

PSHE - RSE (Summer 2) Overview:

Reception	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Learning Objective	I can name parts of the body.	I can tell you some of the things I can do and Foods I can eat to be healthy.	I understand that we all grow from babies to adults.	I can express how I feel about moving to Year 1	I can talk about how I feel about my worries and/or the things I am looking forward to about being in Year 1.	I can share my memories of the best bits of this year in Reception.
Key Vocabulary	eye foot ear elbow mouth stomach arm chest knee nose tongue hand finger stomach toe leg	healthy Unhealthy balanced diet food exercise sleep water	baby teenager adult young old grow change	Year 1 happy sad emotions excited nervous scared	Year 1 happy sad emotions excited nervous scared	memories special achieved favourite remember reception
Overview	Draw around a child onto paper. Give the children two minutes to talk to each other and see if they can name as many parts of the body as possible. Using Post-it notes or the body part labels provided, label as many parts of the body as possible including inside the body. Ask the children if they can talk about what each part of the body does.	Provide two separate containers and a large selection of objects/pictures of foods. Ask the children to sort them according to what is healthy and not so healthy for our bodies. Discuss with the children what we can do to keep our body healthy and happy. Look through the pictures/objects and discuss how they were sorted. Discuss what will happen if we eat less healthy food all the time? How would it make us feel? What would happen to our bodies? What do we need to do to keep healthy and happy?	Talk about how the children have already changed from being a baby to now. Talk about visible features as well as abilities. Now show the children the picture cards of different stages (3) in life. Discuss with the children what they are able to do now that they couldn't do when they were younger. Talk about the things they are looking forward to being able to do when they are older.	Get the children to stand up. Ask them to move around the room in a happy way, then a sad way. Get them to move around in different ways according to different emotions. Explain to children that they will soon be moving to a new class and that they may be feeling some of the emotions they have just acted out. Read the suggested story or one similar about having worries and that the best thing to do is to share them (Ruby's Worry). Tell the children that it is only natural to be feeling lots of different emotions. Set children a challenge to think about going next year. What are they excited about? Are they nervous about anything? Are they scared about anything? Get the children or adults to write their ideas down on paper.	Put on some music. Ask the children if they can move happily to the music. How could they move so it looks like they were sad? Can they move around looking excited/worried? Ask the children to share some of the things they are excited about or worried about when they go to Year 1? Try to talk about some of the fears/ worries they may have and how to overcome them.	Sit in a circle, including all the children and adults. Ask the children to think about all the things we have achieved this year. What has been their favourite thing this year? Grown-ups share their favourite memory from the past year. Show the children the special box. Explain to them that this is a special box that holds all the wonderful memories of the last year. Pass the box round the circle and get the children to talk about their favourite thing of the last year and put it in the box. Close the box and explain how we will always have the memories of all the fun and exciting things we have done and that the next year will also be full of fun and exciting things that they will always remember.

