bladder. Ask the group to tell you what these parts of the body do, or if they know any colloquial terms that will help others understand what we are talking about
- **Praise individuals** who admit to being unsure and explain that this is the best way to get correct information
- **Pin up** large-scale diagrams (or use an OHP) labelling reproductive organs and identify any parts that they had difficulty with





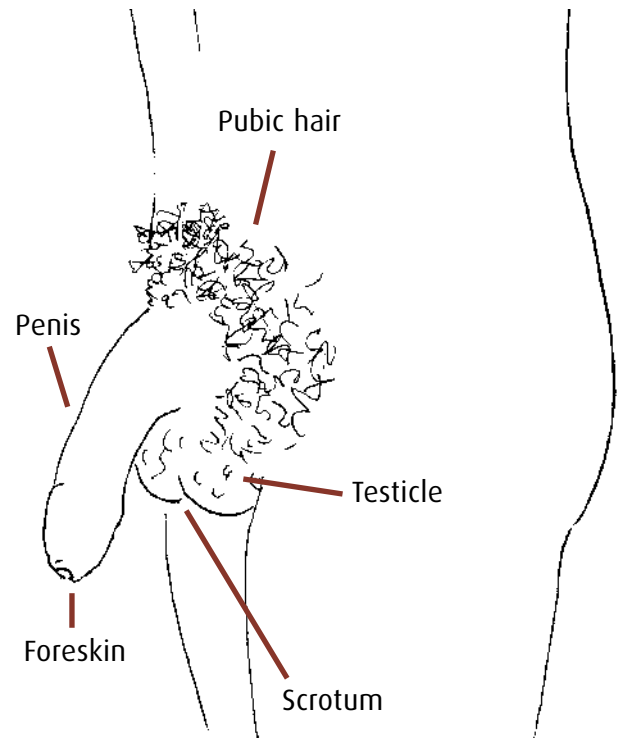
Main Activity

- **Video:** View **Living and Growing Unit 2, How Babies Are Made**. Explain that there may be parts of the video that will make them want to giggle. Encourage them not to as it makes it difficult to hear and there are some important bits of learning that we don't want them to miss. If necessary, stop the video mid-way and discuss why we giggle: embarrassment, not feeling ready... Ask the group why they think we are showing them this information... to prepare them, so they know about changes before they happen... Encourage them to move away from people who distract them. (Start video: *"So, what does being friends means to you..."* (00.17.37) to END (00.28.19))
- **Discussion:** Ask what the theme of the video was? Discuss relationships and reinforce learning from last week regarding the importance of friendship. What kind of relationships did we see in the video? If the class is interested in homosexual relationships ask them to consider whether two women or men can be in a relationship with the qualities they identified last week? Ask them to remember what the couple in the video said about the reasons they were together (makes me laugh, fixes my bike)
- **Briefly review sexual intercourse.** Ask what other phrases are used to describe sexual intercourse? Why is it called 'making love'? Explain that sexual intercourse is one part of sex and sex is one way that consenting adults show that they care about each other. Revise and write up key words and concepts such as ovum, sperm, uterus, conception and fertilisation. Use the pictures (pack: **Yr5&6,Ln4,W/S3**) to help you when appropriate
- **Individually** ask the class to write anonymous questions. Ask if anyone knows what anonymous means. Distribute paper and provide a script e.g. "After the video I wanted to know ..." (pack: **Yr5&6,Ln4,W/S4**)
- **Explain** that we will have a few more lessons and then try and answer these questions for ourselves

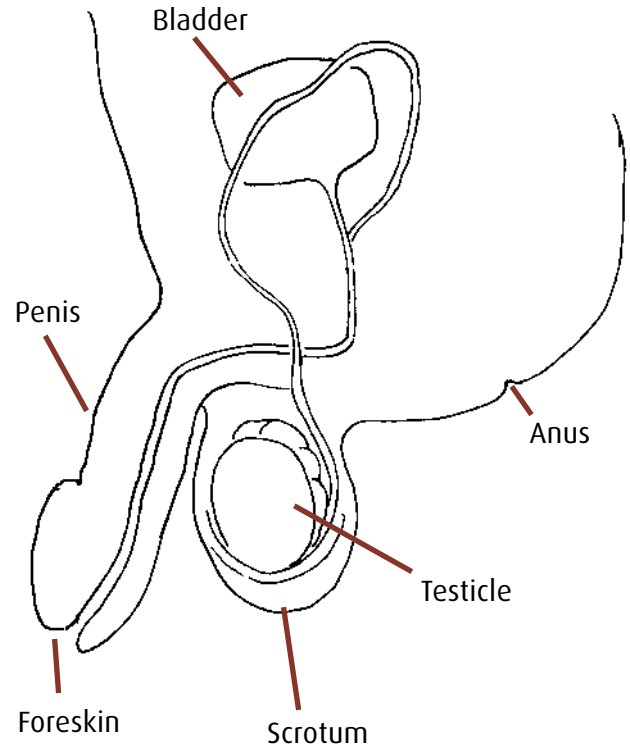
Closing Activity:

- **Go round using a talking object:** Ask the class to complete the sentence '*A good age to have a baby with someone is...*'. Encourage the class to explain the reason for their choice.

Male Reproductive Organs - External

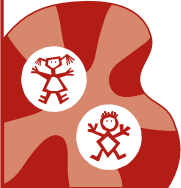
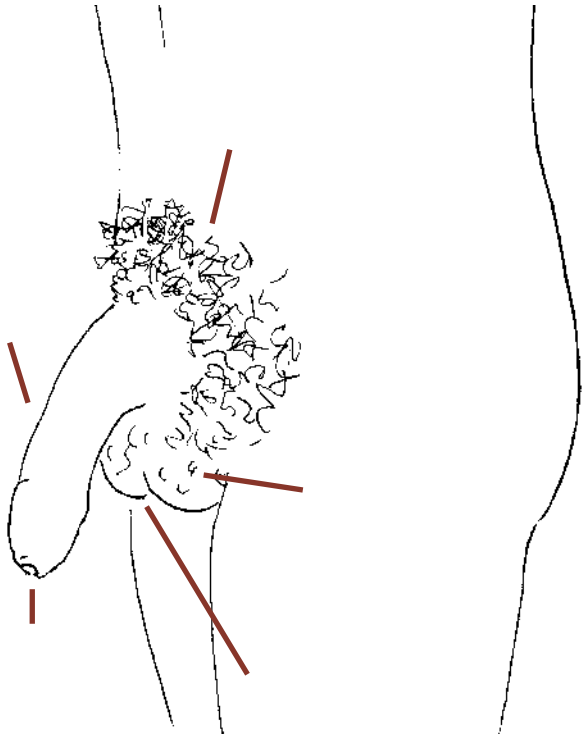


Male Reproductive Organs - Internal

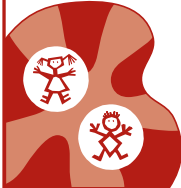
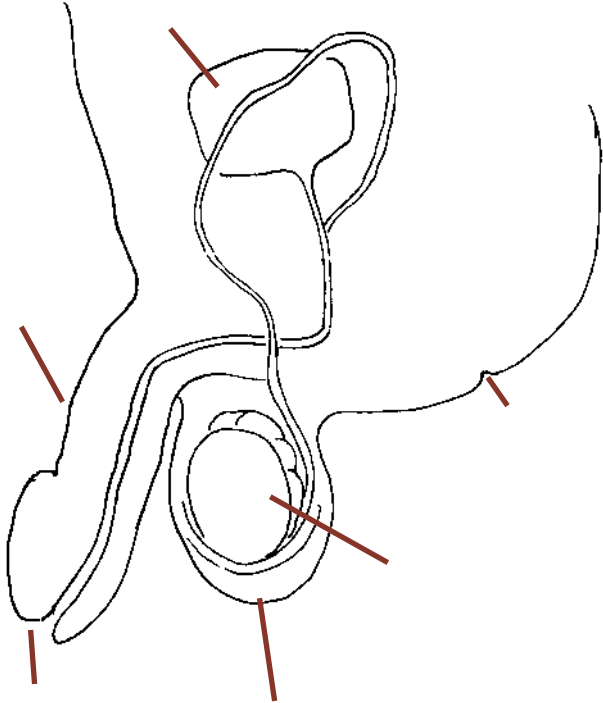




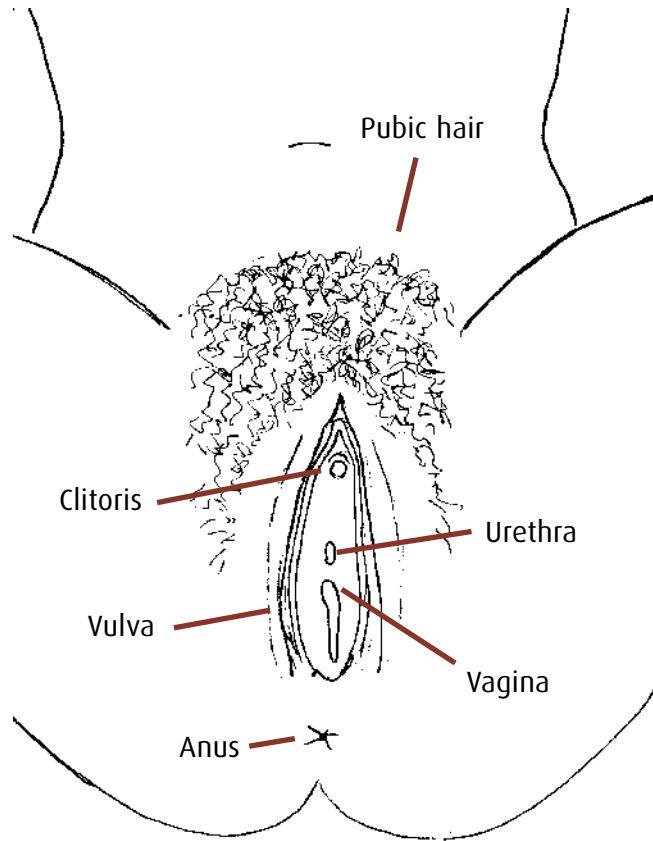
Male Reproductive Organs - External



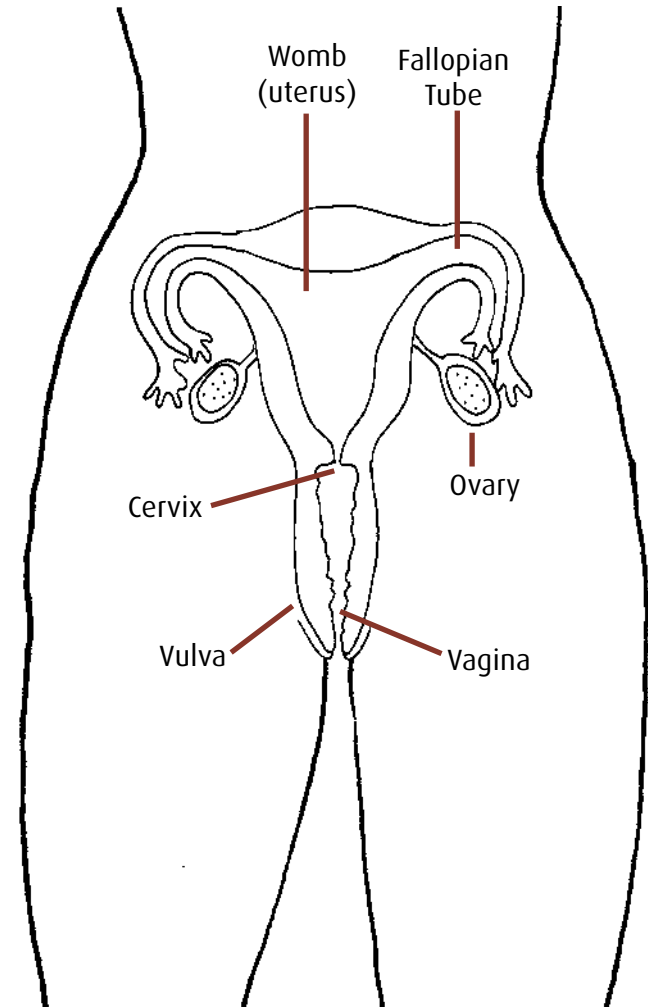
Male Reproductive Organs - Internal



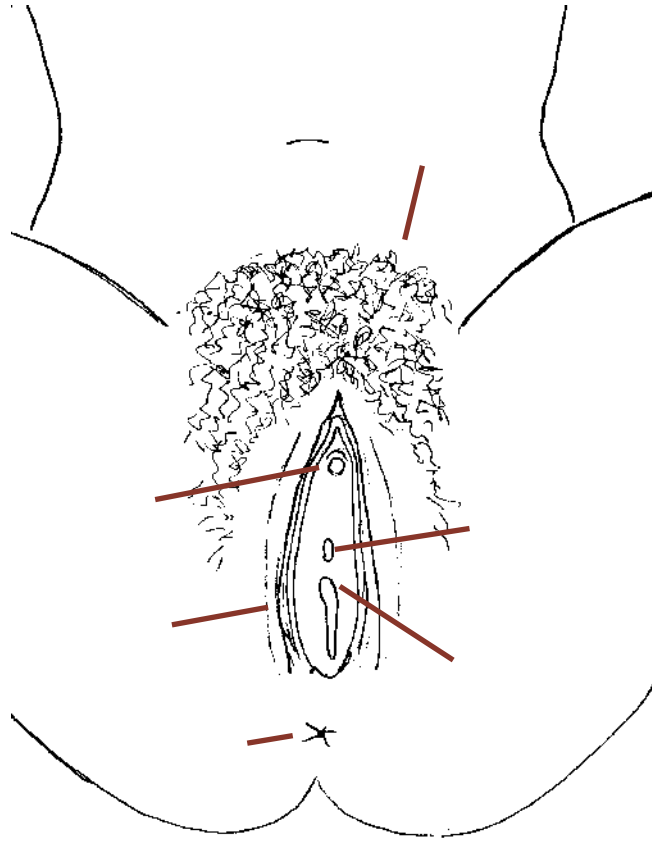
Female Reproductive Organs - External



Female Reproductive Organs - Internal

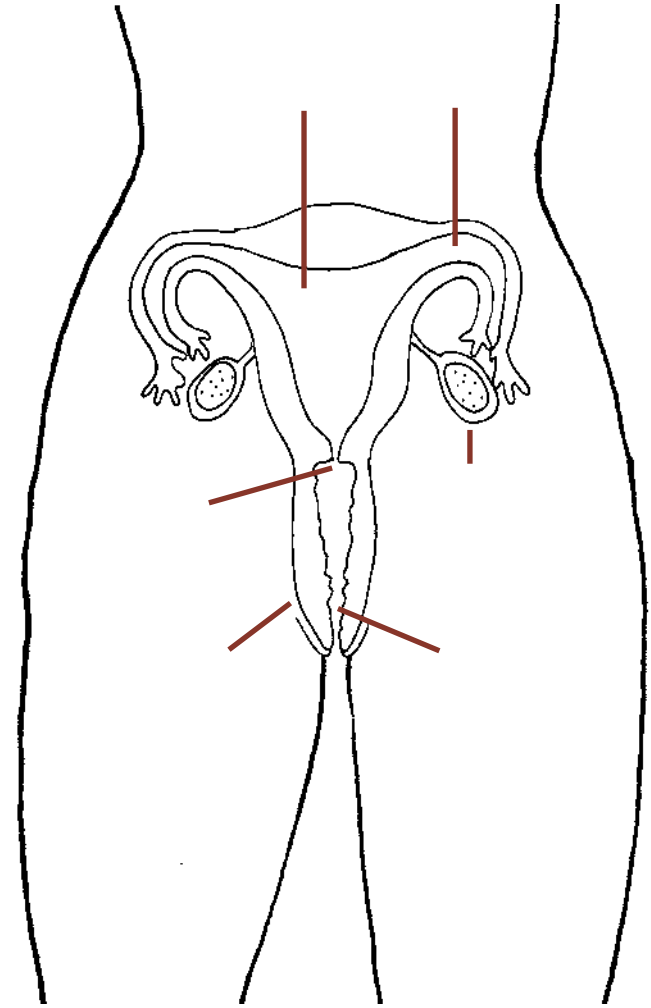


Female Reproductive Organs - External



Yr 5&6 • Ln4 • W/s 3

Female Reproductive Organs - Internal



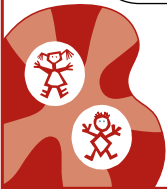
Yr 5&6 • Ln4 • W/s 3



Your Questions



After the video I wanted to know...



