

Teaching SRE in the primary school

Included in this pack are sample lesson plans from:

- **A whole school primary curriculum for SRE**

The whole school curriculum for SRE includes detailed lesson plans, along with teaching materials and resources that link both the science and PSHE curriculum. Schools are able to choose 'when' and 'what' to teach in SRE across the school. This resource is available in booklets or CD ROM. Included in this pack is an overview of suggested learning for each year group along with sample lessons and teaching resources from individual lessons from Y2, Y3/4, Y4/5 and Y6.

For further information, please contact:

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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 	<p>PSHE & Citizenship: 1b, 2d, 4c</p>	<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 	<p>PSHE & Citizenship: 2d, 3d</p> <p>Science: Sc2 – 1b, 4b</p>	<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

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	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 	<p>PSHE & Citizenship: 2d, 3e, 4c</p> <p>Science: Sc2 – 2a, 4a</p>	<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 	<p>PSHE & Citizenship: 2d, 3e, 4c</p> <p>Science: Sc2 – 2a, 4a</p>	<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	<p>Human Life Cycle</p> <p>Learning Intention: Children learn</p> <ul style="list-style-type: none"> • About growing from young to old • That they are growing and changing <p>Learning Outcomes: 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>PSHE & Citizenship: 1d, 2d, 3d</p> <p>Science: Sc2 – 1b, 2f4a</p>	<p>Intro: Small Group Human Life-Cycle</p> <p>Main: Fiction. Create own timeline</p> <p>Close: Go-round</p>	<p>Available in the pack</p> <ul style="list-style-type: none"> • Male and female life cycle pictures (pack: Yr2, Ln4, W/s6) • My Timeline worksheets (pack: Yr2, Ln4, W/s7a, b, c) <p>Other Resources</p> <ul style="list-style-type: none"> • Talking object • Once there were giants, Martin Waddell and Penny Dale, Walker
KS1 Lesson 5	<p>Everybody Needs Caring For</p> <p>Learning Intention: Children learn:</p> <ul style="list-style-type: none"> • That everybody needs to be cared for • Ways that they can care for others <p>Learning Outcomes: 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 changes throughout the life-cycle 	<p>PSHE & Citizenship: 2d, 2e, 3d, 4d</p>	<p>Intro: Talking pairs. Feedback</p> <p>Main: Group discussion with objects. Drawing & writing</p> <p>Close: Class commitment to care</p> <p>Additional/Alternative Activity: Dramas, story-telling. Non-fiction</p>	<p>Available in the pack</p> <ul style="list-style-type: none"> • Male and female life cycle pictures (pack: Yr2, Ln4, W/s6) <p>Other Resources</p> <ul style="list-style-type: none"> • 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>Science: Sc2 – 4a</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 1 • Year 3-4

	LEARNING INTENTIONS & OUTCOMES	N/C Ref	ACTIVITIES	RESOURCES REQUIRED
KS1 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 	<p>PSHE & Citizenship: 2d, 4f</p> <p>Science: Sc2 – 1a, 2f</p>	<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
KS1 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 	<p>PSHE & Citizenship: 2d, 3c, 3e, 4c</p> <p>Science: Sc2 –2a, 4a</p>	<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 <i>Channel 4 Living and Growing, Unit 2 activity sheet 1, page 12</i> • items of clothing • large piece of paper to draw body outline

Sex and Relationship Education Summary Table

Key Stage 1 • Year 3-4

LEARNING INTENTIONS & OUTCOMES

N/C Ref

ACTIVITIES

RESOURCES REQUIRED

KS1 Lesson 2b

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 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

Science:
Sc2 2f, 4a

Intro: Introduce puberty and in pairs think of the changes at puberty. Feedback

Main: Two readings with discussion

Close: Class plenary

Additional/Alternative activities:

Two worksheets from **Living and Growing**

Available in the pack

- **Josh's story** (pack;Y3/4 Ln2b, resource 1)
- **Fran's story** (pack:Y3/4 Ln3b, resource 2)

Other resources

- A large Venn table or table with three columns on flip chart or board labelled male, female and both