Year 1	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	
Learning Objective	<p>Start to understand the life cycles of animals and humans.</p> <p>Understand that changes happen as we grow and that this is OK.</p>	<p>Tell you some things about me that have changed and some things about me that have stayed the same.</p> <p>Know that changes are OK and that sometimes they will happen whether I want them to or not.</p>	<p>Know how my body has changed since I was a baby.</p> <p>Understand that growing up is natural and that everybody grows at different rates.</p>	<p>Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina.</p> <p>Respect my body and understand which parts are private.</p>	<p>Understand that every time I learn something new I change a little bit.</p> <p>Enjoy learning new things.</p>	<p>Tell you about changes that have happened in my life.</p> <p>Know some ways to cope with changes.</p>	
Key Vocabulary	<p>Changes</p> <p>Life cycle</p> <p>Baby</p> <p>Adulthood</p>	<p>Change</p> <p>Life cycle</p> <p>Baby</p> <p>Adult</p> <p>Grown up</p>	<p>Baby</p> <p>Growing up</p> <p>Adult</p> <p>Mature</p> <p>Change</p>	<p>Male</p> <p>Female</p> <p>Vagina</p> <p>Penis</p> <p>Testicles</p>	<p>Learn</p> <p>New</p> <p>Grow</p> <p>Change</p>	<p>Change</p> <p>Feelings</p> <p>Anxious</p> <p>Worried</p> <p>Excited</p> <p>Coping</p>	
Overview	<p>Show the children a clip of a frog's life cycle. Ask the children how the frogspaw turns into the frog. What do they think happens and in what order?</p> <p>Show the children a series of photos of yourself in sequence from a baby to adult. As you show the photos explain that everyone starts as a baby and goes through different stages of growth. Also explain that not everybody grows at the same rate because our bodies are all unique.</p> <p>Reinforce the stages of growth and change by muddling up the sequence of photographs and invite two children to come into the circle and put them in the right order explaining as they go.</p> <p>Introduce the concept</p>	<p>In groups, using the life cycle cards, ask the children to sequence from left to right each set of cards to show the changes that happen as each living thing grows up.</p> <p>Reinforce the idea that every living thing has a life cycle and grows from young/baby to fully grown/adult.</p> <p>Children are to draw a picture of themselves as they are now, and think about how they have changed from when they were a baby, a two-year old, and so on.</p> <p>Ask them to draw themselves as a baby and then draw themselves as a toddler (aged 2-3).</p>	<p>With the children sitting in a circle, Jigsaw Jack holds up a picture of the teacher as a baby. Can the children help Jigsaw Jack to work out who this is? Why is it so difficult to tell? Invite a child to carefully choose a baby photo from the box/album (these photos are the ones the children have brought in). The teacher asks the children to help Jigsaw Jack to work out who is in the photo, whose baby photo is this? How do we know? Is it difficult to work out? When someone guesses correctly, the child who owns the photo places it in front of them in the circle. Repeat this a few times but without using all the photos in the box.</p> <p>Establish the learning that we are all changing all the time. We are still 'us', I am still me, even though my body grows and changes every day.</p> <p>In pairs, talk about all the ways they have changed since they were babies. Share round the circle the ideas they have come up with. Can they think of a change in their body as well as another change e.g. abilities, personality etc. Write their ideas on the whiteboard in two columns labelled 'Body changes' and 'Other changes'.</p>	<p>Ask the children to work in pairs and briefly discuss a way that boys and girls look different. Pass Jigsaw Jack around the circle for each pair to give their answer: conclude that one way we can tell the difference between boys and girls is by their private body parts.</p> <p>Show the PowerPoint slides of the male and female bodies. Ask children names of parts e.g. arm, head etc. Supply the words Penis, Testicles, Vagina. Explain that these are the parts we keep private - and we don't usually show them or talk about them, so we might feel a bit embarrassed or shy.</p> <p>Invite the children, if they wish, to share the family names they use at home for these parts. Emphasise that 'family names' for these parts are OK to use sometimes, but it is also important that everyone knows the proper names as well and at school we will use the proper names.</p> <p>Reinforce that our private parts are those parts that our swimsuits or underwear cover. Ensure 'private' is taken to mean special and important, not 'guilty', 'dirty' or 'not very nice', and that children understand their private parts belong to them and no-one has the right to touch them without their permission.</p> <p>Emphasise that our private parts are special and nobody should do anything to them which hurts or makes us feel scared. Ask the children what they should do if they feel hurt or scared. Ensure they know who to tell or go to for help.</p>	<p>Children give suggestions as to what they have learnt since they were babies. Teacher writes this list on flipchart and makes sure that some things on the list apply to every child.</p> <p>Play 'Let's be flowers'. Children find a space and curl up in a ball pretending to be the seed of a new flower. Explain that as you call out something they may have learnt, if this applies to them, they physically grow a little bit as if they are a flower starting to grow, a flower that is blossoming. For example, if you have learnt to walk, make your flower grow a little bit.</p> <p>Continue the process until all of the children are standing up and looking like Flowers.</p> <p>Give each of the children a flower template. In each of the petals the children draw something they have learnt that has helped them to grow.</p>	<p>Tell the children you are going to an object from your big bag which is associated with a change that might happen for children. They need to guess what that change is. You may pull from the bag: a baby's nappy or toy, a school jumper, etc. When children have guessed the change event, pass Jigsaw Jack again so that children can express how each change might feel. For each change event, discuss with the children how they might cope with such a change and how they could manage the feelings associated with it, e.g. tell an adult, express their feelings, share their worries with someone they trust. Draw out that some changes are better than others. Ensure change is seen as positive.</p> <p>Children are to draw one change they have experienced and write in a speech bubble how they felt when this was happening.</p>	

