

` DRAFT - Roman Road Scheme of Work Overview for RSHE January 2021

	Overview RSHE Red= SEX ED BLUE= RELATIONSHIPS LO	Link to Science/Sex/Relationships
Year 1	LO: I can tell you how I've changed since being a baby LO: I can identify the members of my family and understand that there are lots of different types of families	Science Relationships
Year 2	LO: To recognise physical differences between boys and girls LO: I know which types of physical contact I like and don't like and be able to talk about this	Science Relationships
Year 3	LO: To know how bodies change inside and outside as they grow up. LO: I can identify the roles and responsibilities of each member of my family (Considering stereotypes).	Science Relationships
Year 4	Choices about having babies LO: I know how to show love and appreciation to the people and animals who are special to me.	Science/Sex/relationship Relationships
Year 5	Puberty male Puberty - female LO: I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities	Science/Sex/relationship Relationships
Year 6	Puberty- changes in and outside the body.	Science/Sex

	Boy Talk/Girl Talk Relationships-different types of families.	Relationships
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SHRE Overview Scheme

Year 1

Overview	UnitTerm 5	Unit Term 5
	RSHE	Relationships
To talk about	I can tell you how I've changed since being a baby	I can identify the members of my family and understand that there are lots of different types of families
SC	To know that every time I learn something new I change a little bit.	I can identify different members of my family. I know not every family is the same.
Resources	Pictures of development from baby to infant Jkigsaw- CM. 1-6. PG 58.	file:///T:/Jigsaw/Year%201/UK-5-6-5-RL/UK%205-6%205-RL/UK%205-6%205-RL%20Pieces%201-6.pdf Jigsaw- RL- 5-6 Pg. 31
Vocab	Baby/nappies/belly button/male/walk/talk/learn/new/grow/change	Family Belong Different Same
Teaching and learning	<p>Activities</p> <p>What do other living things look like at the beginning of their life cycle?</p> <p>How much have we all changed since we were babies? How have our bodies changed?</p> <p>How have our abilities changed?</p> <p>How long does it take to grow up?</p> <p>Do we all grow at the same rate?</p> <p>What have you learnt to do that you couldn't do when you were a baby?</p> <p>Through discussion images ie baby crawling Link with male and female animals</p>	<p>Are all families the same? What is a family?</p> <p>Can some people be part of your family and not live in the same home as you?</p> <p>When you think about the word family, does this also mean your pets?</p> <p>How does it feel to be part of a family?</p> <p>Who are the members of your family?</p> <p>How do you feel in your family home?</p> <p>Slides 1-15: Share the 'Welcome to Planet Zarg' PowerPoint with the children. Reinforce with the children that there are all sorts of different types of families and it is perfectly normal to have a different family from other people. Ask the children why we have families and draw out that they are there to love and protect us.</p> <p>Who is in your family?</p>

Picture card ie sequencing.

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. In pairs, talk about all the ways they can think of that 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' e.g. I grew taller and 'Other changes'.

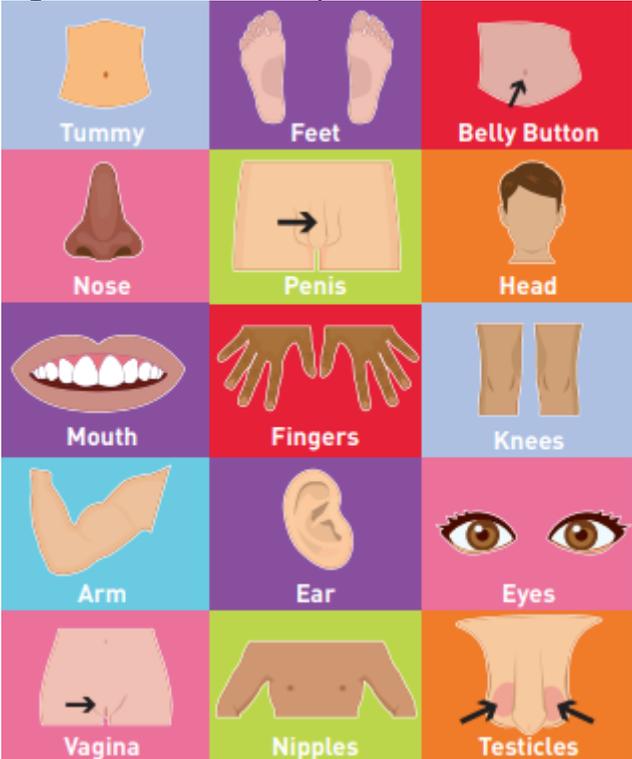
Invite the children to draw and label a picture of their own family in their books.

