



RSE Curriculum

Templenewsam Halton Primary School 2021



2020 RSE National Update

- The Department for Education have released new statutory guidance for schools to follow.
- This can be found using the following link: [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/86422/Relationships_Education_Relationships_and_Sex_Education_and_Health_Education_guidance.pdf)



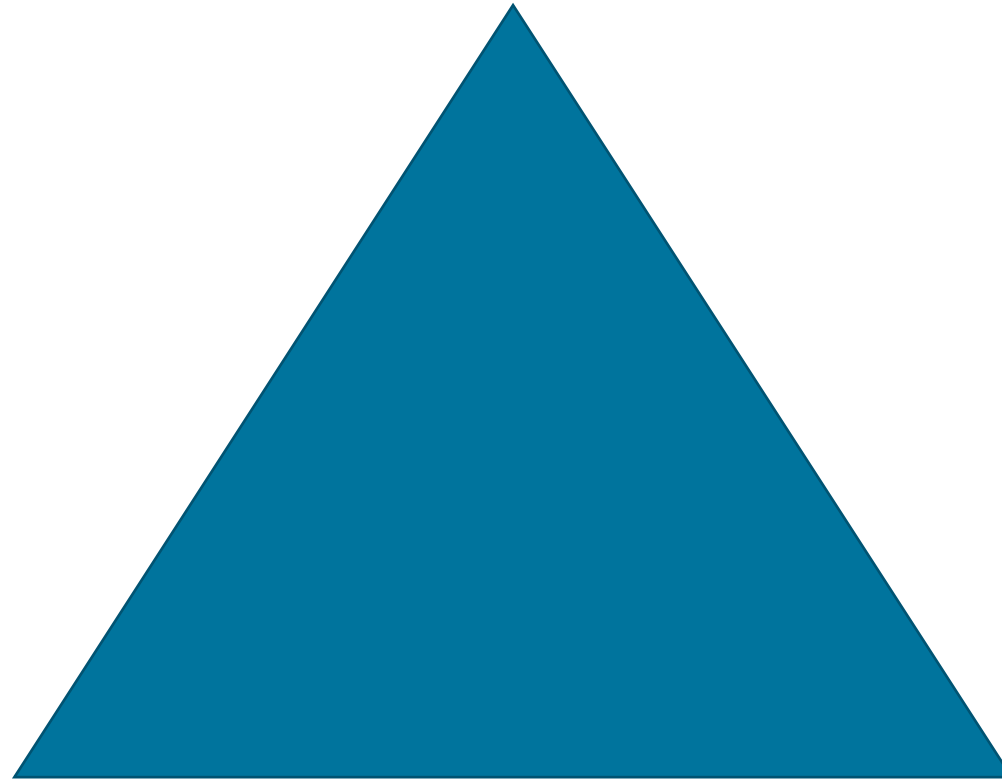
Common Principles

- We all want what is best for children.
- We want to protect children and to keep them safe.
- We want children to be healthy and happy.

High quality RSE is part of this.