	<p>of 'Life cycle' and explain that this means growing from birth to adulthood.</p> <p>Children are to arrange the life cycle cards in the correct order to show the stages of growth and development of each of the animals.</p>						
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Year 2	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Learning Objective	Recognise cycles of life in nature. Understand there are some changes that are outside my control and to recognise how I feel about this.	Tell you about the natural process of growing from young to old and understand that this is not in my control. Identify people I respect who are older than me.	Recognise how my body has changed since I was a baby and where I am on the continuum from young to old. Feel proud about becoming more independent.	Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) and appreciate that some parts of my body are private.	Understand there are different types of touch and tell you which ones I like and don't like. Be confident to say what I like and don't like and ask for help.	Identify what I am looking forward to when I move to my next class. Start thinking about changes I will make in my next year at school and know how to go about this.
Key Vocabulary	Change Grow Life cycle Control Baby Adult Fully grown	Growing up Old Young Change Respect Appearance Physical	Baby Toddler Child Teenager Adult Timeline Freedom Responsibilities	Male Female Vagina Penis Testicles Vulva Anus breasts Public Private	Touch Texture Cuddle Hug Squeeze Like Dislike Acceptable Unacceptable Comfortable Uncomfortable	Change Looking forward Excited Nervous Anxious Happy
Overview	Explore seasonal changes through images. How do the changing seasons make them feel? Do we have control over this? Link this to how our bodies change and we do not have control over this. Share lifecycles and discuss how this is when an animal grows from young to old. How might our bodies change? How does this make us feel? Children create a life cycle of an animal.	Talk to the children about the lifecycle of a human. Discuss what physical changes they can see as people get older. Explain that change is a natural process and we have no control over it. We will all grow from young to old. Talk about older people in the children's lives and discuss what they love and respect about them. The children are to draw and label a picture of an older person in their lives with what they love and respect about them.	Discuss with the children how they are different now to when they were a baby. The children are to reflect on their ideas using these stem sentences: When I was a baby I could... Now I am 6/7 years old I can... When I am grown up I will be able to... Set out the labels: baby, toddler, child, teenager and adult to make a timeline on the floor. Using a variety of different objects (Baby - rattle, dummy, feeding bottle, Toddler - building bricks, plastic bowl/mug, tiny shoes; Child -reading book, pencil & paper, Lego/construction toy; Teenager - cycle helmet, smart phone, make-up; Adult - car keys, credit card, passport, DIY tools.) sort them into where they belong on the timeline. Explain that when we grow up we have more knowledge, independence and responsibility. Children can draw a picture of themselves now and what they think they will be like in the future.	The vulva is the opening and outside parts of a female's 'private parts' and the vagina is one of the parts just inside. The anus is the opening where a body gets rid of waste. On two pieces of paper draw the outline of two child sized people. Ask the children if we can tell which one is a boy and which one is a girl. Explain that we can't really tell from the picture. Using body part cards, ask the children to place them on the outline of the people. Discuss how now we can tell which one is a boy and which one is a girl as we have different bodies. Explain how we don't normally see bodies like this and discuss that some parts of our bodies are private. Discuss how we use clothes for one of three reasons, to keep warm, to look nice and to keep private parts private. Share different items of clothing and discuss the function of each one. Challenge gender stereotypes on boys and girls clothes.	Discuss with the children about when we use touch: hugs, shaking hands, games; sometimes some people might use touch to push someone out of their way, or maybe pushing in the playground. Touch can be helpful or hurtful. Using a feely bag with objects with different textures, ask the children to come and describe an object using their sense of touch. Ask the children to share with their partner what is their favourite thing to touch that feels nice and comforting. The children are to think about the different types of touch they like and discuss what they would do if they had a type of touch that was hurtful or frightening.	Explain that the start of a new school year can be a big change. Ask the children to think about what they might be looking forward to in their next school year. The children are to reflect on what they have achieved this year, what they are looking forward to next year and something they might want to work on or change as they move into Year 3.