Additional/alternative activities

- **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)

KS1 Lesson 3

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

PSHE & Citizenship:
2d, 4c, 4e, 4f

Science:
Sc2 2f

Intro: Pairs sharing things that they are good at and like doing

Main: Drawing pictures of different people in work. Discussion about stereotyping

Close: Round

Additional/alternative activities:

- Read **Amazing Grace** story
- Cut out pictures of various professions from newspapers and magazines
- Worksheet **Who does what?**
- Read **Change for the best** story

Available in the pack

- **Draw these people** worksheet (pack: Yr3/4 Ln 3, W/S 4)

Additional/alternative activity

- **Change for the best** story (pack: Yr3/4 Ln3, resource 3)

Other resources

Additional/alternative activities

- **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 	<p>PSHE & Citizenship: 4c, 4e</p> <p>Science: Sc2 – 1a, 2f</p>	<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 	<p>PSHE & Citizenship: 3c</p> <p>Science: Sc2 – 2f</p>	<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	<p>Puberty – How Our Bodies Change (without 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 time 	<p>PSHE & Citizenship: 3c</p> <p>Science: Sc2 – 2f</p>	<p>Intro: Pair and share</p> <p>Main: Readings and discussion. Anonymous questions</p> <p>Close: Plenary discussion</p> <p>Additional/Alternative Activities: Sort the Changes worksheet. How do we change? worksheet</p>	<p>Available in the pack</p> <ul style="list-style-type: none"> • Your questions pro-forma <i>Yr4&5, Ln2, W/s2</i> <p>Other resources</p> <ul style="list-style-type: none"> • Changes and Mel's Story <i>It's Different for Me!</i> The Care Programme, www.d2digital.co.uk, p63-66 <p>Additional/alternative activities:</p> <ul style="list-style-type: none"> • Sort the Changes worksheet Channel 4, Living and Growing, <i>Unit 2, page 15, sheet 4</i> • How do we Change worksheet Channel 4, Living and Growing, <i>Unit 2, page 12, sheet 1</i>
KS2 Lesson 3	<p>Understanding Menstruation and Wet Dreams</p> <p>Learning Intention: Children learn about menstruation and wet dreams</p> <p>Learning Outcomes: 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>PSHE & Citizenship: 3c, 4g</p> <p>Science: Sc2 – 2f</p>	<p>Intro: Video & reading</p> <p>Main: Single sex card game</p> <p>Close: Research & Report back</p> <p>Additional/Alternative Activities: Sequencing worksheet. Group research and feedback</p>	<p>Available in the pack</p> <ul style="list-style-type: none"> • Menstruation & wet dreams card game <i>Yr4&5, Ln3, W/S3</i> • Researching Puberty worksheets <i>Yr4&5, Ln3, W/S4 & W/S5</i> <p>Other resources</p> <ul style="list-style-type: none"> • Sanitary wear, different types and size of tampons, sanitary towels and panty-liners <p>Additional/alternative activities</p> <ul style="list-style-type: none"> • Understanding Menstruation sequencing activity <i>Yr4&5, Ln3, W/s6</i> • Girl Talk Video Channel 4, Living and Growing <i>Unit 3, Programme 7</i> • Boy Talk Video Channel 4, Living and Growing, <i>Unit 3, Programme 8</i> • 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 • <i>Everything you ever wanted to ask about willies and other boy's bits</i> T. Kreitman et al, Piccadilly • <i>It's perfectly normal</i> 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 	<p>PSHE & Citizenship: 3b, 3c</p> <p>Science: Sc2 – 2f</p>	<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 	<p>PSHE & Citizenship: 1d, 4a, 4c</p>	<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>Science: Sc2 – 1a, 2f</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	<p>What's All This About Puberty?</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • Children learn about the changes that occur during puberty <p>Learning Outcome: Children:</p> <ul style="list-style-type: none"> • 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 	<p>PSHE & Citizenship: 1d, 3c</p> <p>Science: 2f</p>	<p>Intro: Pair brainstorm. Class Venn diagram</p> <p>Main: Problem pages. Group plenary</p> <p>Close: Draw and write</p> <p>Additional/Alternative Activity: Video Carousel</p>	<p>Available in the pack</p> <ul style="list-style-type: none"> • Problem page letters <i>Yr 5&6, Ln1, W/s1</i> <p>Other</p> <ul style="list-style-type: none"> • Talking object <p>Additional/Alternative Activities:</p> <ul style="list-style-type: none"> • Girl Talk and Boy Talk Video Channel 4, Living and Growing <i>Unit 3, Programme 7 and 8</i>
KS2 Lesson 2	<p>Becoming Men and Women</p> <p>Learning Intention: Children learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</p> <p>Learning Outcomes: Children:</p> <ul style="list-style-type: none"> • 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 	<p>PSHE & Citizenship: 1a, 2k, 4e, 4f</p>	<p>Intro: Class discussion</p> <p>Main: Group collage</p> <p>Close: Go round</p> <p>Additional/Alternative Activities: Class book. Continuum</p>	<p>Other:</p> <ul style="list-style-type: none"> • Let's Talk about Sex Video Channel 4, Living and Growing <i>Unit 3, Programme 9</i> • 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	<p>Building Good Relationships</p> <p>Learning Intention: Children learn:</p> <ul style="list-style-type: none"> • What values are important to them in relationships • To appreciate the importance of friendship in intimate relationships <p>Learning Outcome: Children:</p> <ul style="list-style-type: none"> • 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	<p>Intro: Go-round</p> <p>Main: Pair and group work. Diamond 9.</p> <p>Close: Individual worksheet</p> <p>Additional/Alternative Activities: Rules. Role play scripts</p>	<p>Available in the pack</p> <ul style="list-style-type: none"> • What is love? worksheet <i>Yr5&6, Ln3, W/s2</i> <p>Other</p> <ul style="list-style-type: none"> • Talking object
KS2 Lesson 4	<p>Sexual Relationships</p> <p>Learning Intention: Children learn about human reproduction in the context of the human life-cycle</p> <p>Learning Outcomes: 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, including the relationship between sexual intercourse and conception • Can name the male and female sex cells and reproductive organs 	PSHE & Citizenship: 4c Science: 1a, 2f	<p>Intro: Body Parts Corners</p> <p>Main: Video. Plenary Anonymous Questions</p> <p>Close: Go round</p>	<p>Available in the pack</p> <ul style="list-style-type: none"> • Reproductive Organs diagrams <i>Yr 5&6, Ln4, W/s3</i> • Anonymous Questions pro-forma <i>Yr5&6, Ln4, W/s4</i> <p>Other resources</p> <ul style="list-style-type: none"> • How babies are made video Channel 4, Living and Growing <i>Unit 2, Programme 5</i>