Parents & Carers



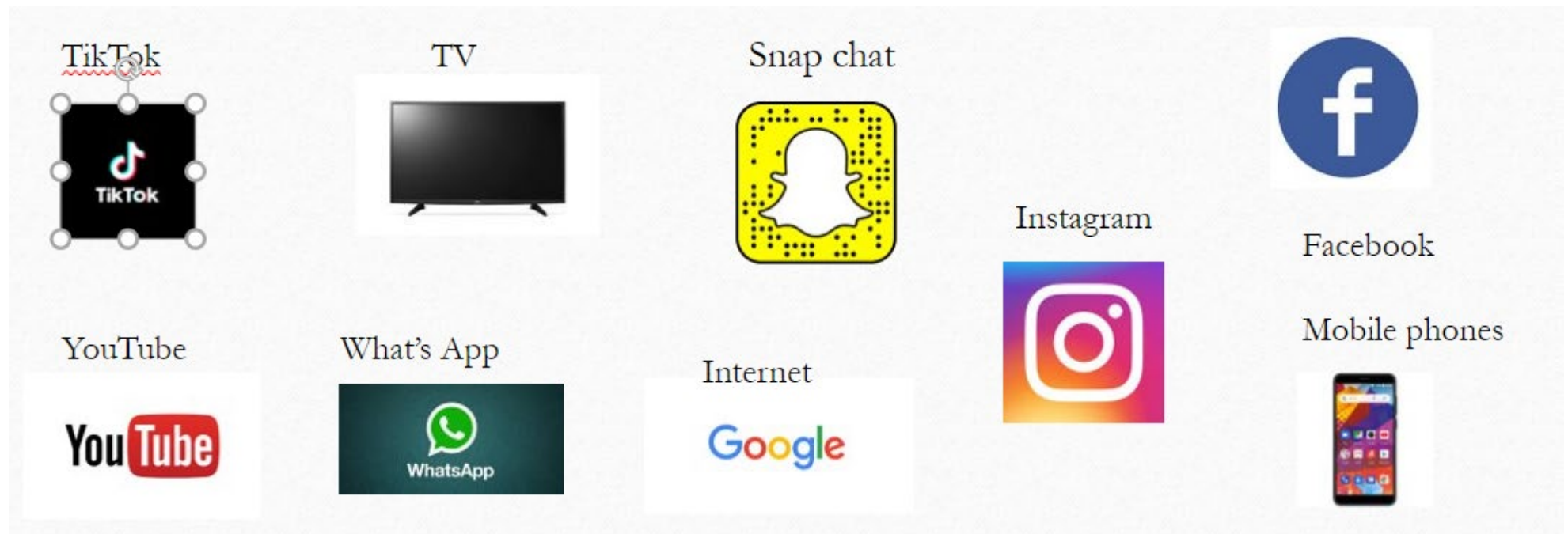
School

Child





Where and how did you learn about sex and relationships?
For young people, their learning can come from





Relationships and Sex Education (RSE) and Health Education

Our schools aims throughout school are:

- To see progression throughout school
- To understand how to have a **healthy, positive relationship** (e.g. friendships, family) including online
- To enable pupils to be taught about **positive emotional and mental wellbeing**, including how friendships can support mental wellbeing
- To develop a **healthy understanding of themselves** and others
- To help them to become **confident in who they are**
- To know how to **look after their own body**
- To develop an understanding of the **Scientific vocabulary** used
- Recognise the similarities and differences between males and females
- To understand the lifecycle of different animals including humans

An additional aim in Year 6 is:

- To know about reproduction including pregnancy and conception



The Early Years Foundation Stage Principles

The Early Years Foundation Stage Setting the Standards for Learning, Development and Care for children from birth to five

Every Child Matters
Change For Children

A Unique Child

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.



Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Positive Relationships

Enabling Environments

The environment plays a key role in supporting and extending children's development and learning.



Learning and Development

Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.



1.1 Child Development

- Child development
- A skilful communicator
- A competent learner

1.2 Inclusive Practice

- Equality and diversity
- Children's entitlements
- Early support

1.3 Keeping Safe

- Being safe and protected
- Discovering boundaries
- Making choices

1.4 Health and Well-being

- Growing and developing

2.1 Respecting Each Other

- Understanding feelings
- Friendships
- Professional relationships

2.2 Parents as Partners

- Respecting diversity
- Communication
- Learning together

2.3 Supporting Learning

- Positive interactions
- Listening to children
- Effective teaching

2.4 Key Person

- Secure attachment

3.1 Observation, Assessment and Planning

- Starting with the child
- Planning
- Assessment

3.2 Supporting Every Child

- Children's needs
- The learning journey
- Working together

3.3 The Learning Environment

- The emotional environment
- The outdoor environment
- The indoor environment

3.4 The Wider Context

4.1 Play and Exploration

- Learning through experience
- Adult involvement
- Contexts for learning

4.2 Active Learning

- Mental and physical involvement
- Decision making
- Personalised learning

4.3 Creativity and Critical Thinking

- Making connections
- Transforming understanding
- Sustained shared thinking

4.4 Areas of Learning and Development



Year 1

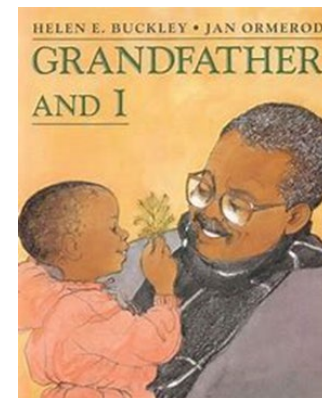
My Special People

Learning Objective	Intended Learning Outcome	Key Vocabulary
<p>We are learning:</p> <ul style="list-style-type: none">about the special people in our lives and how we care for one another	<ul style="list-style-type: none">Identify our own special peopleExplain what makes them special to us and why they are important in our livesDescribe the different ways our special people care for usRecognise how we can care for them in return	<p>Special Person People Friend Family Care Caring Help Thanks</p>