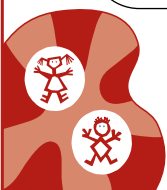
Yr5&6 • Ln4 • W/s4



Your Questions



After the video I wanted to know...



Yr5&6 • Ln4 • W/s4





Conception and Pregnancy

Learning Intention:

- Children learn how a baby is made and grows (conception and pregnancy)

Learning Outcomes: Children:

- Know the key male and female body parts associated with conception and pregnancy
- Can define conception and understand the importance of implantation in the womb
- Know what pregnancy is, where it occurs and how long it takes

Materials and Preparation:

- Talking object
- Copy **How does pregnancy begin?** cards, enough for one set per pair (pack: Yr5&6, Ln5, W/S5)
- Copy and cut out 6 sets of **Conception and Pregnancy quiz cards** (pack: Yr5&6, Ln5, W/S6)
- Copy **Big Words, Little Words** worksheet for all (Channel 4 **Living and Growing, Unit 2, Activity Sheet 6**, page 17)

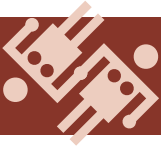
Additional/Alternative Activities:

- *How did I begin?* Mick Manning & Brita Granström, Watts
- *Let's talk about where babies come from*, Robie H. Harris, Walker
- **Conception and Pregnancy quiz** (pack: Yr5&6, Ln5, W/S6b)

🕒 1¼ hour

Introductory Activity

- **Ask the children** to remind you of the rules for these sessions
- **To re-cap learning from last week:** As a whole class, draw a timeline on the board. Ask the class to suggest what the different stages are in forming a relationship that might lead to sexual intercourse. Record on the timeline, acknowledging that it will be different for all couples
- **In pairs:** Cut out and place in the correct order the sequencing activity **How does pregnancy begin?** Feedback correct order



Main Activity

- **In small groups:** explain that each group will be given a set of cards about conception and pregnancy. On each card is a statement which the group must discuss and reach a consensus as to whether the statement is true or false and the card placed in the appropriate pile. If the group is unable to reach a consensus or they are unsure of the answer, the card should go on a third 'don't know' pile.

Closing Activity

- **Plenary Feedback:** Go through the statements, beginning with those about which the groups were unsure. Explore these in more depth if required, in particular be aware of the anonymous questions they wrote and seek to explore answers to these. Rely on the class as much as possible to provide answers to the questions
- **It may be necessary** to review conception, implantation and foetal growth using work from last lesson (see also Additional/Alternative Activities)

Additional/Alternative Activities:

- **Individually**, but encouraging discussion on tables, ask children to complete **Big Words, Little Words** worksheet
- **In pairs**, complete the **conception and pregnancy quiz** (pack: **Yr5&6, Ln5, W/S6**). Feedback answers to the whole class and clarify any misunderstandings. (This has the same statements as the cards)
- **How did I begin?** Mick Manning & Brita Granström. A simple re-cap of material covered so far including answers to new questions such as: how are twins made, what makes me look like me, what are contractions and what is a caesarean?
- **Let's talk about where babies come from**, Robie H. Harris. Includes appropriate text and cartoon illustrations on all the material covered, including conception, pregnancy, twins and birth. There are some useful cartoon strips stories on key ideas such as eggs (**The Amazing Egg Trip** p 18), sperm (**The Amazing Sperm Trip** p22) and conception (**The Big Race: Sperm and Egg Meet** p 34)



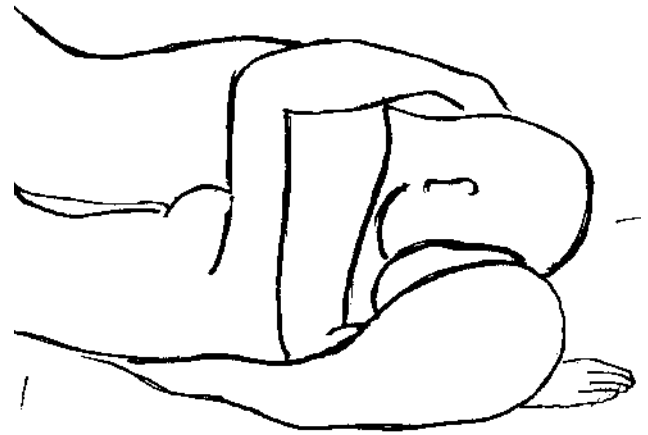
How does pregnancy begin?



When an adult couple are in a relationship they may make love. This is when they take pleasure in touching each other in sexual ways. It should make them happy.

Yr5&6 • Ln5 • W/s 5

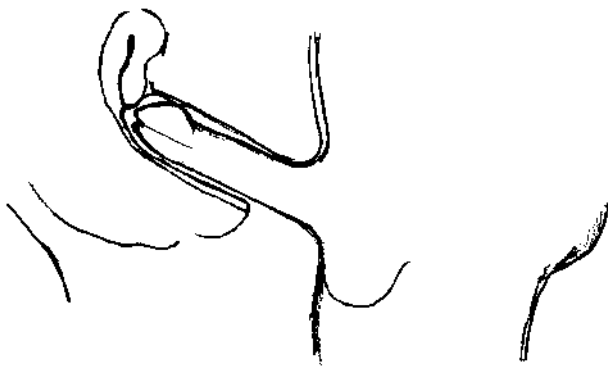
How does pregnancy begin?



Sometimes when a man and woman are making love the man's penis gets stiff and the woman's vagina gets slippery.

Yr5&6 • Ln5 • W/s 5

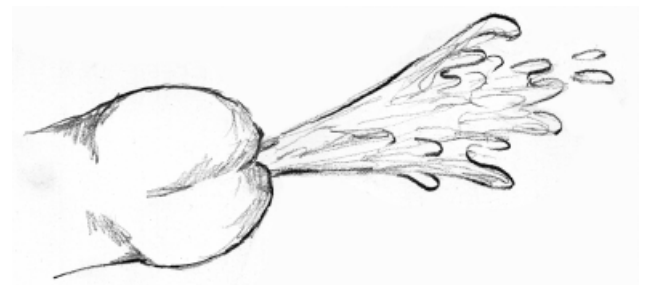
How does pregnancy begin?



Now the woman's vagina can take the man's penis inside it. This is called sexual intercourse.

Yr5&6 • Ln5 • W/s 5

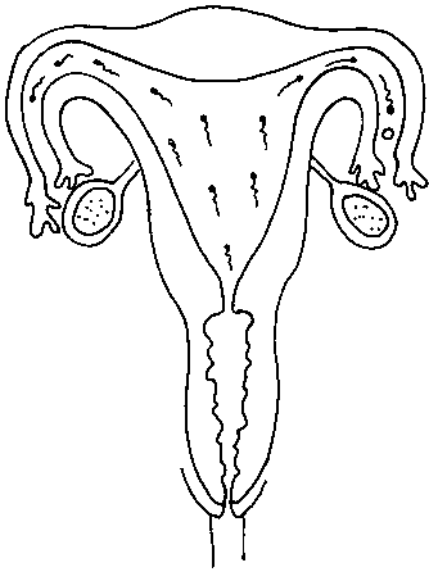
How does pregnancy begin?



After a while liquid is pushed out of the end of the man's penis. Swimming in this liquid are millions of sperm.

Yr5&6 • Ln5 • W/s 5

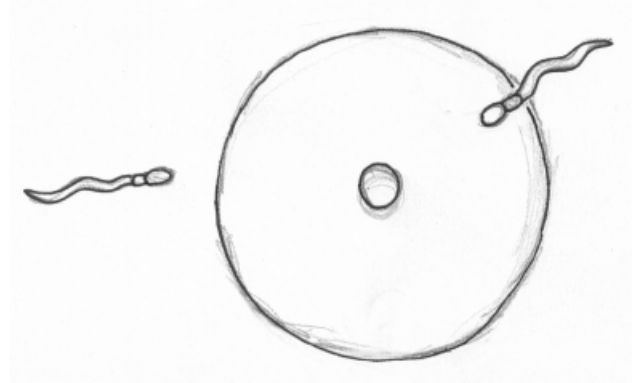
How does pregnancy begin?



The sperm swim into the woman's womb and then onto the fallopian tubes.

Yr5&6 • Ln5 • W/s 5

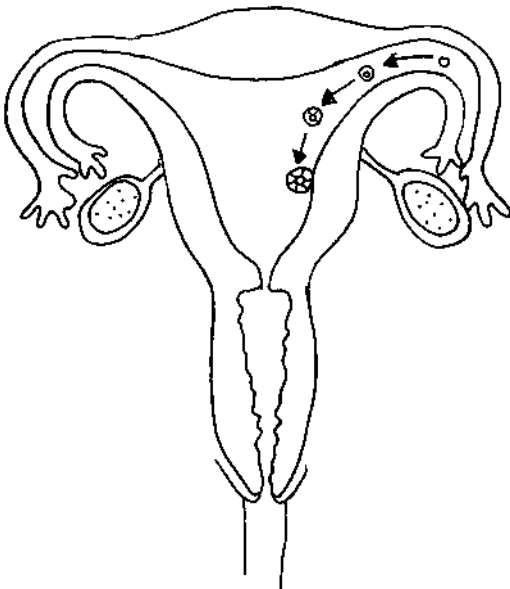
How does pregnancy begin?



If there is an egg in one of the tubes it may join up with one of the sperm. The egg is now fertilised.

Yr5&6 • Ln5 • W/s 5

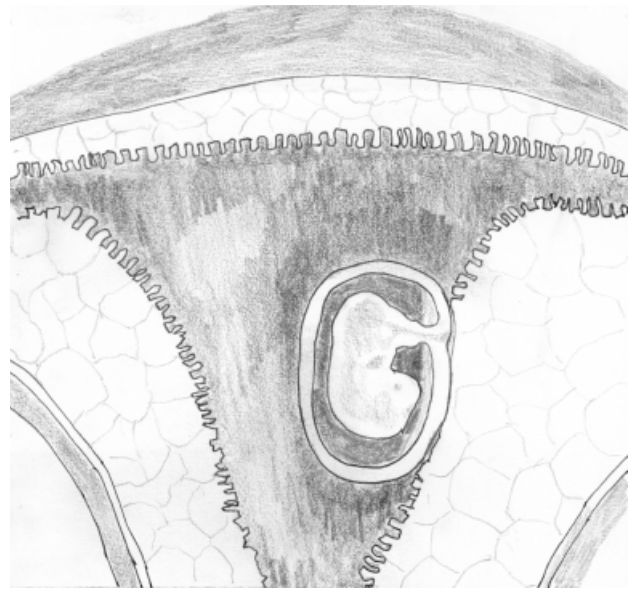
How does pregnancy begin?



The fertilised egg travels down the tube to the womb. As it travels it grows. The 2 cells, one from the egg and one from the sperm, divide into 4 cells, then 8, then 16 and so on...

Yr5&6 • Ln5 • W/s 5

How does pregnancy begin?



About 8 days later the fertilised egg reaches the womb and attaches itself to the side. The woman is now pregnant. The baby should grow in the womb for 9 months until it is born.

Yr5&6 • Ln5 • W/s 5

A girl can become pregnant just before she has her first period

When a woman is pregnant her periods stop

The first time a woman has sexual intercourse she cannot get pregnant

All pregnant women feel sick in the morning

A woman can become pregnant without having sexual intercourse

The ovum (egg) meets the sperm in the woman's vagina

A woman can have a pregnancy test to find out if she is pregnant

All babies are born after being inside their mothers for 9 months

Pregnancy begins when the sperm fertilises the egg

It only takes one sperm to fertilise an egg

The umbilical cord provides the foetus with oxygen and nutrition in the mother's blood

Sperm leaves a man's body when he ejaculates

What do we know about conception and pregnancy?