Ensure that all children feel their family situation is accepted by the teacher and the class with no one family situation being seen as the 'norm

Reflection-

Relationships are very important to human beings as they give us company, help us feel loved and wanted, and relationships at school can help us learn.

Overview Year 2

Overview	Unit Term 5	Unit Term 5
LO/To talk about	<p>RSHE</p> <p>To recognise physical differences between boys and girls.</p>	<p>Relationships</p> <p>To understand that there are lots of forms of physical contact and that some of this is acceptable and some is not</p>
SC	<p>I can use the correct names for parts of the body.</p> <p>I can appreciate some parts of my body are private</p>	<p>I can identify different types of contact.</p>
Resources	<p>Jigsaw sheet/Puzzle 6 piece 4</p>  <p>The jigsaw puzzle consists of 18 pieces arranged in a 6x3 grid. Each piece is a different color and shows a different body part with its name written below it. The pieces are: Row 1: Tummy (blue), Feet (purple), Belly Button (red); Row 2: Nose (pink), Penis (green), Head (orange); Row 3: Mouth (purple), Fingers (red), Knees (light blue); Row 4: Arm (cyan), Ear (purple), Eyes (pink); Row 5: Vagina (pink), Nipples (green), Testicles (orange).</p>	<p>Puzzle 5: Relationships - (RL)</p> <p>Ages 6-7 - Piece 2</p> <p>Pg 39.</p>

Vocab	Male/female/vagina/penis/testicles/public/ private	Touch/ Physical contact/ Communication /Hugs/ Like Dislike /Acceptable/ Not acceptable
Teaching and learning	<p>See Unit Puzzle 6 Changing me.</p> <p>Activities:</p> <p>Discuss body parts and difference between male and female Draw around and label male/female body parts There are some body parts we can't see which makes boys and girls different.</p> <p>On two pieces of flipchart paper, draw an outline of 2 child-sized people from the class. From the outlines, ask if we can tell whether they are boys or girls? Not really. Use the body parts cards and invite children, one at a time, to place them as appropriate on the outlines (you will need duplicates of all the cards that are common to both genders).</p> <p>Now we can tell which is which, because the bodies are different - but we don't normally see people like that! Explain that most boys are born with male body parts, and most girls with female parts (you don't need to expand on this). Take a laundry basket or similar with a full set of girls' and boys' clothes, including underwear. Produce one item at a time and ask a child to place it where it belongs on one of the two figures. As you do this you may want to distinguish three possible functions of clothes - to keep warm, to look nice and to keep private parts private - and identify which one or more of these functions each item fulfils.</p> <p>Discuss how clothes can sometimes help us to see from the outside the difference between boys and girls (though they can often be quite similar). From earlier ask what ideas the children had about other differences in what boys and girls</p>	<p>Slides 1-8: Share the PowerPoint pictures of different types of physical contact. In groups ask the children to discuss the sort of touches they like and who they like them from, e.g. a wet kiss from their dog, a hug from a parent or carer, being tickled, holding hands in a crowded place, a rough-and-tumble/play fight with a friend, etc. Share ideas and make a list. As a class discuss some of the touches that we don't like e.g. fighting in the playground, pushing and shoving, a smack or a thump, smothering hugs from a relative or family friend, etc. Ensure all children understand that it is OK not to like some forms of physical contact/ touch. Also explain that different people prefer different types of touch e.g. some people like being tickled and others don't. Ask the children how they can make sure that their hands are kind hands that don't hurt other people. Ensure everyone knows they have the right to say, "Please stop, I don't like that"</p> <p>Activity-</p> <p>Children draw around one of their hands and ask a class mate to draw around the other hand in their Journal. How does that feel? Does it feel different when someone draws around your hand for you? Invite the children to think of a touch they like and record it pictorially or in writing in one of their drawn hands in their book. Underneath write: 'I like this touch because...' e.g. 'I like a bedtime kiss from my mum as it makes me feel warm and safe'. They do the same for the other hand but this time recording a touch they do not like and underneath write: I do not like this touch because..... e.g. 'I do not like it when my brother punches me because it hurts'. (Note to teacher: BE VERY VIGILANT AS THIS EXERCISE COULD CAUSE DISCLOSURE ABOUT INAPPROPRATE TOUCH HAPPENING IN A CHILD'S LIFE. ANY CONCERNS MUST BE REPORTED IMMEDIATELY TO THE DESIGNATED SAFEGUARD LEAD.) Conclude with the children that there are lots of different types of touching, some we do like and some we don't like; some are acceptable and some are unacceptable. Emphasise that touch is an important part of relationships but that any physical contact with others should respect their wishes and ours. Reinforce that it is OK to speak up when we don't like being touched in a certain way. Rehearse with the children how to do that e.g. "Please stop hitting</p>