Sex and Relationship Education Summary Table

Key Stage 2 • Year 5-6

KS2 Lesson 5

KS2 Lesson 6

LEARNING INTENTIONS & OUTCOMES	N/C Ref	ACTIVITIES	RESOURCES REQUIRED
<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>Science: Sc2 1a, 2f</p>	<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
<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 	<p>PSHE & Citizenship: 2e, 4a</p> <p>Science: Sc2 - 2f</p>	<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 Luv Me Mudder' by Benjamin Zephaniah (In: <i>Poems about relationships: nearly best friends</i>, chosen by Wendy Cooling, Watts)

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

Science: Sc2 –
1a, 2f

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

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

	LEARNING INTENTIONS AND OUTCOMES	NC 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



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

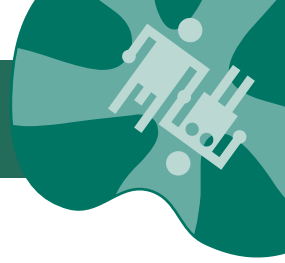
Additional/alternative activities

- 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?

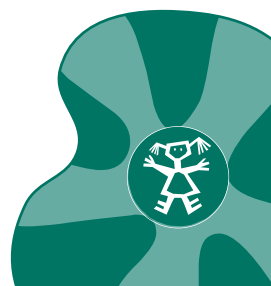
Some people say that only boys

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

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

.....