- 1. A girl can become pregnant just before she has her first period • TRUE**
Yes, she could get pregnant just before her first period. An egg/ovum would be present but she would have no idea that she was just about to start menstruating
- 2. It only takes one sperm to fertilise an egg • TRUE**
It only takes one sperm to fertilise an egg although when having sex a man will ejaculate about one teaspoonful of semen containing around 300 million sperm
- 3. Pregnancy begins when the sperm fertilises the egg • FALSE**
Conception/fertilisation does not always lead to pregnancy. Current law says that pregnancy actually begins when the cells settle in the womb/uterus lining (implantation) where they can become established and developed the life-support systems that an embryo needs (Be aware that cultural and religious beliefs about when pregnancy/ life starts will vary). Many fertilised eggs do not implant – they pass out of the body without a woman noticing
- 4. The first time a woman has sexual intercourse she cannot get pregnant • FALSE**
As long as egg and sperm can meet that's all you need
- 5. A woman can become pregnant without having sexual intercourse • TRUE**
IVF, surrogacy. Used for couples who cannot have own children. If this is a medical problem it is called infertility
- 6. A woman can have a pregnancy test to find out if she is pregnant • TRUE**
Yes, from chemists or doctors. Should go to the doctor to confirm it so that she can decide what to do next
- 7. The ovum (egg) meets a man's sperm in the woman's vagina • FALSE**
The ovum and sperm meet in the fallopian tubes. This is so they can travel into the womb/uterus and implant. If the egg is in the vagina the woman is menstruating
- 8. When a woman is pregnant her periods stop • TRUE**
Yes as the womb lining needs to stay inside her body as the embryo is implanted in it. Some women experience some bleeding during pregnancy and they will go to the doctor to see if they need any help
- 9. All pregnant women feel sick in the morning • FALSE**
Some do. Some feel sick in the evening. What other signs of pregnancy are there?

Conception & Pregnancy Answers



10. All babies are born after being inside their mother for 9 months • FALSE

9 months is 40 weeks which is term. Introduce idea of premature babies and special care if appropriate

11. Sperm leaves a mans body when he ejaculates • TRUE

Ejaculation occurs when strong muscles at the base of the penis contract and send the sperm shooting out of the penis. This is to ensure they travel as far as possible and get as close as possible to the egg

12. The umbilical cord provides the foetus with oxygen and nutrition in the mother's blood • TRUE

A foetus doesn't breathe using its lungs and it doesn't digest food like we do. The mother eats and breathes and then nutrients and oxygen are passed into her blood. Her blood then passes through the umbilical cord into the foetus' body where it absorbs what it needs. The umbilical cord becomes our belly button.



Conception & Pregnancy Quiz

What do we know about conception and pregnancy?

	DO YOU THINK THESE STATEMENTS ARE TRUE?	TRUE	FALSE	UNSURE
1	A girl can become pregnant just before she has her first period			
2	It only takes one sperm to fertilise an egg			
3	Pregnancy begins when the sperm fertilises the egg			
4	The first time a woman has sexual intercourse she cannot get pregnant			
5	A woman can become pregnant without having sexual intercourse			
6	A woman can have a pregnancy test to find out if she is pregnant			
7	The ovum (egg) meets a man's sperm in the woman's vagina			
8	When a woman is pregnant her periods stop			
9	All pregnant women feel sick in the morning			
10	All babies are born after being inside their mother for 9 months			
11	Sperm leaves a man's body when he ejaculates			
12	The umbilical cord provides the foetus with oxygen and nutrition in the mother's blood			



Being a Parent

Learning Intention:

- Children learn about the roles and responsibilities of carers and parents

Learning Outcomes: Children:

- Can identify some of the skills and qualities needed to be a parent and carer
- Understand the variety of ways in which parents and carers meet the needs of babies and children
- Can recognise that both men and women can take on these roles and responsibilities

National Curriculum Links: PSHE and Citizenship: 2e, 4a

Materials and Preparation:

- At least 10 copies of 'Kids' by Spike Milligan (in *The Puffin book of utterly brilliant poetry* edited by Brian Patten)
- "I love my mother" by Benjamin Zephaniah. https://www.youtube.com/watch?v=IU5IX_UKEjM

 1¼ hours

Introductory Activity

- **Sit in a circle:** Ensure you are part of it
- **Ask** the children to remind you of the rules for these sessions
- **Ask** if anyone in the class has had a baby born in their family, perhaps a sibling or cousin, or niece/nephew? Ask them to think about how it must feel for parents when a baby is first born
- **In threes:** Discuss what you think it might be like for parents and carers when a baby is born. Think about people in different circumstances – might they feel different? Think about how life changes when a baby is born – how might people feel about that? What kind of changes do people make when babies are born?
- **Class discussion:** Feedback onto the board a range of emotions. Draw out what new jobs a parent has and the things they will need to do and provide for a new baby? Ask how easy it would be to do all of this? Draw out sources of support for parents: relatives, friends, teachers, agencies

Main Activity

- **Read** these two poems with the class. 'Kids' by Spike Milligan and 'I love my Mother' by Benjamin Zephaniah





- **Class Discussion:** ask the children what the poems are about? Whose voice do we hear in these poems? Did you like them? Why? Are they sad or happy poems? Are the parents in the poems good parents? Why, what do they do that is good? Is it easy for the parents in these poems? What difficulties are they facing? How are they getting over them? What difficult decisions do parents/carers face when caring for children? Ask the question Milligan poses, *"If when we kids Cause such a fuss, Why do you go on Having us?"* Discuss whether it is the same for both men and women. Can they both love and care and take on responsibilities for children?
- **In pairs:** Explain that the poems are written with the voice of the child. Ask the pairs to choose one of the poems to read again and then to discuss what the parent or carer might say if they had written the poem. What would they say about being a parent, about their lives and about their child?
- **Individually** write your own poem from the point of view of the parent described in this poem

Closing Activity

- **Ask** someone to read out the original poem and some of the children to read their 'parent's poem'
- **Discuss** how they have empathised with the role of the parent. Draw out some of the difficulties parents face and where they might turn if they need support to bring up children. Draw out whether it is only parents who bring up children. Who else has a role?



Your Questions Answered

Learning Intentions: Children learn:

- To answer each other's questions about sex and relationships with confidence
- Where to find support and advice when they need it

Learning Outcomes: Children:

- Can answer their own questions about sex and relationships
- Can use appropriate language to discuss sex and relationships and growing up with confidence
- Can identify sources of information, support and advice for children and young people

National Curriculum Links: PSHE and Citizenship: 1c, 4c, 4g

Materials and Preparation:

- *How did I begin?* Mike Manning & Brita Granström, Watts
- Anonymous Questions: Go through the anonymous questions from lesson 4 and see if it is possible to identify themes. Use the template quiz **What have you learned?** (pack: Yr 5&6, Ln7, W/S7) to create a true/false quiz based on the children's questions
- Type the rest of the anonymous questions onto individual pieces of paper

Additional/Alternative Activity

- *Let's talk about where babies come from*, Robie H. Harris, Candlewick

1 hour

Introductory Activity

- **Sit in a circle.** Ask the class to remind you of the ground rules for these lessons
- **Ask the class** to remind each other of what we have covered so far in these lessons: physical change, emotional change, relationships...
- **Explain** that we are going to read a book together that will review the things we've covered and help us answer our own questions: *How did I begin?* Mike Manning & Brita Granström. Ask questions as you go through to supplement and extend the text

Main Activity

- **Individually** complete the true/false quiz developed from the class' anonymous questions. Collect these in for monitoring purposes





- **Plenary Feedback:** Go through the quiz checking answers with the whole group. Use this opportunity to answer any remaining questions
- **In pairs.** Give out typed copies of remaining questions and ask pairs to try and answer them. Go around the room collecting answers from pairs
- **Congratulate the class** for all they have learnt and their ability to share it with others. Explain that we cannot always rely on our friends for answers. Ask the children to name other sources of information, support or advice available to them. Add all ideas to the session one list of support services. It may be necessary to do some extra research on help-line numbers or books available in the library. Keep the list and add to it

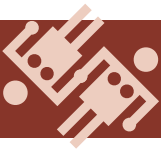
Closing Activity:

- **Go-round with talking object:** *“One thing I’ve learnt in these lessons is...”*

Additional/Alternative Activities:

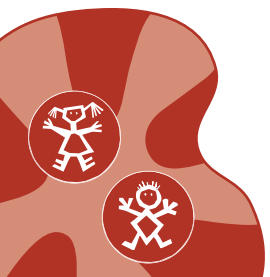
- **Consider using parts of *Let’s talk about where babies come from*, Robie H. Harris** to re-cap materials

Conception & Pregnancy Quiz



What have you learned about conception and pregnancy?

	DO YOU THINK THESE STATEMENTS ARE TRUE?	TRUE	FALSE	UNSURE
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				





Supporting Sex and Relationship Education in the Primary School

Teaching about HIV/Aids and contraception Lesson Plans and Resources for Year 6



TEACHING ABOUT HIV/AIDS AND CONTRACEPTION GUIDANCE

- Getting started
- Further resources
- Glossary
- National Curriculum links
- Summary table

HIV/AIDS AND CONTRACEPTION LESSON PLANS

- HIV Lesson 1
- HIV Lesson 2
- Contraception

HIV/AIDS AND CONTRACEPTION RESOURCES/WORKSHEETS

- HIV picture cards
- HIV word cards
- Decisions chart (a)
- Decisions chart (b)
- Contraception word cards
- Contraception Venn diagram

Use the bookmarks on the left hand side to access any of the lesson plans, resources/worksheets or click on the links on this page (above)

When you have a lesson plan open, use the bookmarks on the left hand side to see a different lesson plan or any of the guidance

When a resource/worksheet from this pack is mentioned in a lesson plan, click it to open it. Click on the relevant section of the resource to enlarge it on your screen. Use the X in the top right hand corner to go back to the previous screen.

Teachers are free to print off the resources as required

Getting started

Introduction

These lesson plans have been designed for schools that want to teach about HIV/Aids and/or contraception as part of their planned sex and relationship education (SRE) curriculum. These schools will have consulted on this as part of their SRE policy development. The lesson plans give a clear and comprehensive guide for teaching at a level that is appropriate for primary age pupils in Year 6.

We suggest that schools consider teaching these lessons in Year 6. They extend the Islington Year 5/6 SRE lesson plans and should be taught as follow-on lessons to this. They can also be used alongside other SRE teaching materials. The lessons can be taught as they are written, although they will need to be adapted to address the specific needs and requirements of each class. It is also recognised that teachers who are confident to teach these topics may wish to modify them.

The lessons use active teaching methods to engage pupils and to ensure effective learning. Knowledge and information, skills, attitudes and values are developed. The legend shows which is being addressed in each lesson.



K

knowledge and information



S

skills



A&V

attitudes and values

Further guidance for teaching SRE can be found in the main Year 5/6 teaching resources.

How the lessons were developed

Before writing these lessons we looked at other resources available to teach these topics. It proved difficult to find comprehensive plans for both HIV/Aids and contraception that could be easily delivered to primary pupils by class teachers. We felt that, if schools were going to consider including HIV/Aids and contraception within their SRE programme, they would need clear lesson plans.

We recognised that schools would need guidance about the reason for including these topics, suggested learning intentions and how these subjects can be suitably taught to pupils. Three lesson plans were produced: two lessons for HIV/Aids and one for contraception, along with these accompanying notes.

The plans were trialled with Year 6 classes at a primary school in Islington. Both the pupils' and class teacher's feedback was integral in shaping the final lesson plans. Body and Soul (a UK HIV charity that supports children, teenagers and families living with or affected by HIV) was also consulted about the HIV lessons and gave feedback before this guidance was finalised.

continued



SRE policy

Before embarking on either of these lessons, teachers must ensure that teaching HIV/Aids and/or contraception is in line with the school's sex and relationship education policy.

The policy should set out what is taught in which year group, and which resources are used. If these topics are not currently covered, staff may want to consider revising the school policy. Schools might decide to include both HIV/Aids and contraception or just one of these topics. Various stakeholders of the school should be consulted. This will probably include teaching staff, other school staff, pupils, parents and carers and governors.

During the consultation process it will be useful to discuss:

- how these topics fit with the current SRE programme of study
- the importance of pupils developing an understanding of these topics at primary school
- pupils' feedback from the trial lessons
- what the pupils will learn in the lessons
- examples of some of the activities.

Pupil feedback from the trial lessons:

HIV

"I think it is important because some people might not know about it."

"It is very good for my age group."

Contraception

"The lesson was good and will be good for the future."

"The information was very useful."

HIV

HIV in Schools: A good practice guide to supporting children living with, and affected by, HIV.

http://www.chiva.org.uk/files/9114/4976/8872/HIV_in_Schools.pdf



A rationale for teaching about HIV/Aids and contraception at primary school

Teaching about HIV/Aids and contraception in primary schools helps pupils start to consider how to keep safe and healthy within intimate relationships, before the onset of sexual behaviour. These lessons allow teachers to carefully introduce HIV/Aids and contraception as part of the SRE programme for Year 6 pupils, and therefore within the context of learning about responsible relationships, sex and reproduction.

Many children will have already heard or know something about HIV/Aids and/or contraception by the time they enter Year 6, although they are likely to be confused and frequently have a range of misconceptions. Children of this age often begin to be curious about these topics and teachers frequently say that they ask questions about them during SRE sessions. These lessons provide an opportunity to address and respond appropriately to pupils' questions and give a clear structure for teachers to approach the teaching of these topics to primary pupils.

Primary age pupils are able to explore the topics without the amount of detail that is more suitable for older pupils and usually taught in secondary school, such as information about other sexually transmitted infections. However, a glossary is included and is intended to support teachers in answering questions that pupils ask. Teachers will use their school's SRE policy as a guide to which questions they answer and which they refer to parents.

Pupils have responded very positively to these lessons. During the trial sessions, the class teacher reported that *"pupils were enthusiastic, interested and engaged in the lessons and had a sensible and mature approach to discussions."*

- There are over 900 children under the age of 15 living with HIV in the UK, the majority of whom are of school age
- Currently, over 10,000 people in the UK are living with HIV
- It is estimated that 1 in 6 people living with HIV in the UK is yet to be diagnosed

www.worldaidsday.org



Getting started

HIV/Aids

HIV is a significant public health issue, both in Britain and across the world. Teaching about HIV/Aids is important in order to prepare children and young people to live in a world where HIV exists. Education about HIV makes a valuable contribution to preventing the spread of the disease and to combating stigma and discrimination against people living with the HIV virus. Even throughout the adult population there is still confusion. By dispelling myths and misconceptions, prejudice against people affected by HIV can begin to be positively tackled. This teaching adds to pupils' understanding about keeping safe and healthy which has developed earlier in the primary curriculum, notably work on personal hygiene, medicines, stereotyping and bullying. Although schools will want to ensure teaching HIV forms part of the planned ongoing SRE curriculum, some schools may want to teach these lessons on or around World Aids Day (1 December) to help raise awareness of the disease. More details can be found at www.worldaidsday.org

During the trial lessons 47/50 pupils thought that learning about HIV/Aids is important for primary pupils

Contraception

During Years 5 or 6, as part of the SRE curriculum, pupils learn how a baby is made and grows (conception and pregnancy). They are also likely to be aware that sexual intercourse between a man and a woman does not always result in the woman becoming pregnant. Many pupils will already know that there are ways to stop pregnancy from occurring (contraception) and some pupils may have seen forms of contraception (the contraceptive pill and/or condoms). This is the foundation for work at secondary school where effective SRE has been shown to delay the onset of sexual behaviour and increase the chances of young people using contraception when they do start to have sex.