	do and how they behave? Gently question and challenge, to establish that none of these differences applies to all boys and girls. Challenge gender stereotypes and establish that private body parts is one way you can differentiate boys from girls.	me, I don't like that." We need to give our permission to be touched as our bodies belong to us.
Questions	See Unit Puzzle 6 Changing me	<p>What touches do we all like? What kinds of touch do you like, and why?</p> <p>What touches do you dislike?</p> <p>Can you say 'Please stop, I don't like being touched like that'?</p> <p>Do you know who to tell if someone touches you and you don't like it but they won't stop?</p> <p>When is touch not acceptable?</p> <p>Do I know how to speak up about a touch I don't like?</p>

Overview Year 3

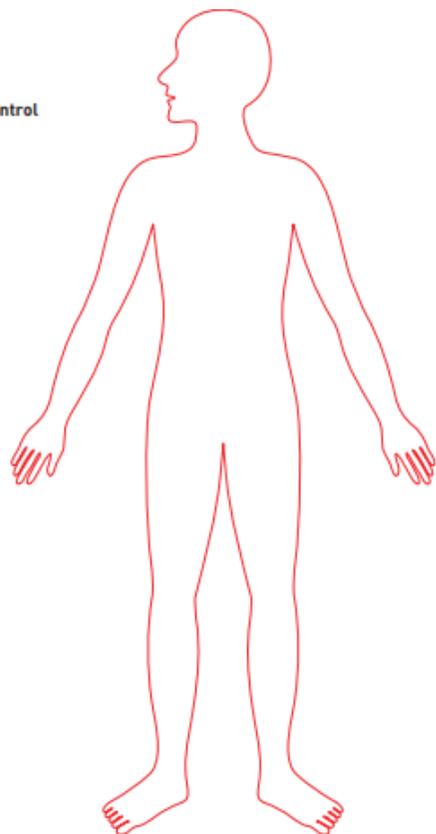
Overview	Unit Term 5	Unit Term 5
	RSHE	Relationships
To talk about	To know how bodies change inside and outside as they grow up	<p>I can identify the roles and responsibilities of each member of my family</p> <p>Sc: I can reflect on the expectations for males and females</p>
Resources	<p>Sheet</p> <p>Changing me piece 6.</p> <p>Changing me page 67 Outside body changes Piece 3</p> <p>Resources Page 69</p>	See RL 1-6 pg 31