Year 3	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><u>Learning Objective</u></p> <p>Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.</p> <p>Express how I feel when I see babies or baby animals</p>	<p>Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow.</p> <p>Express how I might feel if I had a new baby in my family.</p> <p>Baby Grow Uterus Womb Nutrients Survive Love Affection Care</p>	<p>Understand that boys' and girls' bodies change when they grow up.</p> <p>Identify how boys' and girls' bodies change on the outside during this growing up process.</p> <p>Recognise how I feel about these changes happening to me and know how to cope with those feelings.</p> <p>Change Control</p>	<p>Start to recognise stereotypical ideas I might have about parenting and family roles.</p> <p>Express how I feel when my ideas are challenged and be willing to change my ideas sometimes.</p> <p>Stereotypes Task Roles Challenge</p>	<p>Identify what I am looking forward to when I move to my next class.</p> <p>Start to think about changes I will make next year and know how to go about this.</p> <p>Change Looking forward Excited Nervous Anxious Happy</p>	
<p><u>Key Vocabulary</u></p> <p>Changes Birth Animals Babies Mother Growing up</p>	<p>Discuss with the children what babies need to grow and develop. Ensure they understand that children need love and affection as well as other things.</p> <p>Ask the children to think about how the life of a baby starts out. Where does it begin to grow? The children may share that it grows inside the mother. Acknowledge this and show the PowerPoint slides of a baby growing inside the mother's womb/uterus. Explain to the children that the baby grows inside the mother's womb/uterus and gets all its nutrients in order to grow from the mother. See if the children can spot any changes as the baby grows.</p> <p>Children are to draw a picture of a baby and label all the things it needs to grow.</p>	<p>In pairs, children each tell the other about a change that's happened to them, what was good about it, what was difficult about it.</p> <p>Explain that sometimes changes feel exciting and good, sometimes difficult, and often a bit of both. Explain that we are going to learn about some changes which happen gradually to everybody - for the children it will start sometime in the next few years and carry on into their teens.</p> <p>Read the body change cards and discuss if they think these changes will happen to a boy or a girl. Discuss the changes that are common to boys and girls.</p> <p><i>This is to exclude any reference to puberty changes</i></p> <p>Discuss changes that the children can and can't control.</p>	<p>Children are to explore a variety of everyday tasks and discuss if they think these roles are male or female roles.</p> <p>Discuss the term stereotypical and discuss what that means. Explain that it is ok for any of these tasks to be completed by males or females in the house and talk about how some of these jobs might be completed in different families.</p> <p>The children are to design a duvet cover for the opposite gender. Discuss their designs, are they using gender stereotypes? How do shops use these to try to sell their toys? Do they think this is a fair way to think about males and females?</p>	<p>Discuss with the children that they will be moving into a new year next year.</p> <p>Ask them to reflect on these points.</p> <p>Something the children are looking forward to next year. A change they would like to make for themselves. Something they have learned about their bodies and growing up. How they feel about growing up.</p> <p>Something that worries them about growing up and how they can manage these feelings. Something that they are looking forward to about growing up.</p>	
<p><u>Overview</u></p> <p>Share images of baby pictures and ask the children to think about how this makes them feel.</p> <p>Show an image of a human mother and baby. Make the point that it is usually the female who has the baby and looks after it whilst it is very young, but often the males (dads) have an important role to play.</p> <p>Discuss with the children all the things babies can't do and need adults to do for them. How might it feel to have a new baby in the family?</p> <p>The children are to sequence three changes that happen for a baby as they grow into a young child.</p>	<p>Understand that boys' and girls' bodies change when they grow up.</p> <p>Identify how boys' and girls' bodies change on the outside during this growing up process.</p> <p>Recognise how I feel about these changes happening to me and know how to cope with those feelings.</p> <p>Change Control</p>	<p>Start to recognise stereotypical ideas I might have about parenting and family roles.</p> <p>Express how I feel when my ideas are challenged and be willing to change my ideas sometimes.</p> <p>Stereotypes Task Roles Challenge</p>	<p>Identify what I am looking forward to when I move to my next class.</p> <p>Start to think about changes I will make next year and know how to go about this.</p> <p>Change Looking forward Excited Nervous Anxious Happy</p>		