During the trial lesson 20/22 pupils said they thought that learning about contraception is important for primary pupils

Further resources for teachers

To use these lesson plans you may need the following written resources

- **HIV**

For clear, simple and easy to read information about what HIV is, common myths and misconceptions and current statistics about HIV: www.worldaidsday.org

- **Teaching and learning about HIV**

A resource for Key Stages 1 to 4 National Children's Bureau/Sex Education Forum

- **HIV in Schools:** A good practice guide to supporting children living with, and affected by, HIV. http://www.chiva.org.uk/files/9114/4976/8872/HIV_in_Schools.pdf

- **Contraception**

For more information about different types of contraception: www.nhs.uk/Livewell

Glossary

Need some simple answers? Here are some descriptions which may help you

These definitions are suitable to use with Year 6 pupils (as long as the school sex and relationship education policy explains that teachers are able to give simple answers to these questions; otherwise suggest that pupils ask their parents).

For more information for yourself, see www.nhs.uk/Livewell

Abortion

This is when a woman chooses to stop her pregnancy. Women have abortions when they are not able or do not want to carry on with their pregnancy. People hold different beliefs about abortion.

Aids (Acquired Immune Deficiency Syndrome)

If HIV is not controlled with medicines it can cause Aids. This is when the immune system is so weak that it cannot fight off any infections. A person cannot catch Aids; it can only develop from uncontrolled HIV.

Clitoris

A pea-sized bump above the vagina. It can tingle and feel nice.

Conception

This is when a sperm fertilises an egg. This may result in a woman becoming pregnant.

Condoms

Male condom

A condom is made from thin rubber or plastic. It fits on a man's penis when he has an erection and needs to be put on before he has sex. When the man ejaculates, the semen stays in the condom. The woman cannot get pregnant because the sperm and the egg cannot meet. Condoms also prevent the HIV and other germs being passed on during sexual intercourse.

Female condom (femidom)

This is put into a woman's vagina to catch sperm when a man ejaculates during sexual intercourse. It works in a similar way to a male condom.

Contraception

If people want to have sexual intercourse but do not want to have a baby, they can use contraception to prevent the woman getting pregnant. There are different ways of doing this. Some methods of contraception (male and female condoms) also protect against germs that can be passed on during sexual intercourse.

Contraceptive implant

A nurse or doctor inserts a small soft tube under the skin in the top part of the woman's arm. The tube puts a small amount of hormone into the woman's body to stop her from getting pregnant. An implant lasts for three years. The implant does not protect against HIV or other germs that can be passed on during sexual intercourse.

Contraceptive injection

A woman can have a contraceptive injection from a doctor or nurse. The injection contains a small amount of hormone that will stop her from getting pregnant. One injection lasts for 8-12 weeks. The injection does not protect against HIV or other germs that can be passed on during sexual intercourse.

Contraceptive patch

This is a small pad which a woman sticks on her body. She has to change it every week. The patch puts a small amount of hormone into her body to prevent her from becoming pregnant. The patch does not protect against HIV or other germs that can be passed on during sexual intercourse.

Contraceptive pill

Women can take the contraceptive pill. It contains a small amount of hormone which will stop them from becoming pregnant. There are different types of pill which come in a small packet and need to be taken every day. A nurse or doctor helps a woman to decide which is best for her. The pill does not protect against HIV or other germs that can be passed on during sexual intercourse.

Ejaculation

When semen comes out of the end of the penis. The penis is usually erect when this happens.

Emergency contraception (or the morning after pill)

This is not a method of contraception but can be used if a method has gone wrong (for example if a condom breaks or a pill is forgotten). The pill needs to be taken

continued

by the woman soon after sex (within 3 days). A doctor, nurse or pharmacy gives out the pill. The morning after pill does not protect against HIV or other germs that can be passed on during sexual intercourse.

Erection

The penis becomes stiff and upright. This happens because blood flows into the penis. Boys will notice erections occurring more when they reach puberty. This is perfectly normal.

HIV (Human Immuno-Deficiency Virus)

HIV is nasty virus that attacks the body's immune system.* This means that the body has no way of protecting itself from germs, bacteria and other infections. Once a person contracts HIV it remains in their body forever. It can be controlled with medicines, meaning that people with HIV can otherwise live a healthy life, although at present there is no known cure.

**The immune system is supposed to protect the body from infection and diseases. When germs enter, the white blood cells rush around the body to fight the infection.*

Infertility

Some people can't make babies. There are lots of reasons for this and doctors can help some of them.

IUD (Intrauterine Device) and IUS (Intrauterine System)

An IUD or IUS is a very small device made from copper and plastic. A doctor or nurse puts it through a woman's vagina and into the womb. It stays in the womb and stops the sperm meeting the egg or the egg settling in the womb. It lasts for between 3 and 10 years. It does not protect against HIV or other germs that can be passed on during sexual intercourse.

IVF

In-vitro fertilisation (this means in-glass fertilisation). Some couples cannot make a baby through sexual intercourse. Sometimes a doctor helps them by getting a sperm and an egg and putting them together in a test-tube so that the egg is fertilised. The doctor then puts the fertilised egg inside a woman's womb and they wait to see if it will attach to the womb lining and grow into a baby.

Masturbation

This is when someone touches their own sex parts which can make them feel nice. It is a common part of puberty as we begin to have sexual feelings. It does not cause any medical problems.

Menstruation

During puberty girls begin to release eggs, usually one egg every month. Most of the time the egg doesn't meet a sperm and grow into a baby so it leaves her body through the vagina, along with some tissue and blood from her womb. This is called menstruation or a period.

Miscarriage

Sometimes a woman becomes pregnant but the pregnancy does not last long enough for a baby to grow and be born. A miscarriage is when a pregnancy ends suddenly. We don't always know why this happens.

Penis

Part of the male sex organs. It is for getting rid of waste as urine and is important for making a baby.

Rhythm method/safe period/natural methods

Where a man and woman only have sexual intercourse when the woman's egg has not been released. This can be difficult to know for sure and to work needs to be done very carefully. This does not protect against HIV or other germs that can be passed on during sexual intercourse.

Stillbirth

Sometimes babies that are nearly ready to be born die whilst they are inside the woman's body. It can be very sad for the family as they have been waiting for many months for the baby to arrive.

Vagina

Part of the female sex organs. It is a tube inside a girl's body which helps to make a baby and stretches open for the baby to be born. Girls get rid of waste as urine through another very small hole near the vagina.

Wet dreams

During puberty boys begin to produce sperm. Sometimes whilst a boy is sleeping he gets an erection and sperm comes out of the end of the penis. This is called a wet dream.



back

National Curriculum Links

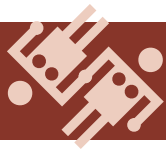
KEY STAGE 2, YEAR 6 SRE, HIV AND CONTRACEPTION

PSHE and Citizenship	NC REF	CHILDREN SHOULD LEARN	LESSONS
	3a	What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices	HIV lesson 2, How can the risk of catching HIV be reduced? Contraception lesson, What is contraception?
	3b	That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread	HIV lesson 1, Myths and misconceptions about HIV HIV lesson 2, How can the risk of catching HIV be reduced?
	3e	To recognise the different risks in different situations and then decide how to behave responsibly, judging what kind of physical contact is acceptable or unacceptable	HIV lesson 1, Myths and misconceptions about HIV HIV lesson 2, How can the risk of catching HIV be reduced? Contraception lesson, What is contraception?
	4a	That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view	HIV lesson 1, Myths and misconceptions about HIV HIV lesson 2, How can the risk of catching HIV be reduced? Contraception lesson, What is contraception?
	4e	To recognise and challenge stereotypes	HIV lesson 1, Myths and misconceptions about HIV
	4g	Where individuals, families and groups can get help and support	HIV lesson 1, Myths and misconceptions about HIV

Sex and Relationship Education Summary Table

Key Stage 2 • Year 6 SRE, HIV and contraception summary table

	LEARNING INTENTIONS & OUTCOMES	N/C Ref	ACTIVITIES	RESOURCES REQUIRED
KS2 HIV lesson 1	<p>Learning intentions Children learn:</p> <ul style="list-style-type: none"> to explore some common myths and misconceptions about who HIV affects how HIV can and cannot be transmitted <p>Learning outcomes Children:</p> <ul style="list-style-type: none"> know that HIV can affect anyone, not a specific group of people or type of person know how someone can become infected with HIV 	PSHE and citizenship: 3b, 3e, 4a, 4e, 4g	<p>Hook: pair and share</p> <p>Intro: class mind map and teacher input</p> <p>Main: sorting pictures and word cards</p> <p>Close: decisions chart</p> <p>Additional/alternative activities: writing a newspaper article</p>	<p>Available in the pack:</p> <ul style="list-style-type: none"> Picture cards Yr6, HIV Ln 1/2, w/s 2 Word cards Yr6, HIV Ln 1/2, w/s 2 Decisions chart (a) with pictures Yr6, HIV Ln1/2, w/s 3a or (b) with no pictures Yr6, HIV Ln 1/2, w/s 3b <p>Other resources:</p> <ul style="list-style-type: none"> Flipchart/whiteboard
KS2 HIV lesson 2	<p>Learning intentions Children learn:</p> <ul style="list-style-type: none"> that the risk of transmitting HIV during sexual intercourse can be reduced if a condom is used <p>Learning outcomes Children:</p> <ul style="list-style-type: none"> can describe how a condom protects against HIV and other sexually transmitted infections 	PSHE and citizenship: 3a, 3b, 3e, 4a	<p>Hook: recap – sorting picture and word cards</p> <p>Intro: discussion and whole class input</p> <p>Main: decisions chart</p> <p>Close: learning review</p>	<p>Available in the pack:</p> <ul style="list-style-type: none"> Picture cards Yr6, HIV Ln 1/2, w/s 2 Word cards Yr6, HIV Ln 1/2, w/s 2 Decisions chart (a) with pictures Yr6, HIV Ln1/2, w/s 3a or (b) with no pictures Yr6, HIV Ln 1/2, w/s 3b <p>Other resources:</p> <ul style="list-style-type: none"> Flipchart/whiteboard
KS2 contraception lesson	<p>Learning intention Children learn:</p> <ul style="list-style-type: none"> that contraception can be used to stop a baby from being conceived <p>Learning outcomes Children:</p> <ul style="list-style-type: none"> know that a condom stops sperm from meeting an egg and therefore stops fertilisation know that women can take a pill to stop an egg from being released, preventing conception understand that contraception is both partners' responsibility 	PSHE and citizenship: 3a, 3e, 4a	<p>Hook: pairs</p> <p>Intro: discussion</p> <p>Main: Venn diagram</p> <p>Close: group discussion</p>	<p>Available in the pack:</p> <ul style="list-style-type: none"> Venn diagram labels Yr 6, con Ln, w/s 1 Venn diagram outline Yr 6, con Ln, w/s 2 <p>Other resources:</p> <ul style="list-style-type: none"> Condom Picture of contraceptive pill tablets in the packet Flipchart/whiteboard



Myths and misconceptions about HIV

Learning objective

Children learn:

- to explore some common myths and misconceptions about who HIV affects
- how HIV can and cannot be transmitted.

Learning outcome

Children:

- know that HIV can affect anyone, not a specific group of people or type of person
- know how someone can become infected with HIV.

National Curriculum links:

PSHE and Citizenship: 3b, 3e, 4a, 4e, 4g.

Materials and preparation

- **Picture cards** (pack: Yr6, HIV Ln 1/2, w/s 1)
- **Word cards** (pack: Yr6, HIV Ln 1/2, w/s 2)
- **Decisions chart** (a) with pictures (pack: Yr6, HIV Ln 1/2, w/s 3a) or (b) with no pictures, for teachers who would like to choose pictures from another source (pack: Yr6, HIV Ln 1/2, w/s 3b)
- Flipchart/whiteboard.

 **1 hour**

Hook activity

- Divide pupils into pairs.
- Ask the pupils to remind you of the rules for PSHE education lessons.
- Write **HIV** and **Aids** on the flipchart or whiteboard.
- Give the pupils 3 minutes to talk about what they know, have seen or heard about HIV and Aids.
- Ask the pairs of pupils to meet up with another pair. Give each group a blank piece of paper and ask them to share their ideas and jot down everything they know or think about HIV and Aids. Give the pupils a time limit (approximately 5 minutes). Some prompt questions for pupils to consider might be: *What is HIV? Who gets HIV? How is HIV passed on? Can HIV be treated? How might somebody who has HIV feel? What is the difference between HIV and Aids?*





Introductory activity

- Ask the pupils to give feedback to the whole class. You could collate their ideas on a class mind map. Include misconceptions and questions or things they are unsure about.
- Give a brief explanation of HIV and Aids (you may like to recap how the immune system works).

HIV (Human Immuno-Deficiency Virus)

HIV is nasty virus that attacks the body's immune system. This means that the body has no way of protecting itself from germs, bacteria and other infections. Once a person contracts HIV it remains in their body forever. It can be controlled with medicines, meaning that people with HIV can otherwise live a healthy life, although at present there is no known cure.*

Aids (Acquired Immune Deficiency Syndrome)

If HIV is not controlled with medicines it can cause Aids. This is when the immune system is so weak that it cannot fight off any infections. A person cannot catch Aids; it can only develop from uncontrolled HIV.

Main Activity

Part one

- Give out the **picture cards** (pack: Yr6, HIV Ln 1/2, w/s 1)
- Ask the pupils to look at photographs and classify the pictures into two groups: those who are more likely to have HIV and those who are least likely. Ask them why they have chosen some people as more or less likely.
- Compare the responses from the different groups.
- Explain that HIV can affect anyone and that you cannot tell if someone has HIV just by looking at them – all or none of the people in the photo cards may have HIV. Pupils might like to rearrange the cards to show this.