	<table border="1"> <tr> <td data-bbox="280 98 600 236">I will grow taller</td> <td data-bbox="613 98 929 236">I will develop pubic hair between my legs</td> </tr> <tr> <td data-bbox="280 252 600 389">Hair will grow under my arms</td> <td data-bbox="613 252 929 389">Hair will grow on my legs</td> </tr> <tr> <td data-bbox="280 411 600 549">I will grow hair on my face</td> <td data-bbox="613 411 929 549">My hips will widen</td> </tr> <tr> <td data-bbox="280 571 600 708">My chest and shoulders will get broader</td> <td data-bbox="613 571 929 708">My voice will get deeper</td> </tr> <tr> <td data-bbox="280 724 600 861">My breasts will grow</td> <td data-bbox="613 724 929 861">My penis and testicles will grow larger</td> </tr> <tr> <td data-bbox="280 877 600 1015">My feet will get bigger</td> <td data-bbox="613 877 929 1015">My skin will get less smooth</td> </tr> </table>	I will grow taller	I will develop pubic hair between my legs	Hair will grow under my arms	Hair will grow on my legs	I will grow hair on my face	My hips will widen	My chest and shoulders will get broader	My voice will get deeper	My breasts will grow	My penis and testicles will grow larger	My feet will get bigger	My skin will get less smooth	
I will grow taller	I will develop pubic hair between my legs													
Hair will grow under my arms	Hair will grow on my legs													
I will grow hair on my face	My hips will widen													
My chest and shoulders will get broader	My voice will get deeper													
My breasts will grow	My penis and testicles will grow larger													
My feet will get bigger	My skin will get less smooth													
Vocab	Puberty/male/female/vagina/penis/testicles /public/private/change/control	Men /Women/ Male/ Female/ Unisex /Role/ Job Responsibilities /Differences /Similarities Respect/ Stereotype												
Teaching and Learning	<p>Activity:</p> <p>Introduce the word puberty</p> <p>Discuss - it refers to the collection of changes that will gradually change their bodies from a child's body to an adults body</p> <p>Sort into what you can and can't control see sheet Changing me page 67 Outside body changes Piece 3</p>	<p>Activity:</p> <p>Slides 1-8: Show the PowerPoint male/female jobs. Ask children to look at the pictures one by one and then to talk to a talking partner and share their thoughts... Using talking object ask the children to share their thoughts and be ready to challenge stereotypes that may well come up.</p>												

Resources Page 69

Other changes ie sweating, body hair.

Changes I can't control



Changes I can control

Slides 1-2: Say to the children that you are really looking forward to them showing you how mature and grown up they can be in this next part of the lesson. Lay a large outline figure of a body on the floor in the centre of the group. One by one, read out the Body Change Cards. Ask the children to think if each change applies to a girl. Ask the children to place the cards that apply on the figure. Remove all the cards and then repeat the activity, but this time focussing on changes for boys. Enjoy any

Ask the children to consider: does there have to be specific male or female jobs?

Link to SEN- Just because someone may have different needs or a different way of thinking, does not mean they are unable to do certain roles.

In groups of 4 to 6 give each group the male/female/both cards and then give each group a set of the 'Whose Responsibility?' cards. Ask the children to read each statement, decide if it is a job mainly for men, women or both and place it beneath the corresponding sign. You may want to provide some blank cards so that the children can write in some extra ideas of their own. Gather the class together and compare ideas on the card sort exercise, question the children's responses and ask them why they have matched particular roles to particular genders. Does everyone agree?

If not, why? Are there any roles that both men and women could do? Are there in fact any roles that cannot be done equally well by either men or women?

Get them to question whether the conventional distribution of roles is necessary or just the result of tradition and habit. What happens in households where only one gender is present?

Do the things we see online, in movies and TV show **stereotypes?**

Can the children think of some examples?

Introduce the concept of stereotypes. Let me learn In their books ask the children to draw each member of their family and to identify two jobs that each person, including themselves, does

Are there some jobs that are more suitable for women? Why?

Are there any jobs that only men can do?

Are there any jobs that only women can do? Whose responsibility is it?

Who does what jobs in your house?

Are there any differences in the jobs the boys are expected to do and the girls expected to do?

Is this fair?

humour this process generates! If some of the children do giggle, acknowledge this and ask why people giggle when we talk about some body parts. Explain this is because these body parts are private and we don't normally talk about them. This can make some people feel embarrassed which is why they giggle. Re-emphasise the importance of learning about how their body will change, so that they will not be worried when it happens to them.

Give each child a copy of the resource sheet 'My Life, My Changes'. In pairs, children discuss this and agree which changes should go in the 'can control' and 'can't control' categories. Then each complete their own sheet by writing the words in the appropriate spaces. Ask the children to write down one thing they are looking forward to about growing up, and one thing that they are worried about on the resource sheet. How do children feel about any of the changes they cannot control? Reassurance may be needed here.

How do you feel about this?