.....

.....

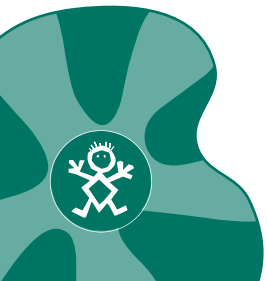
But I am a boy and I

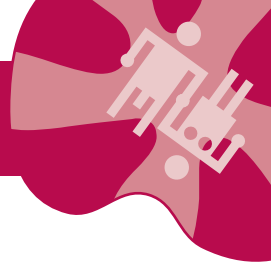
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Can you draw a picture of yourself that shows what you mean?

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



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: Science: Sc2 – 2a, 4a PSHCE: 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

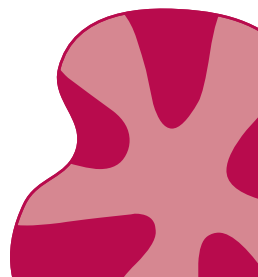
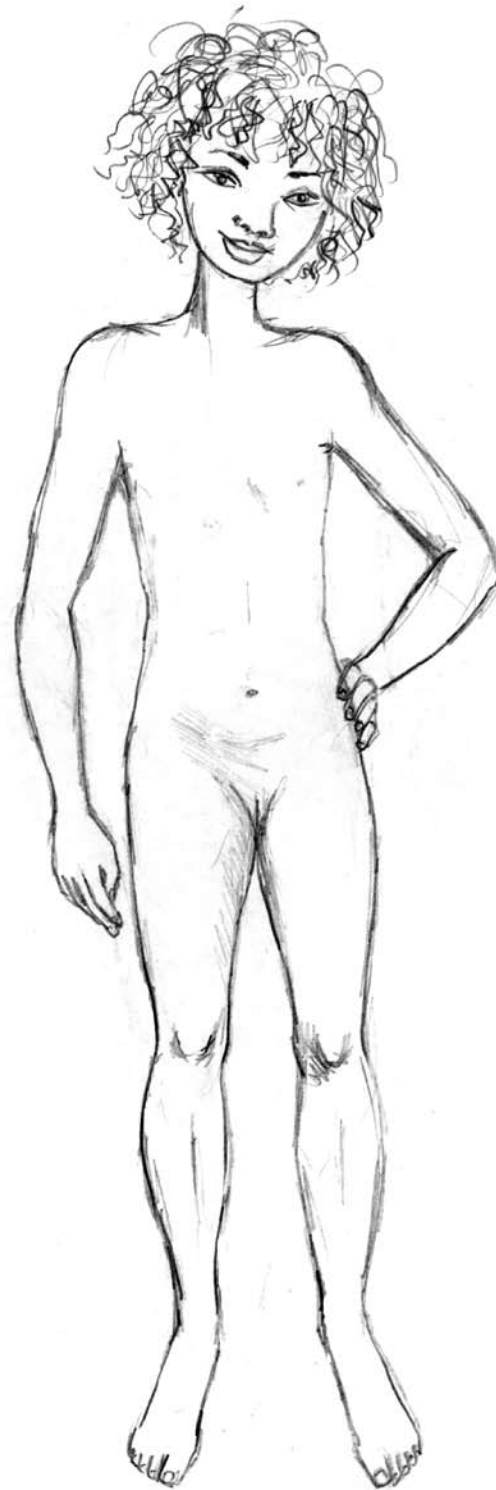
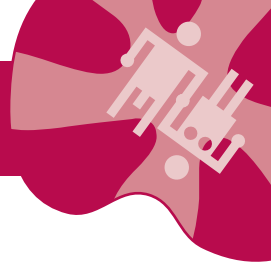
Additional/Alternative Activities