**The immune system is supposed to protect the body from infection and diseases. When germs enter, the white blood cells rush around the body to fight the infection.*

Part two

- Ask pupils to consider how they think HIV can be passed on from one person to another. It might be useful to recap how other germs and infections are passed on – holding hands, kissing, sharing cups or spoons, sneezing, coughing and skin to skin.
- Give out the **word cards** (pack: Yr6, HIV Ln 1/2, w/s 2)
- Ask the pupils to classify the word cards into two groups. One group should show how they think HIV can be passed on and one group should show how they think HIV cannot be passed on.
- Compare the responses from the different groups.
- Explain that HIV cannot be caught in the same way as a cold, for example. It cannot be passed on by touching, hugging, kissing, mosquitoes, through sweat or saliva.
HIV can get into the body from:
 - infected blood - through sharing syringes and needles that an infected person has already used.
Some people think that HIV can be passed on through blood transfusions, but this is unlikely in developed countries where blood is tested in hospital for HIV.
 - an infected mother to her baby through pregnancy, birth or breast milk
 - sexual intercourse with someone who is infected (through semen and vaginal fluids).
- Pupils might like to rearrange the cards to show this
- Discuss whether any of the results of the card sorting activity surprised the pupils. Talk about how myths and misconceptions about HIV can lead to some individuals and groups being stigmatised.
- Discuss whether the pupils think this happens a lot. How could it be prevented?
- Tell the pupils that individuals and families whose lives are affected by HIV are able to get advice and support.
One UK charity that supports children, teenagers and families living with or affected by HIV is Body and Soul, www.bodyandsoulcharity.org

Closing activity

- In pairs, ask the pupils to complete the **decisions chart** (pack: Yr6, HIV Ln 1/2, w/s 3) showing how people can and cannot pass on the HIV virus. Pupils add ticks and crosses in the appropriate section. Ask them to leave the second section, *How can they reduce the risk of HIV being passed on?* until the next lesson. (You can fold this section over so it cannot be seen)
- Notice with the pupils how the ticks and crosses are in similar columns – so reinforcing the fact that anyone might have (or become infected by) HIV and how it can and cannot be passed on.



Yr6 • HIV Ln 1/2 • w/s1

1



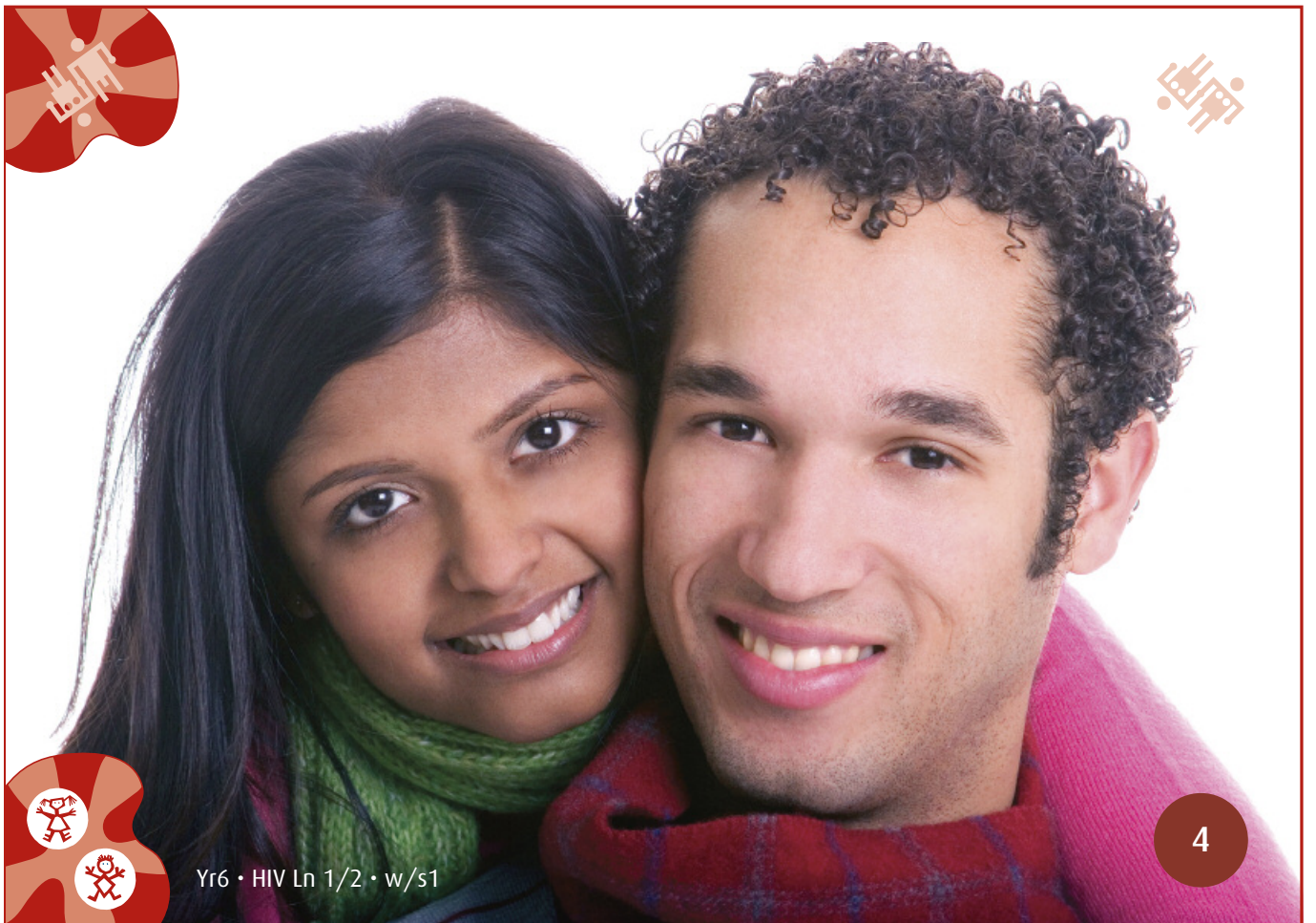
Yr6 • HIV Ln 1/2 • w/s1

2



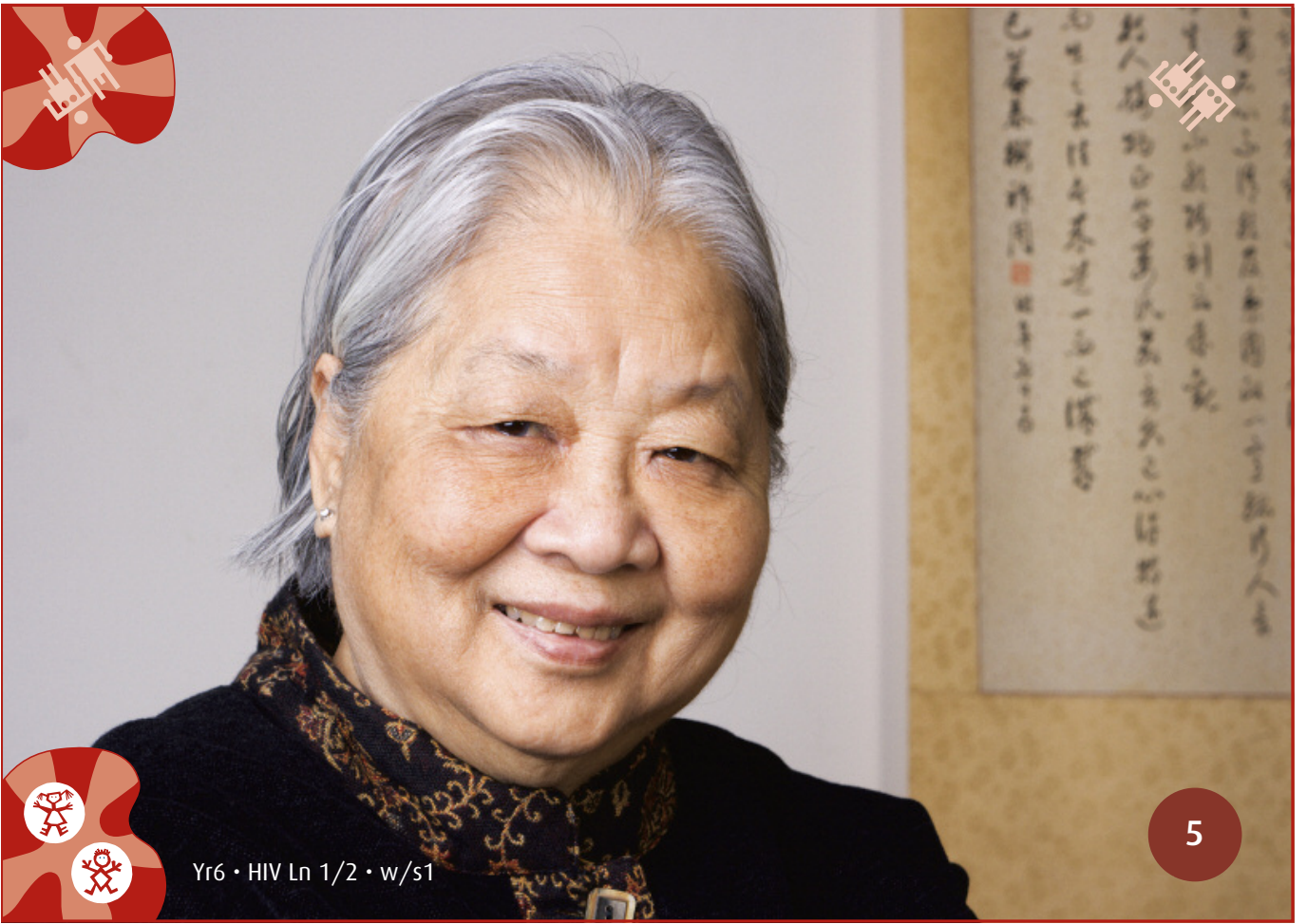
Yr6 • HIV Ln 1/2 • w/s1

3



Yr6 • HIV Ln 1/2 • w/s1

4



Yr6 • HIV Ln 1/2 • w/s1

5



Yr6 • HIV Ln 1/2 • w/s1

6



Yr6 • HIV Ln 1/2 • w/s1

7



Yr6 • HIV Ln 1/2 • w/s1

8



Yr6 • HIV Ln 1/2 • w/s1

9



Yr6 • HIV Ln 1/2 • w/s1

10



**mosquito
bites**

Yr6 • HIV Ln 1/2 • w/s 2



**hugging
someone**

Yr6 • HIV Ln 1/2 • w/s 2



**sexual
intercourse**
(through semen or vaginal fluids)

Yr6 • HIV Ln 1/2 • w/s 2



breastfeeding

Yr6 • HIV Ln 1/2 • w/s 2



blood transfusions

Yr6 • HIV Ln 1/2 • w/s 2



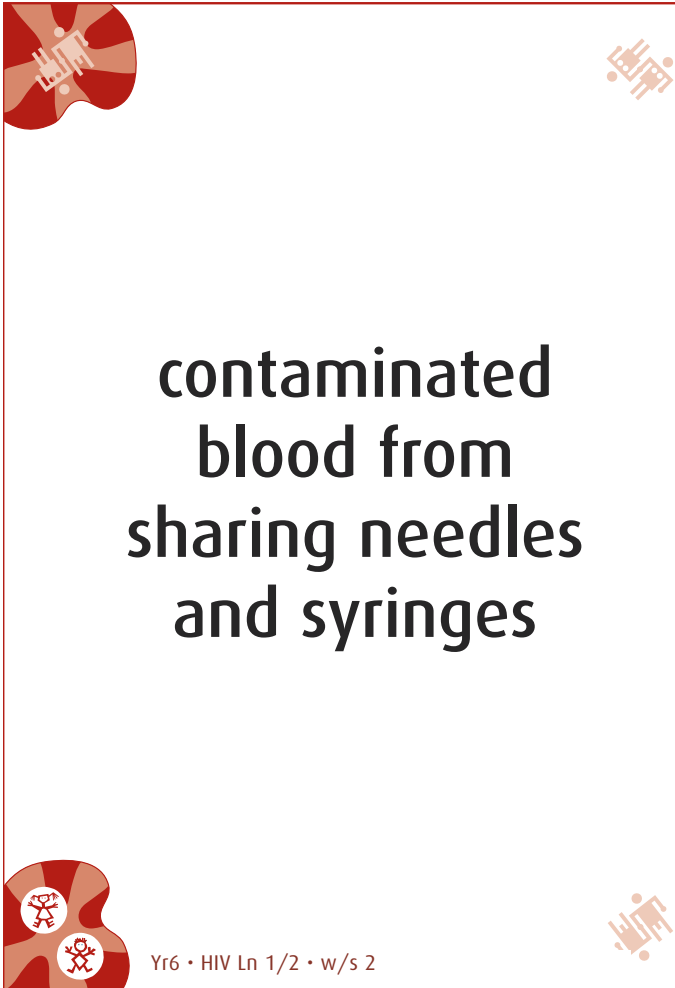
sharing a toilet or bathroom

Yr6 • HIV Ln 1/2 • w/s 2



coughs and sneezes

Yr6 • HIV Ln 1/2 • w/s 2



contaminated blood from sharing needles and syringes

Yr6 • HIV Ln 1/2 • w/s 2



mother to baby during pregnancy or birth



Yr6 • HIV Ln 1/2 • w/s 2











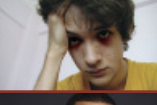

helping someone with a cut finger



Yr6 • HIV Ln 1/2 • w/s 2



Decisions chart (a)

HOW COULD THESE PEOPLE RISK HIV BEING PASSED ON?	mosquito bites	hugging someone	sexual intercourse (through semen or vaginal fluids)	breastfeeding	blood transfusions	sharing a toilet or bathroom	coughs and sneezes	contaminated blood from sharing needles and syringes	mother to baby during pregnancy or birth	helping someone with a cut finger	HOW COULD THEY REDUCE THE RISK OF HIV BEING PASSED ON?
											
											
											
											
											
											
											
											
											
											

Decisions chart (b)

HOW COULD THESE PEOPLE RISK HIV BEING PASSED ON?	mosquito bites	hugging someone	sexual intercourse (through semen or vaginal fluids)	breastfeeding	blood transfusions	sharing a toilet or bathroom	coughs and sneezes	contaminated blood from sharing needles and syringes	mother to baby during pregnancy or birth	helping someone with a cut finger	HOW CAN THEY REDUCE THE RISK OF HIV BEING PASSED ON?
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											



How can the risk of catching HIV be reduced?

Learning objective

Children learn:

- that the risk of transmitting HIV during sexual intercourse can be reduced if a condom is used.

Learning outcomes

Children:

- can describe how a condom protects against HIV and other sexually transmitted infections.

National Curriculum links:

PSHE & Citizenship: 3a, 3b, 3e, 4a.