Overview Year 4

Overview	Unit Term 5	Unit Term 5
	RSHE	Relationships
To talk about	Choices about having babies.	I know how to show love and appreciation to the people and animals who are special to me
Resources	https://www.bbc.co.uk/bitesize/clips/zptmhyc Looking after baby humans and animals	RL-Piece 6 Pg 67 Card or strong coloured paper, approximately 20cm square
Vocab	Choice Baby Environment Responsibility	Special Love Appreciation Symbol Care
Teaching and learning.	<p>With the class in a circle, point out that to make anything new it requires the right ingredients and the right conditions. Which of the four things in the game is the most special and important thing to make?</p> <p>Ask the children to work in talking partners and pose two questions for a brief discussion:</p> <ul style="list-style-type: none"> What do you think are the reasons why people might choose to have a baby? What do you think might be difficult about looking after a new baby? <p>The following script is in line with current primary science teaching for Human reproduction and DFE guidance-</p> <p>After 3 minutes take some feedback and bring out the idea that having a baby is both a great joy and a big responsibility, and that</p>	<p>How do you show love and appreciation to those you love? How do they show love and appreciation to you?</p> <p>Ask the children to think about someone, or a pet who is special to them and hold them in their mind without saying who. Then ask the children, still thinking of that person, to write down:</p> <ul style="list-style-type: none"> A colour that reminds them of that person e.g. green A word that reminds them of that person e.g. love, fun A symbol that reminds them of that person/animal e.g. heart, or a car, a dog shape (this can relate to a feeling or an activity) <p>Set the challenge for them to create a mini-collage to represent the person they thought about using their ideas. Give each child a square of card or strong coloured paper, approximately 20cm square. They can then design their collage using the materials the teacher has made available in the classroom. Once all the squares are completed, they could be joined together to make a large display like a patchwork quilt. During this crafting activity teachers can assess the children's understanding of the (unit of work) by discussing some of the following prompt questions with them. It may be easier to work with groups of children in turn in this respect.</p> <ul style="list-style-type: none"> Who is your collage about? How does it show they are special to you? In what ways can you show a special person or animal

	<p>is why many people wait until they have a loving and stable relationship in which to care for the baby although many people are single parents and that's fine too! Point out that it has always been a natural human instinct to want babies; if not, none of us would be here! Explain it's a choice people make, and some people choose not to.</p> <p>Discuss, what would be good about having a baby? What would be difficult? Take feedback from children and ask them to write a sentence for each in their book and explain their idea.</p>	<p>that you love them? • How might they show they love you back? • How might a person feel when they are missing a special person or animal? • How can somebody help manage their feelings when they miss someone? • Are there better ways to manage feelings than others? What might work for you? • How does it feel to have a special person/pet? • What does 'love' mean? • What does 'appreciation' mean? • Do we always show people that we love and appreciate them? • Why is it important to make people know that they are loved and appreciated?</p>
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Overview Year 5

Overview	Unit Term 5	Unit Term 5
	RSHE	Relationships
To talk about	<p>LO: How bodies change during puberty.</p> <p>Taught separately. Menstruation- girls. Puberty- boys.</p>	<p>LO: I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>SC: know how to keep building my own self-esteem</p>

<p>Resources</p>	<p>Scenario cards- FOR GIRLS. Changing me. Piece 2. Pg.67</p> <p>My Mum has told me what to expect when my periods start, but I'm worried what will happen if they start while I am at school. I won't know who to talk to or how to get the stuff I need, and it could be really embarrassing.</p> <p>I am a really keen swimmer and I also do a lot of dancing and other sports. It bothers me that when my periods start they'll interfere with all my activities and I won't be able to do what I want when I want.</p> <p>Help! I've been told that when your periods start they go on until you are in your fifties. Am I really going to be bleeding for all that time?</p> <p>Some of my friends say they would rather use tampons than pads or towels when their periods start. But I don't like the idea of putting something inside myself - and doesn't it mean that you're not a virgin any more?</p> <p>I'm scared about my period starting because my big sister gets bad period pains and they make her really grumpy. Is there anything I can do to make sure I don't have the same kind of problems?</p> <p>I hate the idea of my periods starting because it all sounds so yucky and messy. I think it'll be embarrassing because everyone will know I've got my period.</p> <p>I think I could cope with having a period at home, but at school... where would I put the used tampons as I don't see any bins in the girls toilets for our year group?</p> <p>What if I need to change a sanitary pad/towel during a lesson? Won't everyone know that's why I am going to the toilet? I would feel embarrassed.</p>	<p>Puzzle 5: Relationships - Ages 9-10 - Piece 1 Pg. 29</p>
<p>Vocab</p>	<p>Boys- BOYS</p> <p>Act VOCAB- Puberty Sperm</p>	<p>Characteristics Personal qualities Attributes Self-esteem</p>