Year 4	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Learning Objective</p>	<p>Understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.</p> <p>Appreciate that I am a truly unique human being.</p>	<p>Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>Recognise how I feel about these changes happening to me and how to cope with these feelings.</p>	<p>Know how the circle of change works and can apply it to changes I want to make in my life.</p> <p>I am confident enough to try to make changes when I think they will benefit me.</p>	<p>Identify changes that have been and may continue to be outside of my control that I learnt to accept.</p> <p>Express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.</p>	<p>Identify what I am looking forward to when I move to a new class.</p> <p>Reflect on the changes I would like to make next year and can describe how to go about this.</p>
<p>Key Vocabulary</p>	<p>Personal Unique Characteristics Parents</p>	<p>Puberty Male Female Testicles Sperm Penis Ovaries Egg Ovum/ Ova Womb/ Uterus Vagina</p>	<p>Circle Seasons Change Control</p>	<p>emotions resource Control Change Acceptance</p>	<p>Change Looking forward Excited Nervous Anxious Happy</p>
<p>Overview</p>	<p>Give the children this amazing fact about genes. Each tiny cell that makes up our body contains 25,000- 35,000 genes. Our bodies have many trillions of cells. Genes carry the information that give us our characteristics (traits). We get half our genes from our birth mother and half our genes from our birth father. The father's genes decide whether the baby will be male or female.</p> <p>Show a picture of yourself with a parent or parents and briefly discuss some of the characteristics you have inherited. These may be physical such as eye or hair colour, or maybe to do with your personality, such as being patient or generous.</p> <p>Remind the children that we get half our genes from our birth mother and half our genes from our birth father, and this happens when the mother's egg meets the father's sperm when a baby is made at conception. Tell the children they are going to learn about this next time, and if</p>	<p>Recap with the children the work we completed in the last lesson. Discuss the changes we talked about that happen on the outside of their bodies and then explain we are going to look at changes on the inside today.</p> <p>Explain that the boy's testicles grow and start to make sperm which are tiny seeds that are needed to start a baby growing. Sperm can be released through the penis.</p> <p>The girl's ovaries store hundreds of tiny eggs and during puberty they start to release them, one at a time each month. Girls are born with all these eggs inside their ovaries (called ova) waiting for puberty to start.</p> <p>When one of these eggs (or ova) joins with a sperm it will start to grow into a baby. The passage that leads from the womb to the outside is called the vagina. If an ovum isn't fertilised it passes out of the body as a period'.</p>	<p>Seasons of change. Show the children four pictures: a tree in four different seasons. Ask the class to put the pictures in order and to discuss the questions:</p> <ul style="list-style-type: none"> What started the process of change for the tree? What happened in each stage of the change? Did the tree have any control over the changes that were happening <p>In pairs, ask the children to briefly discuss a change that has happened to them already. Did they have any control over the change?</p> <p>From these examples and using the tree, emphasise that change is a natural part of life and something that we will all experience. Draw out that some changes we can control and some we can't. Discuss that many people find change difficult, especially when the change is something unpleasant or unwanted. Say that we can do things to help us manage change so that we cope with the change better.</p> <p>Share a story about people managing change. Also go through. The story mirrors the vocabulary of the Circles of Change model the children will be using later: thinking about, deciding, preparing, taking action and keeping it going.</p>	<p>In talking partners, children write a list of six changes that have happened in their lives already that they did not have control over, i.e. that they could not stop from happening. Next to each children write two words to describe how they felt when these changes were happening.</p> <p>At this point, invite the children to share their ideas and help them to understand that changes that are outside of our control often cause us fear or anxiety. Ask the children to return to their lists and discuss how they managed to cope with these changes.</p> <p>Debrief this and ensure children understand that accepting the change is an essential ingredient in being able to cope with it. (If you resist change which is out of your control, it makes it harder and scarier). Ideally, children need to understand that whilst they do not have control over some changes, they do have control over how they approach and handle these.</p>	<p>In talking partners, ask the children to make a list of the changes they think might happen to them during the next school year</p> <p>These might be personal changes e.g. moving house, or having a new baby in the family, or they might be changes that are going to happen in school e.g. the first time staying away from home on a residential, starting swimming lessons etc.</p> <p>They could also include changes they want to make for themselves e.g. getting better at maths, trying not to fall out with friends, etc. Each child chooses one of the changes they think is very important to them and highlights it on their list. Children show the process they will go through to make their highlighted change happen, or to manage a change that is coming.</p>