Materials and preparation

- Picture cards (pack: Yr6, HIV Ln 1/2, w/s 1)
- Word cards (pack: Yr6, HIV Ln 1/2, w/s 2)
- Decisions chart (a) with pictures (pack: Yr6, HIV Ln 1/2, w/s 3a) or (b) with no pictures (pack: Yr6, HIV Ln 1/2, w/s 3b)
- Flipchart/whiteboard

 1 hour

Hook activity

- Group the pupils into groups of 3 or 4.
- Ask the children to remind you of the rules for PSHE education lessons.
- Briefly recap the pupils' learning from the previous lesson by using the **picture** (pack: Yr6, HIV Ln 1/2, w/s 1) and **word cards** (pack: Yr6, HIV Ln 1/2, w/s 2). Identify who is more likely to have HIV and how it is transmitted. This could be done on the whiteboard with the whole class. Pupils should identify that:
 - Anyone in the photographs may have HIV – you cannot tell by looking at someone.
 - HIV can get into the body from:
 - infected blood – through sharing syringes and needles that an infected person has already used
 - an infected mother to her baby through pregnancy (birth or breast milk)
 - sexual intercourse with someone who is infected (through semen and vaginal fluids).



Introductory activity

- Explain to the pupils that people can take precautions to help prevent being infected by HIV themselves or passing HIV on to others.
- Ask the pupils to consider how people might do this and discuss their ideas.
- Explain to the pupils that the risk of HIV being passed can be reduced by:
 - using new or sterilised syringes and needles (clinics and hospitals ensure this happens; drug users are advised not to share needles, in some places they can get free new needles)
 - blood used in hospitals for blood transfusions is tested for HIV (in developed countries)
 - if a new mother is infected she might be advised to have a caesarean birth and to bottlefeed her baby rather than breastfeed; she may have to take special medicines during pregnancy
 - using condoms during sexual intercourse.
- Focus on the idea that couples having sexual intercourse can reduce the risk of being infected from HIV or from passing on the disease to others.
- Explain that one way of doing this is for couples to use a condom.
- Show the children a condom both in and out of a packet, as well as unrolled.
- Explain what a condom is and how it is used.

A condom is made from thin rubber or plastic. It fits on a man's penis when he has an erection and needs to be put on before he has sex. When the man ejaculates, the semen stays in the condom. Condoms prevent the HIV and other germs being passed on during sexual intercourse.

Main activity

- Look back at the **decisions chart** (pack: Yr6, HIV Ln 1/2, w/s 3) that pupils produced last week. Open out the second section, *How can they reduce the risk of HIV being passed on?*
- Ask the pupils to think about how each person can reduce the risk of being infected by HIV or of passing on the disease to others.

Closing activity

- Review pupils' ideas from the decisions charts.
- Explain that when a couple decides to have sexual intercourse they will need to talk about and make decisions together about using condoms so that they protect themselves and each other from HIV and other germs that can be passed on during sex. Both partners need to take responsibility for this as this is part of a respectful intimate relationship. Refer to the completed decisions chart or picture cards to think about who is responsible.

What is contraception?

Learning objective

Children learn:

- that contraception can be used to stop a baby from being conceived.

Learning outcomes

Children:

- know that a condom stops sperm from meeting an egg and therefore stops fertilisation
- know that women can take a pill to stop an egg from being released, preventing conception
- understand that contraception is both partners' responsibility.

National Curriculum links:

PSHE and Citizenship:3a, 3e, 4a.

Materials and preparation

- Venn diagram labels (pack: Yr 6, con Ln, w/s 1)
- Venn diagram outline (pack: Yr 6, con Ln, w/s 2)
- Condom
- Picture of contraceptive pill tablets in the packet
- Flipchart/whiteboard.

 1 hour

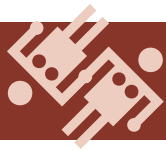
Hook activity

- Remind the pupils of the ground rules for PSHE education lessons.
- In pairs, ask the pupils to discuss why couples might choose to have sex.
- Explain that not all couples who choose to have sex want to have a baby. Some couples may want to limit the number of babies they have.

Introductory activity

- Display the word **contraception**
- Ask the pupils what they already know about contraception. Which types of contraception have they heard about?
- Explain that contraception is a deliberate way of preventing or reducing the likelihood of a baby being made (stopping the sperm from a man joining with an egg from a woman).
- Explain that couples might choose some forms of contraception over others. This might be due to personal preferences, cultural reasons and/or religious belief.

Some people may not like the idea of taking a medicine everyday to prevent pregnancy – they might be worried they will forget to take it, for example. Some religions stipulate that contraception should not be used or that some forms of contraception should be used in preference to others, for example that couples should choose to have sexual intercourse only if they want to make a baby.




Main activity

- Show the pupils a condom, both in and out of a packet, as well as unrolled.
- Explain that a condom is made from thin rubber or plastic. It fits on a man's penis when he has an erection and needs to be put on before he has sex. When the man ejaculates, the semen stays in the condom. The woman cannot get pregnant because the sperm and the egg cannot meet.
- Tell the pupils that HIV and other germs can be passed on during sex. If a couple chooses to use a condom, they can reduce the risk of this happening. People may not know if they have HIV or other infections.
- Show the pupils a picture of contraceptive pill tablets in the packet. (pack: Yr 6, con Ln, w/s 1)
- Explain that women can take the contraceptive pill. It contains a small amount of hormone which will stop them from becoming pregnant. There are different types of pill which come in a small packet and need to be taken every day. A nurse or doctor helps a woman to decide which is best for her.
- Emphasise that the pill can prevent pregnancy but does not protect against HIV and other germs being passed on during sex.
- Group the pupils into pairs or small groups.
- Give out the Venn diagram labels and outline (pack: Yr 6, con Ln, w/s 1) and (pack: Yr 6, con Ln, w/s 2).
- Ask the pupils to create a Venn diagram showing the similarities and differences between the two contraceptive methods – condoms and the contraceptive pill.

Pupils should state that:

- *condoms are a plastic covering or sheath, used by males, worn on a erect penis, available from shops, clinics or dispensing machines, can be used only once, are known as a barrier method, can stop a baby being made and can protect against HIV and other germs being passed on during sexual intercourse.*
- *the contraceptive pill is a tablet, used by women, it is swallowed, available from the doctor, used continuously (usually taken everyday), known as a hormonal method, can stop a baby being made but does not protect against HIV and other germs being passed on during sexual intercourse.*
- *both methods can stop a baby being made, are the man's and woman's responsibility, are free from a clinic or doctor, a couple's decision to use either method might depend on their religion, culture and personal preferences.*
- *Neither method is 100% effective.*



- 
- Discuss how the pupils have organised the Venn diagram. Clarify any misconceptions. Ensure the pupils are clear that both the contraceptive pill and condoms can prevent pregnancy, but that only condoms also protect against HIV and other germs being passed on during sex.

Closing activity

- Direct the pupils to the cards which say that contraception is both the man's responsibility and the woman's responsibility.
- Discuss with the pupils what they think this means, and why should it be both people's responsibility?

Contraception Venn Diagram cards

Contraception

a plastic covering
or sheath

Yr6 • con Ln • w/s1

Contraception

a tablet (pill)

Yr6 • con Ln • w/s1

Contraception

used by women

Yr6 • con Ln • w/s1

Contraception

used by men

Yr6 • con Ln • w/s1

Contraception

worn
(put on a man's erect penis)

Yr6 • con Ln • w/s1

Contraception

swallowed

Yr6 • con Ln • w/s1

Contraception

can only be
used once

Yr6 • con Ln • w/s1

Contraception

used
continuously

Yr6 • con Ln • w/s1

Contraception

barrier method

Yr6 • con Ln • w/s1

Contraception

hormonal
method

Yr6 • con Ln • w/s1

Contraception

it is the man's
responsibility

Yr6 • con Ln • w/s1

Contraception

it is the woman's
responsibility

Yr6 • con Ln • w/s1

Contraception

people can get
them from shops
or clinics

Yr6 • con Ln • w/s1

Contraception

people can only
get them from
their doctor

Yr6 • con Ln • w/s1

Contraception

people can get
them from
dispensing machines
in some places

Yr6 • con Ln • w/s1

Contraception

free from a clinic
or doctor

Yr6 • con Ln • w/s1

Contraception

people's decision
will be affected by
their personal
preferences, culture
and/or religion

Yr6 • con Ln • w/s1

Contraception

is 100% effective

Yr6 • con Ln • w/s1

Contraception

stops a baby
being made

Yr6 • con Ln • w/s1

Contraception

protects against HIV
and other germs

Yr6 • con Ln • w/s1

Contraception



Yr6 • con Ln • w/s1

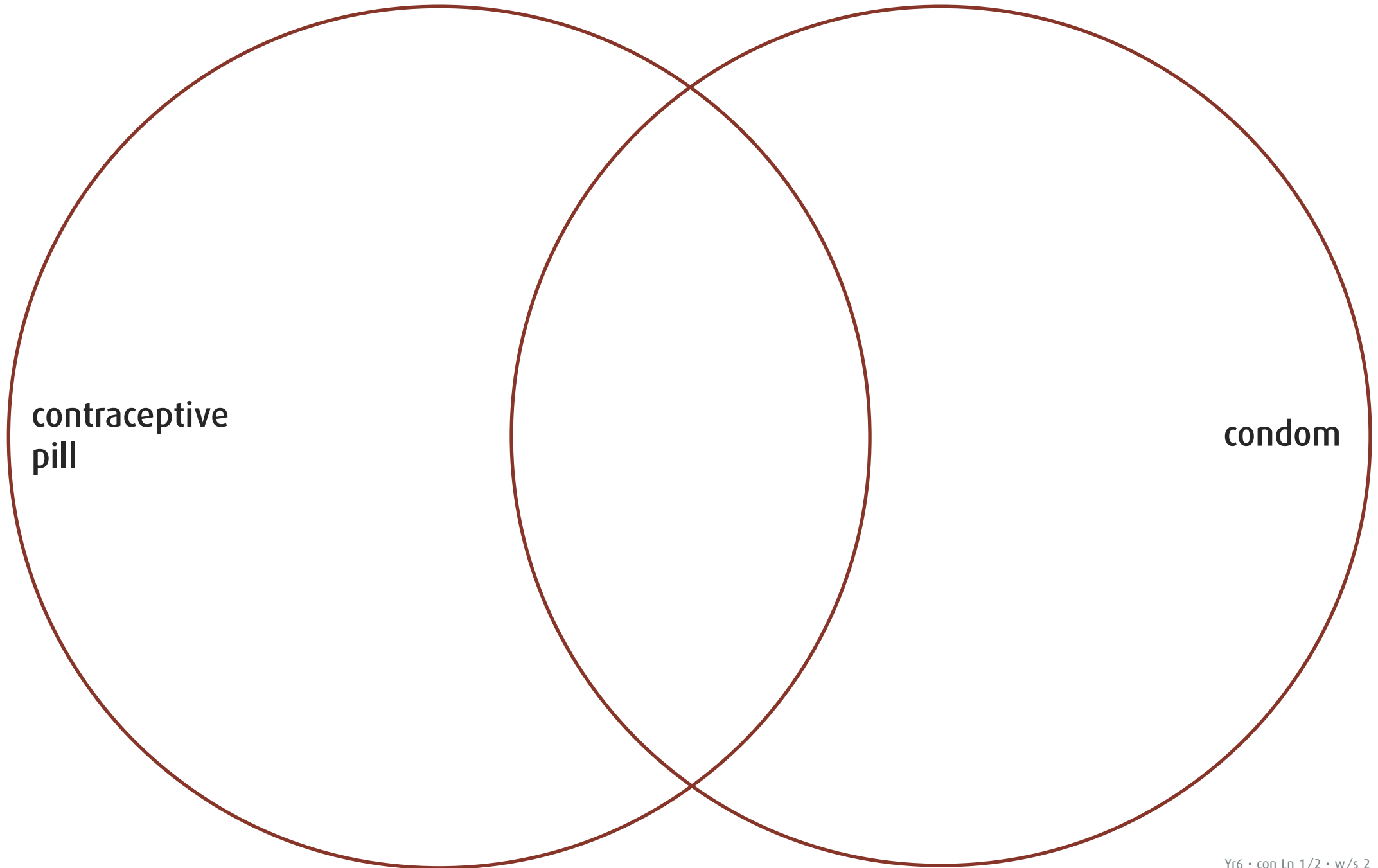
Contraception



Yr6 • con Ln • w/s1



Contraception Venn Diagram





Planning Sex and Relationship Education in the Primary School



Curriculum Planning for Years 1-6



SPIRAL CURRICULUM RESOURCES

Introduction to the primary scheme of work

Curriculum programme

Please click on the above to access the resource

Teachers are free to print them off as required

Introduction



Planning sex and relationship education across the primary school

This document has been written to support schools in their planning and delivery of sex and relationship education (SRE), within a comprehensive PSHE education and citizenship programme, throughout children's primary school experience. This has grown from working with Islington teachers to support their planning for effective teaching and learning in this important area

The following table will support teachers to plan, deliver and assess their pupils' work in SRE and link it with other PSHE education topics across the curriculum in order to:

- meet the requirements of their school SRE policy
- shape the SRE curriculum to meet the needs and maturity of their pupils
- plan SRE throughout the school deciding how and where it is best suited in the curriculum
- assess their pupils' development using clear learning intentions and outcomes
- help other members of staff to understand what effective SRE can look like
- make clear links between SRE and other related PSHE education and citizenship topics

The primary source of material are the lesson plans and resources for key stage 1 and 2 from Islington Healthy Schools Programme's [Supporting Sex and Relationship Education in the Primary School](#). This comprises of four sets of materials:

Lesson Plans and Resources for Year 2

Lesson Plans and Resources for Years 3/4

Lesson Plans and Resources for Years 4/5

Lesson Plans and Resources for Years 5/6

How to use this pack

Using the above resources together with the additional activities and resources described here, schools will be able to develop a spiral curriculum that ensures their pupils receive the information, develop skills and explore attitudes and values at a time when they are able to respond and grow in confidence with their bodies and their relationships

Before starting, it may be helpful to take the following steps:

- refer to the school's SRE policy to ensure that planned work meets the requirements of the policy and is therefore in line with parents, staff and governors' wishes
- identify existing SRE work in the curriculum and related topics within PSHE and citizenship
- identify particular needs of pupils and classes in the school
- look through all the resources outlined here
- identify any professional development that needs to take place for the staff to teach SRE



Introduction

This will provide a starting point from which a comprehensive and spiralling SRE scheme of work can be devised, in line with the school's statutory SRE policy. It may result in one of the following curriculum structures:

- including SRE in the curriculum for every year from year 1 to year 6
- delivery of SRE in years 2; 4/5 and 5/6 using the Islington resources
- including SRE in years 3 / 4 using the Islington resources
- using the Islington materials together with the additional activities and resources described here
- adapting all of the materials as part of the overall PSHE education programme
- adapting lessons from other years to suit the needs of a particular class such as a class who may have missed out in the past or who need particular reinforcement in a particular area of SRE
- using a mixture of the above

Resources

The activities and resources to support the lesson plans also show links with the topics within the Islington scheme of work for PSHE education and citizenship. Many schools will be using this scheme: for others, we have attached the overview document as an appendix.