- 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

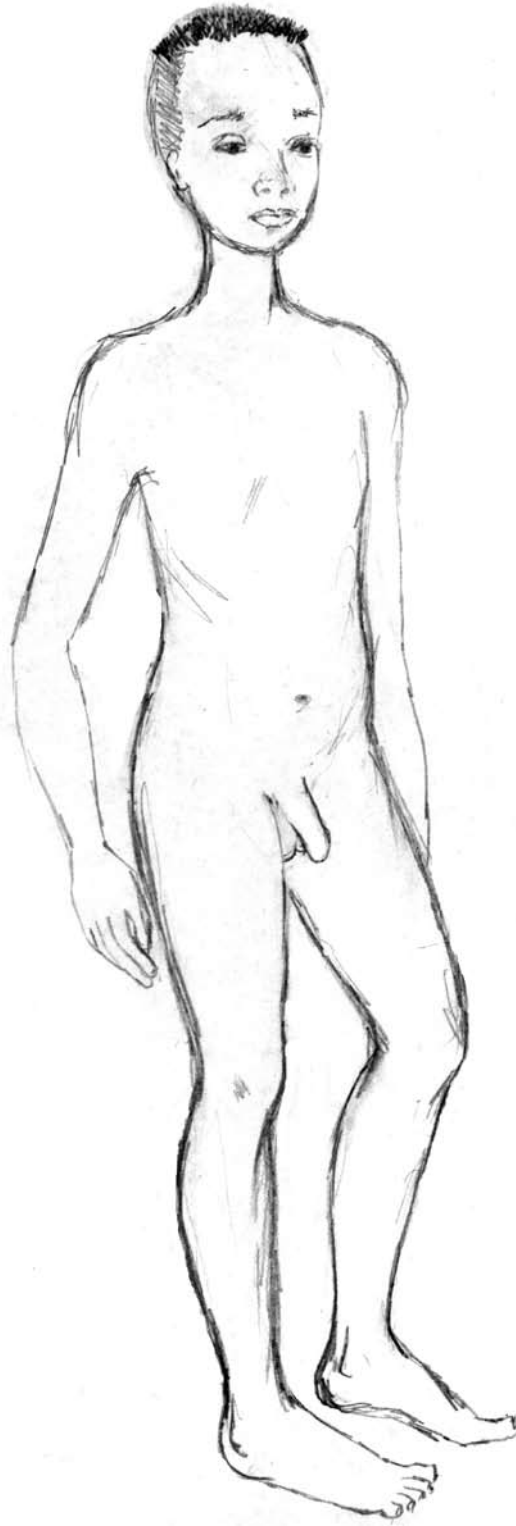


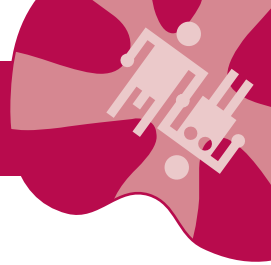


The female body



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: Science: Sc2-2f, 4a PSHCE: 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 feed back 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)

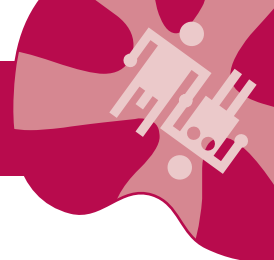
Additional/Alternative Activities:

- **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.

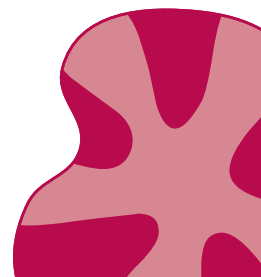
My best friend is Leroy and he looks out for me as he is the biggest. When I stand beside him – my head comes up to his shoulder. Leroy has tight curly hair which never gets in a mess like mine. When we change for gym, we can see curly hairs under his armpits; he is very proud of them and lets us count 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





Josh's story



the next - a 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?'

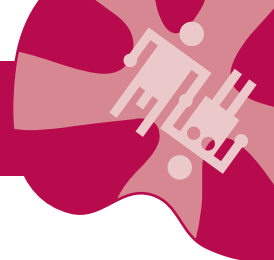
'Thanks Dad' I said and suddenly it didn't feel so confusing. I now know that everything that is happening is normal and that Dad is ok to talk to. If my mates haven't got anyone to talk to, then I will be able to tell them all about it!

'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!!





Fran's Story



Eeeek! 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.