				<p>they have any questions, they can write them on post-it notes anonymously to be addressed as a whole class.</p>	
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Year 5	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p><u>Learning Objective</u></p> <p>Be aware of my own self-image and how my body image fits into that.</p> <p>Know how to develop my own self esteem.</p>	<p>Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.</p> <p>Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p>	<p>Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities.</p> <p>Be confident that I can cope with the changes that growing up will bring.</p>	<p>Identify what I am looking forward to when I move to my next class.</p> <p>To think about changes I will make next year and know how to go about this.</p>	
<p><u>Key Vocabulary</u></p>	<p>Self Self-image Body image Self-esteem Perception Characteristics Aspects Affirmation</p>	<p>Puberty Menstruation Periods</p>	<p>Teenager Milestone Perceptions Puberty Responsibilities</p>	<p>Change Hope Manage Cope Opportunities Emotions Fear Excitement Anxious</p>
<p><u>Overview</u></p>	<p>Raise the issue of body image expectations and what is shared online and in social media. How real are these images and how much are they airbrushed / using filters to change the appearance? Share some images that you have sourced from online of celebrities the children know. Can they tell if these images have been altered? There are some images online that also show the 'before' and 'after' airbrushing. These are also good to show to reinforce the point that what we see online may not always be a true perception. In addition, explain that celebrities have professional teams to work on their appearance and have a lot more money to spend on clothes etc. This is unrealistic for the majority of people. Why is it then unfair to compare ourselves with what we see online or even against our friends?</p> <p>Ask the children if someone disliked their body image, what could images like this do to their wellbeing and self-esteem? Draw out that it could affect their mental health and physical health e.g. going on an extreme diet when it is not needed, or leading to anorexia or bulimia. Make the point that both males and females are affected by this, and that it is NOT just a girl thing.</p>	<p>Re-show the animation: The Female Reproductive System.</p> <p>Internal Female Organs script:</p> <ul style="list-style-type: none"> When a girl's body reaches puberty the eggs (ova) in her ovaries start to mature. Puberty can happen any time between the ages of 10 and 14, but it is different for everyone so we shouldn't worry if we start puberty earlier or later than our friends. Once a month, one of the tiny eggs (ova) stored in the woman's ovaries are released. It passes into the fallopian tube and then into the womb/ uterus. If the egg (ovum) meets a man's sperm at this point, the egg will be fertilised and a baby will start to grow. This is called conception. Every month the womb/ uterus makes a thick, soft, spongy lining with an extra supply of blood to provide all the nutrients that a baby would need. If an egg is fertilised it settles into this soft lining of the womb/uterus and develops into a baby. If an egg (ovum) isn't fertilised by a sperm, then the lining of the womb isn't needed. The lining breaks up and the spare blood it contains passes out of the woman's body through her vagina and vulva. This is what is called 'having a period'. Unlike when we cut ourselves, this flow of blood is normal and natural for a girl who has reached puberty. It shows that the girls'/ woman's body is working as it should. Girls and women need to soak up the blood (menstrual flow) as it comes out of the vagina/vulva. They can use an absorbent towel which they wear in their underwear, or a tampon which they insert into the vagina. It is important that these are changed regularly. The amount of blood leaving the body varies from woman to woman, but on average it's about two tablespoons worth, or enough to fill an egg cup. Most women have periods once a month until they are in their fifties when they gradually stop. <p>In pairs, or small groups, give the children shuffled sets of the Menstruation Cards. Ask them to match the pictures to the statements and then sort them into a correct sequence.</p>	<p>In small groups, children examine a selection of pages from teen magazines and discuss. What are these magazines telling us about how the publisher (who wants to sell as many as they can) sees what being a teenager is like? What is the perception of teenagers shown in the magazines? Is this accurate?</p> <p>Ask the children to sort the pages (or parts of pages) into those they think reflect reality and those they think are unrealistic. Each group chooses one page and says why they think it best reflects what being a teenager means to them.</p> <p>Using this page as the centrepiece, the groups make a graffiti wall (statements, words or phrases surrounding the page) on a piece of flip chart paper to show their perceptions of being a teenager. Ask them to include both positive and negative perceptions.</p> <p>During the debrief, ensure you challenge where necessary, so that children have a realistic and positive outlook on becoming a teenager. Sometimes teenagers may experience challenging and difficult times, e.g. when bodies are changing during puberty, but ensure children know that this process of growing up through these years is normal, manageable and fun.</p>	<p>Children complete the stem sentence: One thing I am really looking forward to next year in school is...</p> <p>Make a list of these ideas on flipchart or the whiteboard.</p>

Year 6	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<p>Learning Objective</p>	<p>Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally.</p> <p>Understand that puberty is a natural process that happens to everybody and that it will be OK for me.</p>	<p>Describe how boys' and girls' bodies change during puberty.</p> <p>Express how I feel about the changes that will happen to me during puberty.</p>	<p>Understand that sexual intercourse can lead to conception and that is how babies are usually made.</p> <p>Understand that sometimes people need IVF to help them have a baby.</p> <p>Appreciate how amazing it is that human bodies can reproduce in these ways.</p>	<p>Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally.</p> <p>Express how I feel about the changes that will happen to me during puberty.</p>	<p>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>Recognise how I feel when I reflect on the development and birth of a baby.</p>	<p>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.</p> <p>I understand that respect for one another is essential in boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to.</p>
<p>Key Vocabulary</p>	<p>Puberty Menstruation Periods Sanitary towels Sanitary pads Tampons Ovary/ Ovaries Vagina Oestrogen Vulva Womb/Uterus</p>	<p>Puberty Sperm Semen Testicles/Testes Erection Ejaculation Wet dream Larynx Facial hair Growth spurt Hormones</p>	<p>Relationships Conception Making love Sexual intercourse Fallopian tube Fertilisation Pregnancy Embryo Umbilical cord Contraception Fertility treatment (IVF)</p>	<p>Opportunities Freedoms Responsibilities Pubic Hair Voice Breaks Menstruation Semen Growing Taller Hips Widen Facial Hair Erection Tampon Breasts Hormones Wet Dream Ovulation Sanitary Towel Clitoris Testicles Sperm Underarm Hair Penis Feeling Moody Vagina Womb Fallopian Tube Vulva</p>	<p>Pregnancy Embryo Foetus Placenta Umbilical cord Labour Contractions Cervix Midwife</p>	<p>Attraction Relationship Pressure Love Sexting</p>