In addition to lessons from **Supporting Sex and Relationship Education in the Primary School**, there are additional activities from:

I Am, I Know, I Can (2001)

Tacade, Old Exchange Buildings, 6, St Ann's Passage, King Street, Manchester, M2 6AD
Tel: 0161 8365 6850 www.tacade.com

Living and Growing (Alternative DVD)

Channel 4 Learning, Codestorm House, Walton Road, Farlington, Hampshire, PO6 1TR
Tel: 0844 800 4445 www.4learningshop.co.uk

Blueprints PSHE and Citizenship KS2

Nelson Thomas ISBN 0-7487 - 6397 - X

Laying the Foundations National Children's Bureau, 8, Wakley Street, London, EC1V 7QE

Tel: 0845 458 9910 www.ncb.org.uk

Curriculum Planning : Sex and Relationship Education

KEY STAGE 1 YEAR 1

PSHE education and citizenship topics for SRE as organised in the Islington scheme of work	Activities in supporting sex & relationship education in the primary school, Islington Healthy Schools Programme	Additional learning for this year group, including suggested activities and resources
<p>Identity: Belonging to groups Children learn:</p> <ul style="list-style-type: none"> - that they belong to many different kinds of groups - that they play a different role in each of these groups - how to co-operate <p><i>Identify the various groups children belong to, e.g. family, friend, class, religious, and explore what they do in these groups</i></p> <p>Friendship: Special people Children learn:</p> <ul style="list-style-type: none"> - to identify people who are special to them <p><i>Identify people who are special and what makes them special</i></p> <p>People who help us: Roles in the community Children learn:</p> <ul style="list-style-type: none"> - about people in the community who help them - about what they do <p><i>Identify people who help us in the community</i></p>		<p>Are we all the same? Children learn:</p> <ul style="list-style-type: none"> - about the similarities and differences between people <p>Children:</p> <ul style="list-style-type: none"> - can respect, understand and enjoy differences in people <p>Lesson 24 I Am, I Know, I Can TACADE <i>Create a collage using magazine pictures to explore different cultures and each person's uniqueness</i></p> <p>Similarities and differences Children learn:</p> <ul style="list-style-type: none"> - about how someone might feel if they are different from others around them <p>Children:</p> <ul style="list-style-type: none"> - can empathise and be sensitive to other people's feelings <p><i>Read Elmer the Elephant or make up a story about a puppet who feels different because of how they look. Talk about how the character feels when people are mean</i></p> <p>Growing and changing Children learn:</p> <ul style="list-style-type: none"> - to explore how they change as they grow up <p>Children:</p> <ul style="list-style-type: none"> - are able to understand the changes that take place physically and socially as they grow up <p>Laying the Foundation: SRE in Primary Schools NCB <i>Create a collage of clothes and toys which shows a timeline of changes as children grow up</i></p>

Curriculum Planning : Sex and Relationship Education

KEY STAGE 1 YEAR 1

PSHE education and citizenship topics for SRE as organised in the Islington scheme of work	Activities in supporting sex & relationship education in the primary school, Islington Healthy Schools Programme	Additional learning for this year group, including suggested activities and resources
		<p>Friendship Children learn:</p> <ul style="list-style-type: none"> - about friendship and how to be a good friend <p>Children:</p> <ul style="list-style-type: none"> - can describe who a friend is and what a friend does - can demonstrate some of the skills need to make and maintain friendships <p>Lesson 25, activity 7 I Am, I Know, I Can TACADE <i>Develop a class book of friendship, showing the qualities of friendship</i></p> <p><i>Draw and label pictures of what children and their friends do together</i></p> <p>What does family mean to us? Children learn:</p> <ul style="list-style-type: none"> - about families and how family members care for each other <p>Children:</p> <ul style="list-style-type: none"> - are able to describe a variety of family situations and know that family patterns are different for everybody - are able to describe different ways that families show they care for each other <p><i>Discuss what family means and make a whole class collage demonstrating and celebrating the diversity of family patterns</i></p> <p>Understanding feelings Children learn:</p> <ul style="list-style-type: none"> - how emotions affect us <p>Children:</p> <ul style="list-style-type: none"> - are able to describe a feeling and how it affects them inside and out <p>Laying The Foundations NCB <i>Draw a body outline and draw and write what happens inside and out when we have a feeling. Move around the room as if you were experiencing that feeling</i></p>

Curriculum Planning : Sex and Relationship Education

KEY STAGE 1 YEAR 1

PSHE education and citizenship topics for SRE as organised in the Islington scheme of work	Activities in supporting sex & relationship education in the primary school, Islington Healthy Schools Programme	Additional learning for this year group, including suggested activities and resources
		<p>Keeping safe Children learn:</p> <ul style="list-style-type: none">- about being scared and keeping safe <p>Children:</p> <ul style="list-style-type: none">- can describe how to keep safe and what to do if they feel scared <p>Laying The Foundations NCB <i>Draw and write a picture of feeling and keeping safe. Explore what feels safe and things that scare us. Talk about what happens to bodies when people are scared. Create a class list of ways they can keep themselves safe</i></p> <p>People who can help Children learn:</p> <ul style="list-style-type: none">- to identify people who can help them- to know when and how to ask for help <p>Children:</p> <ul style="list-style-type: none">- are able to identify people that they can ask for help- can describe situations when they would need help- can demonstrate that they know how to ask for help <p><i>Think of a time when they needed help and the kind of people that can help them</i></p>

Curriculum Planning : Sex and Relationship Education

KEY STAGE 1 YEAR 2

PSHE education and citizenship topics for SRE as organised in the Islington scheme of work	Activities in supporting sex & relationship education in the primary school, Islington Healthy Schools Programme	Additional learning for this year group, including suggested activities and resources
<p>SRE 1 : Boys and Girls Children learn:</p> <ul style="list-style-type: none"> - to understand and respect the differences and similarities between people - the biological differences between males and females and their role in the life cycle <p><i>Explore the biological differences and the social interpretations of the roles of men and women, boys and girls</i></p>	<p>Girls and boys can... Year 2 Lesson 1 Children learn:</p> <ul style="list-style-type: none"> - to understand and respect the differences and similarities between people <p>Children:</p> <ul style="list-style-type: none"> - are able to define difference and similarity - understand that boys and girls can both do the same tasks and enjoy the same things; but that stories, TV and people sometimes say that boys do this and girls do that <p>What is male and female? Year 2 Lesson 2 Children learn:</p> <ul style="list-style-type: none"> - the biological differences between male and female animals and their role in the life cycle <p>Children:</p> <ul style="list-style-type: none"> - can describe some of the biological differences between male and female animals - understand that the creation of new life requires a male and a female - learn that female mammals give birth and nurse their young <p>Labelling male and female bodies Year 2 Lesson 3a/b Children learn:</p> <ul style="list-style-type: none"> - the biological differences between male and female children <p>Children:</p> <ul style="list-style-type: none"> - can identify and name the biological terms for the male and female sex parts - understand that the male and female sex parts are related to reproduction - are able to label the main male and female sex parts with confidence 	

Curriculum Planning : Sex and Relationship Education

KEY STAGE 1 YEAR 2

PSHE education and citizenship topics for SRE as organised in the Islington scheme of work	Activities in supporting sex & relationship education in the primary school, Islington Healthy Schools Programme	Additional learning for this year group, including suggested activities and resources
<p>SRE 2: Life Cycles, Care and Families Children learn:</p> <ul style="list-style-type: none"> - about growing from young to old - that they are growing and changing - that everybody needs to be cared for - ways that they can care for others - about the different types of family <p><i>Highlight the key stages in the human life cycle</i></p>	<p>Human life cycle Year 2 Lesson 4 Children learn:</p> <ul style="list-style-type: none"> - about growing from young to old - that they are growing and changing <p>Children:</p> <ul style="list-style-type: none"> - understand that all living things, including humans, start life as babies - can identify key stages in the human life cycle - understand some ways that they have changed since they were babies <p>Everybody needs caring for Year 2 Lesson 5 Children learn:</p> <ul style="list-style-type: none"> - that everybody needs to be cared for - ways in which they can care for others <p>Children:</p> <ul style="list-style-type: none"> - can identify ways that they can show care towards each other - understand that we all have different needs and require different types of care - understand the links between needs, caring and change throughout the life cycle 	

Curriculum Planning : Sex and Relationship Education

KEY STAGE 2 YEAR 3

PSHE education and citizenship topics for SRE as organised in the Islington scheme of work	Activities in supporting sex & relationship education in the primary school, Islington Healthy Schools Programme	Additional learning for this year group, including suggested activities and resources
<p>Friendship: Qualities of a friend Children learn:</p> <ul style="list-style-type: none"> - what makes a good friend - the important aspects of friendship for them <p><i>Identify the elements of good friendship</i></p> <p>Difficult times: Acceptable and unacceptable behaviour Children learn:</p> <ul style="list-style-type: none"> - what is acceptable and unacceptable behaviour - what to do if they experience unacceptable behaviour <p><i>Children identify the kind of behavior that is unacceptable and who to go to for help if they experience it</i></p>	<p>Who's in my family? Year 3/4 Lesson 1 Children learn:</p> <ul style="list-style-type: none"> - about the way they grow and change throughout the human life cycle - understand that change is ongoing <p>Children:</p> <ul style="list-style-type: none"> - can identify changes during the human life cycle - understand that change is ongoing <p>Special and different – families Year 2 Lesson 6 Children learn</p> <ul style="list-style-type: none"> - about different types of family - the ways in which their home life is special <p>Children:</p> <ul style="list-style-type: none"> - can describe different types of family - understand that families care for each other in a variety of ways - can identify what is different and special about their home life <p>Feeling good about being different Year 3/4 Lesson 3 Children learn:</p> <ul style="list-style-type: none"> - to recognise their own worth as individuals and to challenge stereotyping <p>Children:</p> <ul style="list-style-type: none"> - can identify positive things about themselves and others - understand that boys and girls can both do the same tasks and enjoy the same things; but that stories, TV and people sometimes present different stereotypes - can recognise and challenge stereotyping with confidence 	<p>No more bullying please Children learn:</p> <ul style="list-style-type: none"> - that there are different types of teasing and that bullying is wrong - that bullying is wrong and how to get help to deal with it <p>Children:</p> <ul style="list-style-type: none"> - are able to understand the difference between teasing and bullying - know what to do in bullying situations <p>Lesson 26, Core activity I Am, I Know, I Can TACADE <i>Explore the difference between teasing playfully and unkindly and draw up a class code of acceptable behavior towards others</i></p> <p>What is it like having a new baby? Children learn:</p> <ul style="list-style-type: none"> - about having a baby in the family <p>Children:</p> <ul style="list-style-type: none"> - can understand the changes a new baby brings to a family - know something about caring for a baby - know some qualities and skills parents need <p><i>Discuss if anyone has a baby in their family. How might it feel for parents when a new baby is born? Consider cultural differences and think about how life changes when a baby comes to a family</i></p> <p>Stories about gender Children learn:</p> <ul style="list-style-type: none"> - about the pitfalls of gender stereotypes <p>Children:</p> <ul style="list-style-type: none"> - are able to understand that males and females can do whatever they would like and not be restricted by social stereotyping <p><i>Read a book or an extract that challenges gender stereotypes and ask them to identify how the characters behave in ways that they might not expect a male or female to behave. 'Bill's New Frock', Ann Fine, 'Paperbag Princess', Robert N. Munsch and Michael Martchenko. 'William's Doll', Charlotte Zolotow, 'Princess Smartypants', Babette Cole, 'The Sissy Duckling', Harvey Fierstein</i></p>

Curriculum Planning : Sex and Relationship Education

KEY STAGE 2 YEAR 4

PSHE education and citizenship topics for SRE as organised in the Islington scheme of work	Activities in supporting sex & relationship education in the primary school, Islington Healthy Schools Programme	Additional learning for this year group, including suggested activities and resources
<p>Families: Living together Children learn:</p> <ul style="list-style-type: none"> - about the role of families - about different kinds of families - what happens when things go wrong in families <p><i>Explore the purpose of families; roles within families and different kinds of family</i></p> <p>SRE : Puberty 1 Children learn:</p> <ul style="list-style-type: none"> - about the way we grow and change throughout the human life cycle - about the physical changes associated with puberty - about menstruation and wet dreams - about the impact of puberty on physical hygiene and strategies for managing this. <p><i>Explore the physical changes at puberty for boys and girls</i></p> <p>SRE: Puberty 2 Children learn:</p> <ul style="list-style-type: none"> - how puberty affects emotions and behaviour - strategies for dealing with the changes associated with puberty - strategies to deal with feelings in the context of relationships - to seek support and advice when they need it <p><i>Explore the emotional changes at puberty and where to go for help if necessary</i></p>	<p>Growing and changing Year 4/5 Lesson 1 Children learn:</p> <ul style="list-style-type: none"> - about the way we grow and change throughout the human life cycle <p>Children:</p> <ul style="list-style-type: none"> - can identify changes throughout the human life cycle - understand that change is ongoing - understand that change is individual <p>Changing body parts OR Puberty – how our bodies change Year 3/4 Lesson 2a or 2b Children learn:</p> <ul style="list-style-type: none"> - about the physical changes associated with puberty <p>Children:</p> <ul style="list-style-type: none"> - are able to define puberty: the changes that occur sometime between 8-17 that turns us from children into young adults - know that each experience of puberty is individual: beginning and ending at different times - understand that body changes at puberty are linked to human reproduction <p>Changing the way we keep clean Year 4/5 Lesson 4 Children learn:</p> <ul style="list-style-type: none"> - about the impact of puberty on physical hygiene and strategies for managing this <p>Children:</p> <ul style="list-style-type: none"> - can explain how changes at puberty can affect body hygiene - can describe how to care for their bodies during puberty - can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming 	<p>Public/private body map Children learn:</p> <ul style="list-style-type: none"> - public and private parts of the body <p>Children:</p> <ul style="list-style-type: none"> - can name the public and private parts their bodies <p><i>Create a body map showing public and private parts of bodies</i></p> <p>Growing up Children learn:</p> <ul style="list-style-type: none"> - how they change as they grow <p>Children:</p> <ul style="list-style-type: none"> - can identify what they have achieved since starting school - can plan what they would like to achieve in the future <p>Programme 3, unit 1, Living and Growing <i>Watch ‘Growing Up’ and discuss what they have achieved this term and since starting school. Talk about what they want to achieve before changing year group and as they grow older. Complete worksheet 18</i></p> <p>Worry beads and pearls of wisdom Children learn:</p> <ul style="list-style-type: none"> - to explore some of the worries that they might have <p>Children:</p> <ul style="list-style-type: none"> - can express and share some of their worries - can develop strategies for dealing with their worries <p>BluePrints, PSHE & Citizenship, KS2 Activity 16 <i>Explore and record things people worry about. How can they help someone who is worrying? Create a work sheet with two sets of beads. In each of the worry beads write a worry that they or someone of their age may have. Then write a pearl of wisdom that may help</i></p>