	<p>Semen</p> <p>Testicles/Testes</p> <p>Erection</p> <p>Ejaculation</p> <p>Wet dream</p> <p>Larynx</p> <p>Facial hair</p> <p>Growth spurt</p> <p>Hormones</p> <p>GIRLS:</p> <p>Puberty</p> <p>Menstruation</p> <p>Periods</p> <p>Sanitary towels</p> <p>Sanitary pads</p> <p>Tampons</p> <p>Ovary/ Ovaries</p> <p>Vagina</p> <p>Oestrogen</p> <p>Vulva</p> <p>Womb/Uterus</p>	
<p>Teaching and learning.</p>	<p>GIRLS</p> <p>What makes you feel embarrassed?</p> <p>How do you respond to embarrassment?</p> <p>How can you cope with embarrassment?</p> <p>Why might changes to your body at puberty make you feel embarrassed?</p>	<p>Play switch. The teacher uses the following statements, asking children to switch places if the statement applies to them. Switch places if you are ... • patient • kind • sporty • artistic or musical • cautious • generous • scientific • confident • funny • quiet/ shy • outgoing Ask the children what the statements relate to and draw out that they represent some examples of personal qualities.</p> <p>Slide 1: Write the words 'personality' and 'self-esteem' on the whiteboard, and discuss with the class what they mean. Can they come up with definitions for each that everyone agrees with? Show the slide: Definition of self-esteem. Ask the children why self-esteem is important.</p>

Take the chance to reassure the children and remind them that the changes and the feelings they experience are completely natural and part of a life cycle that affects everyone: the changes are natural, and a little bit of worrying is natural too.

A suggested script follows:

- *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 becomes pregnant with a baby.*

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'.*

Can you remember the facts about menstruation?

Do you know what sanitary products look like and how they are used?

What questions or worries do you think girls a bit younger than you might have when they think about puberty?

Draw out that people who have positive self-esteem are more likely to value themselves and their achievements, they take better care of themselves, and they make healthier and safer choices.

Explain that there are things we can do to boost our own self-esteem and ask the children if they can suggest some ideas. Here are some suggestions the teacher can share with the children and ask them for examples:

- Try not to judge yourself against somebody else (even though it's really difficult not to).
- Don't compare your body or your mental health to other people. We are all unique and have our own personal strengths and qualities. We might be being unfair to ourselves if we do this.
- Focus on the positives not the negatives (Positive self-talk).
- Notice any negative self-talk, press pause and change it to positive.
- When something goes wrong, work out why and try not to blame yourself. Make it a new challenge and work out how to achieve it.
- Spend time with people who love and respect you. They will help you feel better about yourself because they enjoy spending time with you.
- If you are feeling worried or down about something, talk to someone you trust about it.
- Before you go to sleep every night, recall 3 good things that happened to you that day and 3 things you are grateful for.

Ask the children to draw a stick figure that represents themselves in their Journal. Around the outside of the figure they need to write words that they consider to be their own positive personal qualities. This should be done independently with no discussion or consultation with others. Allow approximately 5 minutes for this task. Pair up the children with somebody who they get along with, and give each child a blank sheet of paper. Each child now writes on the paper what they regard as their partner's positive qualities, without reference to what has already been written. After a further 5 minutes they exchange papers. They then compare with what they wrote about themselves in their Jigsaw Journals to what their partner thought. Can they see how their self-perception matches or is different from someone else's perception of them? (Teachers can use this point to exemplify why judging ourselves and using negative self-talk isn't always helpful or accurate). Class discussion: children share how their self-perception was the same as or different from their partner's view of them.

- *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 exact number of days between periods is different for every woman, but it is usually between 21 and 35 days.*
- *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.*

Activity-

- Menstruation Worries: children to write responses to the worries on the cards.
- Exploration of sanitary products and writing any questions they have about puberty.
- Groups move around after 10-15 minutes per activity.

Did they get any surprises? Discuss the possible reasons for any differences. Has their self-esteem been boosted because someone has recognised a personal quality that they didn't see in themselves?

BOYS

A suggested script is below:

- *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.*
- *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 testes are held in bags 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.
- *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.*

Activity-

Can you identify the correct words to describe changes that happen to boys during puberty?