Year 1 – Lesson 1

My Special People



ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils finish a sentence starter: A special person is...	5-10 minutes
Story	Read the story <i>Grandfather and I</i> by Helen E. Buckley to the class	10 minutes
Special person spider-gram	Make a spider-gram of special people on the flipchart (using the central character in the story as an example). Pupils repeat activity referring to their own special people.	10-15 minutes
Discussing the story	Pupils respond to questions about the friendship described in the story	5 minutes
Writing about someone special	Pupils write about someone who is special to them	10 minutes
Caring for each other grid	Pupils complete a grid to explain how special people can care for each other	10 minutes
Extension activity (optional)	Pupils design a thank you card to give to their chosen special person	15 minutes
Plenary and assessment	Each pupil contributes a word, picture or symbol to create a class graffiti board about their special people. Pupils repeat the baseline activity — sentence starter: <i>A special person is...</i>	10-15 minutes

Grandfather and I by Helen E Buckley is about a friendship between a child and their grandfather. They will discuss the relationship and questions such as:

- What things do the child and Grandfather like doing together?
- What words could you use to describe Grandfather?
- What does Grandfather do that is special?
- Why is Grandfather an important (special) person in the child's life?
- How do they show each other respect?



Year 1 - Lesson 2

We are growing: human life cycle

Learning Objective	Intended Learning Outcome	Key Vocabulary
<p>We are learning:</p> <ul style="list-style-type: none">About how we change as we grow	<ul style="list-style-type: none">Recognise the main stages in the human life cycle (baby, child, adult)Recognise the process of growing takes time and describe what changes when people grow from young to oldIdentify ways we are more independent now than when we were youngerDescribe our feelings about growing and changing	<p>Grow Change Difference Baby Toddler Child Adult Older person Independent Responsibility</p>

Year 1 - Lesson 2

We are growing: human life cycle



- Pupils will compare humans at different stages in their lives including:
 - What do they look like? (hair, height, teeth)
 - What type of clothes do they wear?
 - What / how might they eat and drink?
 - How do they move?
 - What do they do or like to do?
 - Where do they go?
 - What is different about their responsibilities?

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils make a list of things that change as we grow	5-10 minutes
Human life cycle picture sort	Pupils sequence pictures of the human life cycle (baby, child, adult, older person)	5 minutes
Spot the difference	Pupils identify the difference between a baby and a child and write about how they have changed since being a baby.	15 minutes
Class discussion: different needs	Class discussion about what babies need and compare to the needs of people at different stages of the life cycle	10 minutes
Thinking about responsibilities	Pupils work in groups to identify things they are responsible for now and in the future	10 minutes
Story	Read a story, such as <i>The Growing Story</i> by Ruth Krauss and Helen Oxenbury — pupils identify and discuss the messages in the story	10 minutes
Extension activity (optional)	Pupils match objects to different stages of the human life cycle	5-15 minutes
Plenary and assessment	Pupils talk to a partner about what the lesson has made them think about the human life cycle and growing. Pupils repeat the baseline activity – a list of things that change as we grow	10-15minutes



Year 2 - Lesson 1

Everybody's body

Learning Objective	Intended Learning Outcomes	Key Vocabulary
<p>We are learning:</p> <ul style="list-style-type: none">about the differences and similarities between people	<ul style="list-style-type: none">Describe gender similarities and differences between ourselves and othersChallenge simple stereotypes about boys and girlsRecognise and use the correct names for the main parts of the body	<p>Same Different Male Female Boy Girl Body Born Private parts Penis Testicles Vagina Vulva Gender/ Sex</p>





Year 2 - Lesson 1

Everybody's body

Labels will be placed on male and female body outlines.

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils draw and write about boys and girls – what they look like, what they do, what they like	5-15 minutes
Pom Pom game	Play a game with the class, pupils' pair up and find out about the similarities and differences between them	10 minutes
Statements about boys and girls	Pupils read statements about boys and girls and decide if they are right or wrong	10 minutes
Naming body parts	Teacher introduces names of body parts, including external genitalia, using baby dolls as a stimulus	10-15 minutes
Labelling body outlines	Pupils work in small groups to label body outlines — male and female body parts	15 minutes
Extension activity (optional)	Pupils investigate small model farmyard animals, identifying male and female mammals	10 minutes
Plenary and assessment	Pupils work with a partner to finish the sentence starter: <i>Before this lesson I didn't know that, but now I know that...</i> Pupils repeat the baseline assessment activity – draw and write	10-15 minutes



hands	head	vagina
arms	shoulders	vulva
legs	knees	ears
feet	toes	testicles
ankle	fingers	penis
eyes	tummy	chest
elbows	bottom	back
neck	wrist	mouth
teeth	hair	face