Curriculum Planning : Sex and Relationship Education

KEY STAGE 2 YEAR 4

PSHE education and citizenship topics for SRE as organised in the Islington scheme of work	Activities in supporting sex & relationship education in the primary school, Islington Healthy Schools Programme	Additional learning for this year group, including suggested activities and resources
		<p>Feelings images Children learn: - to describe emotions and extend their feelings vocabulary Children: - can express emotions - can use different words that describe an emotion accurately</p> <p>BluePrints, PSHE & Citizenship, KS2 Activity 17 <i>Create frozen images that represent different feelings. Using work sheet, describe different words for angry, happy, sad, worried and scared</i></p> <p>How did I get here? Children learn: - about human reproduction Children: - can describe how babies are born Programme 2, Unit 1, Living and Growing <i>Watch the How Did I Get Here? and as a whole class discuss what was learnt from watching the film. Use activity sheet 13 to look at parts of the body or activity sheet 16 to think about what foetuses can do in the womb</i></p> <p>New baby Children learn: - about having a new baby in the family Children: - can describe different ways a new baby becomes part of a family - know something about how it must feel for family members to have a new baby <i>Think about new babies in families and how it must feel when one arrives. Explore different types of family and different ways that children arrive, including fostering and adoption through discussion and stories such as 'Tell me again about the night I was born' by Jamie Lee Curtis</i></p>

Curriculum Planning : Sex and Relationship Education

KEY STAGE 2 YEAR 5

PSHE education and citizenship topics for SRE as organised in the Islington scheme of work	Activities in supporting sex & relationship education in the primary school, Islington Healthy Schools Programme	Additional learning for this year group, including suggested activities and resources
<p>Difficult times: Making and breaking friendship Children learn:</p> <ul style="list-style-type: none"> - to understand why friendships may break up - ways of resolving difficulties in friendships <p><i>Explore strategies to cope with difficult times in relationships</i></p>	<p>Puberty – How our bodies change Year 4/5 Lesson 2a or 2b Children learn:</p> <ul style="list-style-type: none"> - about the physical changes at puberty <p>Children:</p> <ul style="list-style-type: none"> - are able to define puberty: the changes that occur sometime between 8-17 that turn us from children into young adults - can identify the physical changes associated with puberty - understand that everyone’s experience of puberty is different and that it begins and ends at different times <p>Understanding menstruation and wet dreams Year 4/5 Lesson 3 Children learn:</p> <ul style="list-style-type: none"> - about menstruation and wet dreams <p>Children:</p> <ul style="list-style-type: none"> - can describe menstruation and wet dreams - understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams - know and can explain effective methods for managing menstruation and wet dreams <p>Changing feelings and changing lives Year 4/5 Lesson 5 Children learn:</p> <ul style="list-style-type: none"> - how puberty effects emotions and behaviour - strategies for dealing with the changes associated with puberty <p>Children:</p> <ul style="list-style-type: none"> - are able to describe how feelings and behaviour change during puberty - understand how changes during puberty can affect relationships with other people - can devise strategies for managing some of these changes 	<p>Interests and skills Children learn:</p> <ul style="list-style-type: none"> - to value their individuality and personal achievements <p>Children:</p> <ul style="list-style-type: none"> - are able to recognise and describe their own skills and interests - can talk or write about their achievements <p><i>Write positive things about themselves and share interests and skills</i></p> <p>What would make a friend? Children learn:</p> <ul style="list-style-type: none"> - to identify what they value in others - to recognise behaviour and attitudes that contribute to maintaining friendships and relationships <p>Children:</p> <ul style="list-style-type: none"> - can describe what they value in others - can describe what is meant by a range of terms relating to friendships and relationships - are able to describe some of the factors involved in maintaining and sustaining friendships and other relationships <p><i>Think about positive aspects of each other and explore what they would want from an ideal friend</i></p> <p>Who can help us? Children learn:</p> <ul style="list-style-type: none"> - to identify who is in their support network and how this network has changed and developed - how to talk to people in their support network and ask for help <p>Children:</p> <ul style="list-style-type: none"> - can identify people in their support network and describe why they are special to them - are able to demonstrate that they know how to ask for help and support - can identify whom to ask for help in certain situations <p><i>Draw a network diagram of special people for each pupil and describe why that person is special. Think of difficulties they might encounter and where they might go for help and support</i></p>

Curriculum Planning : Sex and Relationship Education

KEY STAGE 2 YEAR 5

PSHE education and citizenship topics for SRE as organised in the Islington scheme of work	Activities in supporting sex & relationship education in the primary school, Islington Healthy Schools Programme	Additional learning for this year group, including suggested activities and resources
	<p>Feeling, thinking and doing – changing relationships Year 4/5 Lesson 6 Children learn:</p> <ul style="list-style-type: none"> - strategies to deal with feelings in the context of relationships <p>Children:-</p> <ul style="list-style-type: none"> - are able to identify feelings and understand how they affect behavior - show awareness that feelings change during puberty and these changes can affect our relationships - can practice strategies for managing some of these relationships and changes - can empathise with other people’s feelings in relationships, including parents and carers <p>Your questions answered Year 4/5 Lesson 7 Children learn:</p> <ul style="list-style-type: none"> - to answer each other’s questions about puberty with confidence - to seek support and advice when they need it <p>Children:</p> <ul style="list-style-type: none"> - can answer their own questions about puberty and growing up - can use appropriate language to discuss puberty and growing up with confidence - can identify sources of information, support and advice for children and young people 	<p>Where can we find support? Children learn:</p> <ul style="list-style-type: none"> - how, when and where to find support when the people in their network cannot help <p>Children:</p> <ul style="list-style-type: none"> - can identify some sources of support outside their immediate networks - are able to identify an appropriate source of support for a particular issue - are able to identify possible risks in seeking support and how to manage these <p><i>Discuss that there may be times when there is no-one in our socialnetwork who can help and identify other appropriate people to approach</i></p>

Curriculum Planning : Sex and Relationship Education

KEY STAGE 2 YEAR 6

PSHE education and citizenship topics for SRE as organised in the Islington scheme of work	Activities in supporting sex & relationship education in the primary school, Islington Healthy Schools Programme	Additional learning for this year group, including suggested activities and resources
<p>SRE 1 : Reviewing puberty Children learn: - about the changes that occur during puberty <i>Consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</i></p> <p>SRE 2: Relationships Children learn: - what values are important to them in relationships <i>Explore the importance of friendship in intimate relationships</i></p> <p>SRE 3: How babies are made Children learn: - about human reproduction in the context of the human lifecycle - how a baby is made and grows <i>Explore roles and responsibilities of carers and parents</i></p>	<p>What's all this about puberty? Year 5/6 Lesson 1 Children learn: - about the changes that occur during puberty Children: - can identify the physical, emotional and behavioural changes that occur during puberty for both females and males - understand that puberty is individual and can occur any time between 8-17 - understand that body changes at puberty are a preparation for sexual maturity</p> <p>Becoming men and women Year 5/6 Lesson 2 Children learn: - to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact Children: - understand how our attitudes and values about gender and sexuality may be affected by factors such as age, religion, & culture - can recognise and challenge gender stereotypes - understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour</p> <p>Building good relationships Year 5/6 Lesson 3 Children learn: - what values are important to them in relationships - to appreciate the importance of friendship in intimate relationships Children: - can identify positive qualities and expectations for a variety of relationships - can explain the similarities and differences between friendships and intimate relationships - can describe that there are different types of intimate relationship, including marriage - understand that sex or making love may be one part of an intimate relationship between adults</p>	<p>Rates of development Children learn: - that physical change happens at different rates for different people - that puberty can be a positive and exciting time - how to access support for questions about puberty Children: - are able to explain that there are different rates of change for different people and know why - can demonstrate that they are able to deal positively with concerns or questions they have about puberty - can demonstrate that they can get support for puberty issues - are able to identify which sources of support are appropriate for different concerns <i>Learn how hormones effect the body during puberty and that they are activated at different times for different people. Make a list of positive and exciting aspects of entering puberty and starting to grow up. Address concerns they might have</i></p>

Curriculum Planning : Sex and Relationship Education

KEY STAGE 2 YEAR 6

PSHE education and citizenship topics for SRE as organised in the Islington scheme of work	Activities in supporting sex & relationship education in the primary school, Islington Healthy Schools Programme	Additional learning for this year group, including suggested activities and resources
<p>SRE 4: HIV Transmission and contraception Children learn:</p> <ul style="list-style-type: none"> - how HIV can be transmitted - that the risk of transmitting HIV during sexual intercourse can be reduced if a condom is used - that contraception can be used to stop a baby being conceived <p>Children:</p> <ul style="list-style-type: none"> - know what is true and false how someone can become infected with HIV - can describe how a condom protects against HIV and other sexually transmitted infections - know that a condom stops sperm from meeting an egg and therefore stops fertilisation - know that a woman can take a pill to stop an egg from being released, preventing contraception <p><i>Explore ways that HIV can be transmitted and how it can be avoided by good hygiene practice and the use of condoms</i> <i>Introduction into the use of contraceptive methods</i></p> <p>Schools will want to decide through their policy development process whether to include lessons considering HIV/AIDS and contraception. Contact the Islington healthy school team for further information</p>	<p>Sexual relationships Year 5/6 Lesson 4 Children learn:</p> <ul style="list-style-type: none"> - about human reproduction in the context of the human life cycle <p>Children:</p> <ul style="list-style-type: none"> - understand that sexuality is expressed in a variety of ways between consenting adults - know that sexual intercourse may be one part of a sexual relationship - can describe how babies are made and explain how sexual intercourse is related to conception - can name the male and female sex cells and reproductive organs <p>Conception and pregnancy Year 5/6 Lesson 5 Children learn:</p> <ul style="list-style-type: none"> - how a baby is made and grows (conception and pregnancy) <p>Children:</p> <ul style="list-style-type: none"> - know the key male and female body parts associated with conception and pregnancy - can define conception and understand the importance of implantation in the womb - know what pregnancy is, where it occurs and how long it takes <p>Being a parent Year 5/6 Lesson 6 Children learn:</p> <ul style="list-style-type: none"> - about the roles and responsibilities of carers and parents <p>Children:</p> <ul style="list-style-type: none"> - can identify some of the skills and qualities needed to be a parents and carers - understand the variety of ways in which parents and carers meet the needs of babies and children - can recognise that both men and women can take on these roles and responsibilities 	

Curriculum Planning : Sex and Relationship Education

KEY STAGE 2 YEAR 6

PSHE education and citizenship topics for SRE as organised in the Islington scheme of work	Activities in supporting sex & relationship education in the primary school, Islington Healthy Schools Programme	Additional learning for this year group, including suggested activities and resources
	<p>Your questions answered Year 5/6 Lesson 7 Children learn:</p> <ul style="list-style-type: none">- to answer each other's questions about sex and relationships with confidence- where to find support and advice when they need it <p>Children:</p> <ul style="list-style-type: none">- can answer their own questions about sex and relationships- can use appropriate language to discuss sex and relationships and growing up with confidence- can identify sources of information, support and advice for children and young people <p>HIV transmission Year 6 HIV Lesson 1 Children learn:</p> <ul style="list-style-type: none">- how HIV can be transmitted <p>Children:</p> <ul style="list-style-type: none">- know what is true and false about how someone can become infected with HIV <p>How can the risk of catching HIV be reduced? Year 6 HIV Lesson 2 Children learn:</p> <ul style="list-style-type: none">- that the risk of transmitting HIV during sexual intercourse can be reduced if a condom is used <p>Children:</p> <ul style="list-style-type: none">- can describe how a condom protects against HIV and other sexually transmitted infections	

Curriculum Planning : Sex and Relationship Education

KEY STAGE 2 YEAR 6

PSHE education and citizenship topics for SRE as organised in the Islington scheme of work	Activities in supporting sex & relationship education in the primary school, Islington Healthy Schools Programme	Additional learning for this year group, including suggested activities and resources
	<p>Contraception Year 6 Contraception Lesson Children learn:</p> <ul style="list-style-type: none">- that contraception can be used to stop a baby from being conceived <p>Children:</p> <ul style="list-style-type: none">- know that a condom stops sperm from meeting an egg and therefore stops fertilisation- know that women can take a pill to stop an egg from being released preventing conception <p>Schools will want to decide through their policy development process whether to include lessons considering HIV/AIDS and contraception.</p>	

Acknowledgements



This resource has been produced as a result of extensive work with many Islington primary schools and teachers. The lesson plans have been developed with the Christopher Winter SRE Modelling Project. The activities, resources and the plans have been reviewed with support from teachers at Canonbury, Drayton Park and Newington Green primary schools and trainers from the Christopher Winter Project.

Production: John Lane Education Media Services

Design: Eamonn England

Illustrations: Jan Nockolds

Printing: City Printing Ltd

Research & Consultation: Justine Cottle

Text: Justine Cottle

Editing, additional text and stories: Janice Slough

The pack and the project were conceived, overseen, co-ordinated and supervised by Helen Cameron, Health and Wellbeing Manager, Healthy School Programme, Cambridge Education @ Islington

Sally Martin, Advisory Teacher for PSHE Education and Citizenship led on the CD-ROM development

© Cambridge Education @ Islington