When it comes to puberty, boys have less to worry about than girls

It's better to be an early starter on puberty than a late starter

If you have a worry about how your body is changing, it's easier to talk to your friends than your parents or carers

Age 10 is too young for boys and girls to start going out together

The thought of having babies when I'm older is very scary

If there's something you want to know but are embarrassed to ask about, you can always get reliable information on the internet

It's normal to start fancying people as you get older

When boys grow up they have to learn to be less emotional than girls

Boys to sort the above statements into agree and disagree, gather in a circle and have a discussion about what they think and why.

Overview Year 6

Overview	Unit Term 5	Unit Term 5
	RSHE	Relationships
LO/To talk about	Puberty- changes in and outside the body.	To discuss different types of families.
Resources	Scenario cards- can be taught separately. See below-	https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-family-different-families-same-love/zhbt8xs

Changing Me

Puberty - Truth or Myth - Ages 10-11 - Piece 2

If you get spots during puberty it's because you have a bad diet.

Myth! The changes in hormone levels in your blood mean you're more liable to spots - but you can help by eating well and washing and cleansing your skin thoroughly.

Girls get hairy legs, just like boys do.

Truth! Girls and women do grow hair on their legs, though probably not so much as boys. You might not realise it, since they often shave their legs because they think they look better without hair.

A girl should avoid having baths when she has a period.

Myth! Keeping clean is more important than ever when you have a period, so bathing and hair washing are the right thing to do - and swimming and other forms of exercise are fine too.

Most boys have wet dreams at some time during puberty.

Truth! Wet dreams are a very common part of the way the body adjusts to new feelings and to changes like starting to produce semen. It usually settles down after a while - there's nothing wrong with it.

Boys can always control when they get erections.

Myth! As your system starts to respond in new ways, erections can happen at strange times and for no particular reason. It can be embarrassing but most people understand it's quite normal.

Boys usually start puberty later than girls.

Truth! There are huge differences between one person and another in the age at which puberty starts, but on the whole the age for boys is later than for girls. Of course some boys can start early and some girls can start late - but everyone gets there in the end.

A girl can't get pregnant before she starts her periods.

Myth! The release of the egg from the ovary (ovulation) happens before she has a period, so it is possible there could be an egg in the fallopian tube to be fertilised just before she has her first period. If that was the case she wouldn't know about it.

There is an age limit for people to have sex.

Truth! There are laws to protect young people from being pressured or being taken advantage of. It doesn't mean that as soon as you reach the age-limit, you'll be ready to have sex.

You can't expect adults to understand what it feels like, going through puberty.

Myth! There isn't an adult alive who hasn't been through puberty themselves, so parents, carers, teachers, uncles and aunts all probably remember very well what it felt like for them...

It's normal to have rapid changes of mood during puberty.

Truth! The hormones that cause the changes at puberty can have a big effect on your moods: up one minute and down the next. It can feel a bit out of control but it will settle down after a while. Do try to talk to the adults around you about your feelings.

NOTE-

Talking about LGBT

Depending on what is raised by the children in response to the 'gay' question, most teachers may just need to give a simple explanation such as the one in italics below. The further information below, or parts of the information, depending on what is appropriate for the group (and teachers will know this from the questions asked) could be shared if the children ask more probing questions.

Simple explanation age appropriate: Being gay means that you may have feelings for or be attracted to someone of the same gender. These feelings don't go away after puberty. If somebody is gay it means that is the way their body works and it is nothing to be ashamed about. We shouldn't make fun of gay people or use the word 'gay' as an insult. Everyone is different and we all fancy who we fancy, it's just a natural part of who we are. It is against the law to make fun of or harm LGBT people in the UK because of the Equality Act.

If children ask about how gay people have sex this is how we would respond. This ensures an age appropriate consistent approach.

This script has been suggested by Jigsaw which is verified by DFE.