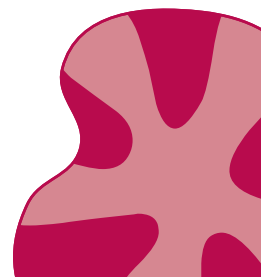
Bang, bang goes the door. 'How long are you going to be in there Fran?' What ARE you doing? Let me come in, what are you doing in there?' Ethan is being a pest again. He is such a pain!

'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, 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?

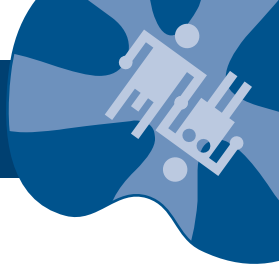


Yr 4&5 • Ln6 • W/S 8





Feel • Think • Do




Feel




A vertical traffic light graphic with three circles. The top circle is highlighted with a starburst and contains the word "Feel". The middle and bottom circles are empty. To the right is a line drawing of a baby with a sad expression, sitting with one hand on its chin.

Think

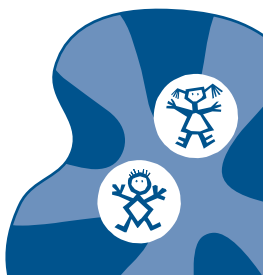


A vertical traffic light graphic with three circles. The middle circle is highlighted with a starburst and contains the word "Think". The top and bottom circles are empty. To the right is a line drawing of a baby with a thoughtful expression, sitting with one hand on its chin.

Do



A vertical traffic light graphic with three circles. The bottom circle is highlighted with a starburst and contains the word "Do". The top and middle circles are empty. To the right is a line drawing of a baby sleeping peacefully, sitting with hands clasped.





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

National Curriculum Links: Science: Sc2 – 1a, 2f

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)



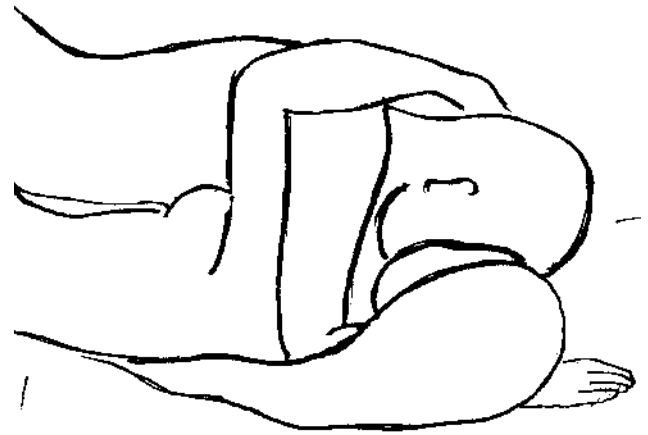
How does pregnancy begin?



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.

Yr586 • Ln5 • W/s 5

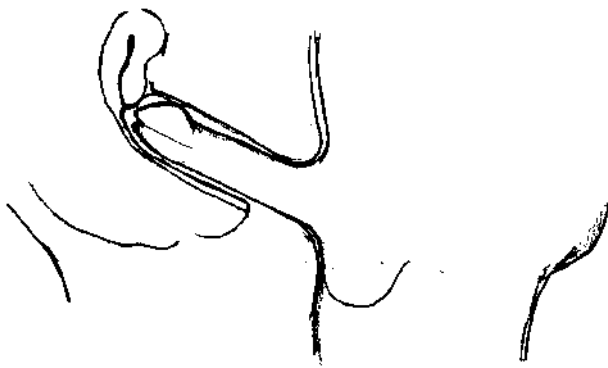
How does pregnancy begin?



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

Yr586 • 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.

Yr586 • Ln5 • W/s 5

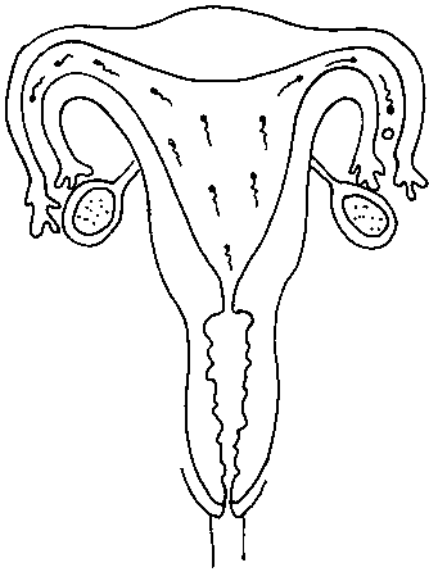
How does pregnancy begin?