<p>Ask the children what are the main ingredients for making a baby?</p> <p>Show the PowerPoint 'Male and Female Bodies' with pictures of sperm.</p> <p>Use the PowerPoint slides and the Jigsaw Animation: The Female</p> <p>Reproductive System to recap where these come from inside the body.</p> <p>Teach the children how the female body prepares to have a baby and how this results in menstruation/monthly periods.</p> <p><u>Script to be read out to class:</u></p> <ul style="list-style-type: none"> When a girl's body reaches puberty the eggs (ova) in her ovaries start to mature. Puberty can happen any time between the ages of 10 and 14, but it is different for everyone so we shouldn't worry if we start puberty earlier or later than our friends. A female's reproductive system has five main parts (refer to the animation). The vulva isn't labelled in the animation, but that is the name for the outside parts of a woman's private parts (genitals). Once a month, the woman's oestrogen levels rise in her ovaries and one of the tiny eggs (ova) stored there is released. It passes into the fallopian tube and then into the womb/uterus. Oestrogen is a hormone (chemical) in the woman's ovaries. The oestrogen also causes the womb/uterus lining to thicken getting it ready with an extra supply of blood in case the woman 	<p>Using the PowerPoint slide of the male genitalia, ensure all the children understand the male reproductive system.</p> <p>Use the animation: The Male Reproductive System to reinforce this.</p> <p><u>Script to be read out to class:</u></p> <p>When a boy reaches puberty, his testicles start making more of a hormone called testosterone. This hormone is responsible for the changes to the boy's body at puberty. Puberty usually starts around the age of 12, but for some boys it can be earlier and for some much later. Whatever is the right time for that boy's body.</p> <ul style="list-style-type: none"> At puberty the boy's testicles grow in size and start making sperm. The boy's penis may also get bigger. Body changes on the outside include growing facial hair, and thicker hair (pubic) on the body (under the arms, around the testicles), and sometimes on the chest, arms and legs. Boys may also get taller: their voice will get deeper because of changes in their Adam's apple (larynx) and they will become more muscular. Like the rest of puberty, these changes are individual, and not all boys develop in the same way at the same time, so we should try not to compare ourselves with what is happening to friends. The boy's sexual organs have 5 main parts (refer to the animation). It may also be helpful here to explain that the animation shows a circumcised penis (where the foreskin has been removed for medical or other reasons), and some boys have a circumcised penis. Other boys still have the foreskin which means the top part of the penis isn't so visible. Emphasise that whatever is normal for them, is normal for them. It is also worth saying that there is no such thing as an average sized penis. Every man is different. The boy's testes are held in bags 	<p>With the children in small groups, explain that we are going to focus on relationships that involve physical attraction. Point out that often these relationships become very close and loving, and people may choose to be in a 'couple'. Some of these couples may decide they want to make a life together, may get married, and may decide to start a new family, but not all. These are all personal choices.</p> <p>Summarise that there are many different types of relationships in the adult world. The care and responsibility for any baby/child that results from a relationship should be paramount whatever the circumstances.</p> <p>Slide 2-6: Introduce the word 'Conception' - the moment when a new life begins.</p> <p>Re-show the animations: The Female Reproductive System and The Male Reproductive System to recap on the physical facts of how this happens and also to illustrate how the wonder of a new life grows out of the closest and most loving and private part of the couple's own relationship, sexual intercourse.</p> <p>Allow time for the children to ask questions, discuss and clarify any points they wish. You may wish to revisit Jigsaw Jez's Private post box at this point if further questions or concerns have been raised.</p> <p>Show the PowerPoint slides of a baby in the womb to recap.</p> <p>We want all children to feel valued and included so we cannot make a judgement about one form of conception over another, and there is a possibility that some children in the class know they were not conceived in the 'usual' way. The essence of this lesson is that children understand the biology and feel included no matter how they were conceived. Whilst sexual intercourse is the way the sperm fertilises the egg in many cases, there are occasions when this might not be possible e.g. medical reasons or same-gender relationships. So, ask the children if all babies are conceived in this way? Teachers can</p>	<p>Ask the children to discuss with a talking partner some reasons why people may want to be in a romantic relationship with a boyfriend or girlfriend. Allow 2 minutes discussion time and then share some ideas using Jigsaw Jem as the talking object.</p> <p>Ask what's different between having a boyfriend or girlfriend relationship and having friends who are boys and friends who are girls?</p> <p>From this discussion conclude that with romantic relationships there is usually a physical and romantic attraction, and that is what makes this type of relationship special.</p> <p>Recap with the children what they know about how babies are made.</p> <p>Ensure children are fully aware of the scientific process of how a baby is made and grows within the womb and ensure they know the key vocabulary.</p> <p>Discuss some of the emotions the mother / family may feel when they have a baby.</p> <p>Before discussing the scenario, explain that when people send messages or photos like this it is called 'sexting'. Emphasise that once something has been sent online, texted or posted on social media it can NEVER be taken back. There are also ways that people can retrieve whatever has been sent, even if it has been deleted. Also explain that Daz could</p>
<p>Discuss the key vocab words with the class, identifying which words are related to men, which are related to women and which are related to both genders as part of growing older. During this, we will answer any questions that arise using the below information as the guide.</p> <p>The children will then explore some truth and myths cards to dispel any myths about puberty.</p> <p>The class will then split and have opportunities to talk to a male teacher/female teacher depending on their gender. They will be given the opportunity to write down their questions anonymously.</p>	<p>Recap with the children what they know about how babies are made.</p> <p>Ensure children are fully aware of the scientific process of how a baby is made and grows within the womb and ensure they know the key vocabulary.</p> <p>Discuss some of the emotions the mother / family may feel when they have a baby.</p>	<p>Recap with the children what they know about how babies are made.</p> <p>Ensure children are fully aware of the scientific process of how a baby is made and grows within the womb and ensure they know the key vocabulary.</p> <p>Discuss some of the emotions the mother / family may feel when they have a baby.</p>	<p>Recap with the children what they know about how babies are made.</p> <p>Ensure children are fully aware of the scientific process of how a baby is made and grows within the womb and ensure they know the key vocabulary.</p> <p>Discuss some of the emotions the mother / family may feel when they have a baby.</p>
<p>Ask the children to discuss with a talking partner some reasons why people may want to be in a romantic relationship with a boyfriend or girlfriend. Allow 2 minutes discussion time and then share some ideas using Jigsaw Jem as the talking object.</p> <p>Ask what's different between having a boyfriend or girlfriend relationship and having friends who are boys and friends who are girls?</p> <p>From this discussion conclude that with romantic relationships there is usually a physical and romantic attraction, and that is what makes this type of relationship special.</p> <p>Recap with the children what they know about how babies are made.</p> <p>Ensure children are fully aware of the scientific process of how a baby is made and grows within the womb and ensure they know the key vocabulary.</p> <p>Discuss some of the emotions the mother / family may feel when they have a baby.</p>	<p>Recap with the children what they know about how babies are made.</p> <p>Ensure children are fully aware of the scientific process of how a baby is made and grows within the womb and ensure they know the key vocabulary.</p> <p>Discuss some of the emotions the mother / family may feel when they have a baby.</p>	<p>Recap with the children what they know about how babies are made.</p> <p>Ensure children are fully aware of the scientific process of how a baby is made and grows within the womb and ensure they know the key vocabulary.</p> <p>Discuss some of the emotions the mother / family may feel when they have a baby.</p>	<p>Recap with the children what they know about how babies are made.</p> <p>Ensure children are fully aware of the scientific process of how a baby is made and grows within the womb and ensure they know the key vocabulary.</p> <p>Discuss some of the emotions the mother / family may feel when they have a baby.</p>