	<p>A simple and straightforward explanation such as this, is appropriate, and should suffice. "Just like straight people, gay people enjoy sex in different ways. Sex is part of their private and loving relationship."</p> <p>If children 'push' on this question for more details simply repeat the phrase and say they will learn more about this in secondary school when they are ready to learn about it. In primary school it's important they know about puberty.</p>	
Vocab		Families, same sex , different families, same love.
Teaching and Learning:	<p>Part 1) Truth or Myth Cards</p> <p>Organise the children into groups of about 4-6.</p> <p>Give each group a shuffled pile of the Puberty Truth or Myth cards, to be placed face down in the middle of the table.</p> <p>One child takes a card from the top of the pile and reads out the main statement to the person on their left. That person must say whether they think it is truth or myth: if they are right, they keep the card; if they are wrong, the questioner keeps the card - whoever ends up with the card should read out the explanation to the whole group.</p> <p>The game continues with the responder taking the next card from the pile and posing that statement to the next person on their left, and so on round the group. The aim is to see who ends up with the most cards at the end of the game. Bring the class into a circle again and invite them to comment on anything that was new to them or surprised them about what they learned from the Truth or Myth game. Allow any immediate questions to emerge and be dealt with.</p> <p>Part 2) 'Girl Talk' / 'Boy Talk'</p> <p>Note: you will need to have 2 members of staff available for this section of the lesson. Ideally a male and female member, if possible.</p> <p>Give each child one or more slips of paper and ask everyone to write - privately and anonymously - at least one question they have in their mind concerning puberty and growing up: these might be factual questions, things that confuse or puzzle them, or things they may be worried or concerned about. Explain that these questions will be the basis of the next part of the</p>	<p>Questions covered are:</p> <p>How many types of family are there? Can two people of the same sex have a baby?</p> <p><i>This conforms to the upper KS2 RSE National Curriculum teaching requirement in England.</i></p> <p><i>This short film is approx. 2 mins 10 secs. It shows a range of adults and children discussing a variety of questions related to families.</i></p> <p><i>It can be used as a starter, a focus in the main part of your lesson or in the plenary - think about what works for you and each specific cohort.</i></p> <p><i>However you decide to use the film, always set up a working agreement with the class at the beginning of the lesson to create a list of ground rules so everyone feels safe and able to talk and join in discussions without being judged. Remember to include a reminder to talk to a trusted adult if anything in the film makes your pupils feel worried or uncomfortable.</i></p> <p><i>As the film is all about discussion and talking it lends itself well to supporting quality discussion in and with your class.</i></p> <p>Discussion ideas:</p> <p><i>The title of the film - 'Different Families, Same Love'.</i></p>

lesson, but that no-one will know who has asked which question. Ask them to drop their questions into A Private Post Box (or similar, pre-existing receptacle), which, hopefully, they are all aware of in the classroom.

While you and your colleague are collating the children's questions divide the children into same gender groups. Give the male groups a set of the 'Boy worries' cards and the female groups the 'Girl worries' cards. Ask the groups to discuss the questions and the advice they would give. Ask them to note down the advice for each question.

While the children are engaged in this activity, sort the questions from Jigsaw Jem's post box. These will be questions you have identified as being relevant to a particular gender group and if needs be to take out any questions that you judge to be completely inappropriate or simply not serious

Part 3) Boy/Girl Worries

Bring the whole group together and say to the children that this is an important opportunity to talk about things that specifically affect their gender without any embarrassment that might come from having the other gender present.

Split the class into gender groups and start by discussing the answers and advice that the children gave to the 'Boy worries' or 'Girl worries' cards. There is a teacher note page with suggested ways to answer these questions.

Then go through the relevant questions with the group.

When all the questions have been covered, give the children a few minutes in pairs to talk about whether they have any other questions or uncertainties that haven't been dealt with and that they would like to raise while there is the chance in the single gender group. Remind them again of the importance of trust, respect and consideration when we are sharing things we feel unsure about, and stress that there is no such thing as a silly question.

The questions from the film - How many types of family are there? Can two people of the same sex have a baby?

Definitions and ideas of what a family is to your pupils.

Definitions and ideas of how they would define love.

Questions generated directly (possibly anonymously as in this films) during the lesson, from your pupils.

Remind chn that not all people look or act the same- some may have special needs, some may have different needs, some are separated, some are not and that is OK! Refer to the Big Book of Families.

Whatever you choose, encourage lots of open discussion - paired, group and/or as whole class - write any ideas up on a flip chart or smart board so you can use or refer back to these in this or any other lesson.

Activity ideas:

Interviews/projects/films - Learning about each other's or their own family lives.