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

Yr586 • Ln5 • W/s 5

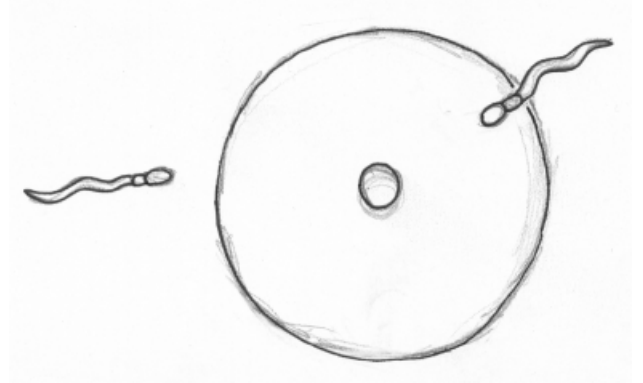
How does pregnancy begin?



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

Yr586 • Ln5 • W/s 5

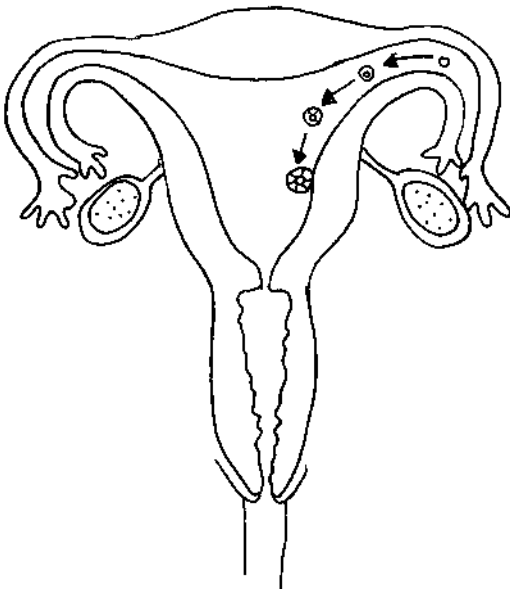
How does pregnancy begin?



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

Yr586 • Ln5 • W/s 5

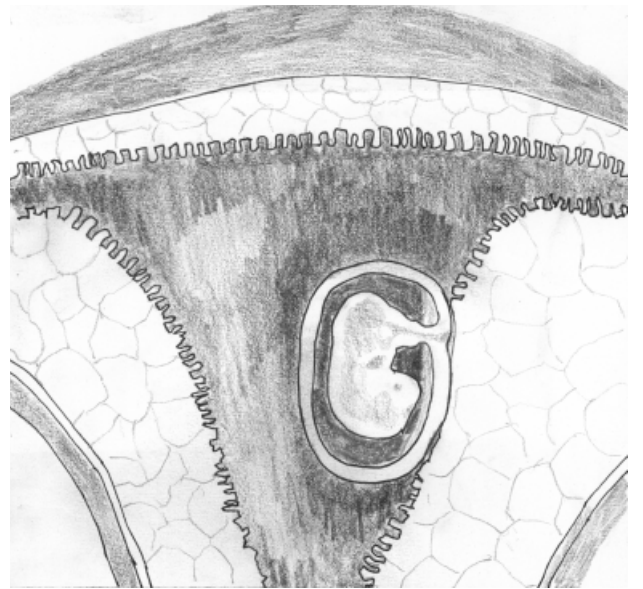
How does pregnancy begin?



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...

Yr586 • 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.

Yr586 • 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

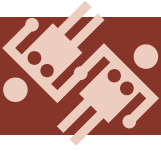
The umbilical cord provides the foetus with oxygen and nutrition in the mother's blood

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			