Overview

<p>becomes pregnant with a baby.</p> <ul style="list-style-type: none"> • If sexual intercourse happens between a man and a woman, the man's sperm is released into the woman's vagina and they travel up through the cervix. (At this point you can explain that having a baby is a choice, and that some people choose to have protected sex and to stop the sperm and egg from meeting. You don't need to go into details about contraception, but simply say there are different ways that protected sex can happen and they will learn about this when they are older and ready for this information). • If the egg (ovum) meets a sperm, the egg will be fertilised and a baby will start to grow. This is called conception. The baby at this point is called an embryo. • If an egg is fertilised it settles into this soft lining of the womb/uterus and the embryo develops into a baby. • If an egg (ovum) isn't fertilised by a sperm, then the lining of the womb isn't needed. The lining breaks up and the spare blood it contains passes out of the woman's body through her vagina and vulva. This is what is called 'having a period'. • Unlike when we cut ourselves, this flow of blood is normal and natural for a girl who has reached puberty. It shows that the girl's/ woman's body is working as it should. • The same cycle (the menstrual cycle) repeats itself once a month. The 	<p>of skin called the scrotum. Inside the testes there are many tiny tubes which make the sperm. At puberty the testes start to make millions of sperm every day. These sperm carry the messages (genes) about his characteristics and are necessary to fertilise an egg to create a baby.</p> <ul style="list-style-type: none"> • The sperm are stored in the epididymis. When a man becomes sexually excited the spongy tissue inside his penis fills with blood and it becomes erect (stiff). This happens so the penis can enter the vagina during sexual intercourse. • When having sexual intercourse (making love) the sperm are mixed with a special fluid called semen that gives the sperm energy and keeps them healthy. The semen containing the sperm then passes out of the penis which is called an ejaculation. • It is quite normal for boys and men to get 'wet dreams' at night where a tiny amount of the sperm and semen stored in the epididymis leaks out. This can also be another sign that puberty has started and is nothing to worry about. • During sexual intercourse, the sperm enter the woman's vagina and swim to meet the egg to create a baby. As discussed last time, people can choose to have sex so that the sperm and egg don't meet, this is called protected sex and there are different ways this can happen, which you will learn about when you are ready to know about this. 	<p>explain as much as they discern to be appropriate according to the nature of the children's response to this question and the age and stage of the cohort of children.</p> <p>It is perfectly acceptable to say that when sexual intercourse isn't possible to conceive a baby, doctors can help people to have a baby perhaps through egg donation, artificial insemination, surrogacy, or IVF. Or people can choose to adopt. At this age it is important to clarify in simple terms what they may have already heard about these subjects without burdening them with too much detail. Awareness of the existence of these things is what matters and the chance to correct any misunderstandings they have. Ensuring all children feel included is paramount.</p> <p>Help children understand that growing up brings increased responsibilities. When discussing relationships make sure they know that the age of consent for sexual intercourse is 16 (in the UK), but that they are not obliged to have sex just because they are 16.</p>	<p>be in trouble with the police because there are laws against sharing 'sexy' photos of children and young people. (Make the point the law protects both underage boys and girls, and a female could equally be prosecuted for sharing similar images of children and young people). Briefly ask the children to discuss in pairs why Asha sent the photo and what 'pressure' she was under. Was Daz under pressure too? Take some feedback from the pairs and discuss the 'pressures' and the importance of respect in relationships. Finally ask the children what they would have done if they were in Asha or Daz's position? Is it easier to think of the right thing to do having had time to think about it rather than being in 'the moment'?</p>
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	<p>exact number of days between periods is different for every woman, but it is usually between 21 and 35 days.</p> <ul style="list-style-type: none"> Girls and women need to soak up the blood (menstrual flow) as it comes out of the vagina/vulva. They can use an absorbent towel which they wear in their underwear, or a tampon which they insert into the vagina. It is important that these are changed regularly. The amount of blood leaving the body varies from woman to woman, but on average it's about two tablespoons worth, or enough to fill an egg cup. Most women have periods once a month until they are in their fifties when they gradually stop. 					
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Year 6	Lesson 1	Lesson 2	Lesson 3
<p><u>Learning Objective</u></p>	<p>Aware of my own self-image and how my body image fits into that.</p> <p>Know how to develop my own self-esteem.</p>	<p>Be aware of the importance of a positive self-esteem and what I can do to develop it.</p> <p>Express how I feel about my self-image and know how to challenge negative 'body-talk'.</p>	<p>Identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next Class.</p> <p>Know how to prepare myself emotionally for the changes next year.</p>
<p><u>Key Vocabulary</u></p>	<p>Self-image Self-esteem Real self Celebrity</p>	<p>Self-esteem Negative body-talk Choice Feelings/emotions Challenge Mental health</p>	<p>Transition Secondary Looking forward Journey Worries Anxiety Hopes Excitement</p>

Overview

The children will think about what matters in life and what we should spend our money on if we have some.

Discuss how the beauty industry is a multi-billion pound industry - and who represents this? Models etc. How does this make people feel? What does it suggest about beauty? Is that healthy?

Why do you think some people spend so much time and money on their appearance ?

Talk about how it is important to be hygienic. Discuss how there are other ways to measure ourselves other than our looks.

Discuss how negative self talk and through can be extremely damaging. Explore turning negative comments into positive comments. Talk about the more we practise this, the easier it becomes to fight off those negative thoughts.

Slides 1-5: Show the children the PowerPoint presentation 'Ideal bodies'.

Ask the children how these images make them feel? From the conversation draw out that we are exposed to images of 'ideal bodies' in the media and in the shops. Use the shop mannequins as an example as these are rarely made with accurate measurements that reflect a 'real' body shape, they are designed so the clothes look attractive and hang properly in shop displays. Explain that 'body-talk' (how we look) is very common between friends, family members and we even 'body-talk' to ourselves when we look in the mirror.

'Body-talk' is used for all sort of reasons but it mostly results in people feeling that

appearance is more important than other things about themselves. e.g. Those jeans make you look thinner, look how I've toned up, what do you think of my latest photo on social media? etc. We can choose to

accept body-talk or to challenge it.

Ask the children how negative 'body-talk' could hurt somebody's feelings?

Challenge them to think of ways that they can reduce negative 'body-talk' within a friendship group. e.g. to make a commitment not to

discuss how people look, to challenge a negative comment with a positive one, to use their invisible animal on their shoulder from lesson 1 etc.

Discuss with the children some of the things they are most looking forward to next year.
Discuss some things they are worried about and as a class think of ways we can help that.

1. Introduction
2. Methodology
3. Results
4. Discussion
5. Conclusion

The first part of the study focuses on the theoretical framework and the development of the research hypotheses. It discusses the relationship between the variables and the expected outcomes. The methodology section describes the research design, the sample selection, and the data collection procedures. The results section presents the findings of the study, including the statistical analysis and the interpretation of the data. The discussion section provides a detailed analysis of the results, comparing them with the theoretical expectations and the previous research. The conclusion summarizes the main findings and the implications of the study.

The second part of the study focuses on the empirical analysis and the testing of the research hypotheses. It includes the description of the data, the estimation of the parameters, and the testing of the hypotheses. The results show that the hypotheses are supported by the data, indicating a significant relationship between the variables. The discussion section provides a detailed analysis of the results, comparing them with the theoretical expectations and the previous research. The conclusion summarizes the main findings and the implications of the study.

The final part of the study focuses on the policy implications and the future research. It discusses the practical applications of the findings and the suggestions for further research. The conclusion summarizes the main findings and the implications of the study.