Year 3 - Lesson 1

What makes a good friend

Learning Objective	Intended Learning Outcomes	Key Vocabulary
<p>We are learning:</p> <ul style="list-style-type: none">about friendship – why it is important and what makes a good friend	<ul style="list-style-type: none">Recognise the different types of friendships that are important to us (e.g. family, friends, groups we belong to, neighbours)Explain why friendship and having friends is valuableIdentify how friends show they care for and value each otherDescribe what is most important in a friendship	<ul style="list-style-type: none">FriendFriendshipSpecialCloseCaringValuableDifferentQualitiesImportant



Year 3 - Lesson 1

What makes a good friend

The pupils will look at the important qualities a friendship should have through the use of case studies.

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils record their response to the question: What makes a good friend?	5-15 minutes
Friends brainstorm	Class brainstorm about different kinds of friendship	5-10 minutes
Importance of friendship sentence starter	Pupils work in pairs to complete a sentence starter: <i>Friendship is important because</i>	5-10 minutes
Good friends case studies	In pairs, pupils read case studies about different friendships, as a class - list the qualities of a good friend	15 minutes
Friendship zone of relevance	Pupils work in small groups to complete a zone of relevance activity about what is more or less important in a friendship	15 minutes
Extension activity (optional)	Pupils make a class or group acrostic poem about the qualities of a friend, using the letters F, R, I, E, N, D	10-20 minutes
Plenary and assessment	Pairs or groups make up one thing that is true and one thing that is false about friendship – class decide which is true/false Pupils repeat the baseline assessment activity – adding their ideas to the question: What makes a good friend?	10-15 minutes

B. Sharma, Alex, Clare and Logan love playing football. They play every lunchtime at school, as well as at after-school club and often meet up for a kick-about at weekends in the park too. They help each other practise their skills and keep score of who is the best at penalty shoot-out. They always cheer each other on and high five after every goal! If one of them falls over on the pitch, the others always go over to help them up and check they are ok. They encourage each other on the pitch and don't get cross or laugh at each other if one of them misses the ball.



Year 3 - Lesson 2

Friendship: Falling out with friends

Learning Objective	Intended Learning Outcomes	Key Vocabulary
<p>We are learning:</p> <ul style="list-style-type: none">• How to maintain good friendships• About solving disagreements and conflict amongst ourselves and our peers	<ul style="list-style-type: none">• Identify what helps maintain friendships• Describe feelings when disagreements and conflict occur• Identify what can help and not help if there are friendship problems• Demonstrate strategies for solving arguments with peers	<ul style="list-style-type: none">• Friend• Friendship• Argument• Quarrel• Fall-out• Making-up• Apologise• Solve• Solution



Year 3 - Lesson 2

Friendship: Falling out with friends

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils complete sentences about how a group of children maintain a good friendship: They always / they sometimes / they never...	5-15 minutes
Friendship chains	Making a class list of what makes a strong friendship – visual demonstration of a friendship chain	5-10 minutes
Feelings bubbles	Pupils take it in turns to write descriptive words in 'bubbles' about how it feels to fall out with a friend	5-10 minutes
Fall-out concept cartoon	Pupils take it in turns to write descriptive words in 'bubbles' about how it feels to fall out with a friend	15 minutes
Friendship advice	Pupils give advice to characters who are experiencing friendship fall-outs	15 minutes
Extension activity 1 (optional)	Pupils make freeze-frames of the different stages of a friendship fall-out	10-15 minutes
Extension activity 2 (optional)	Class reflection on the friendships discussed earlier in the lesson to point out how arguments may have been prevented	10 minutes
Plenary and assessment	Pupils make suggestions about a how a weak or broken friendship chain can be mended Pupils repeat the baseline assessment activity – sentences starters about how a group of children maintain a good friendship	10-15 minutes

Pupils will use some case study examples about friends that have fallen out and will consider different solutions

Friendship Problem Solver	
Message	Reply
My best friend doesn't seem to want to be my friend anymore.	
My friends and I used to play football together but now they play on their own and I feel left out.	



Year 4 - Lesson 1

Puberty: Personal Hygiene

Learning Objectives	Intended Learning Outcomes	Key Vocabulary
<p>We are learning:</p> <ul style="list-style-type: none">• about the importance of personal hygiene during puberty• to respond to questions about puberty	<ul style="list-style-type: none">• Explain how and why it is important to keep clean during puberty• Describe ways of managing physical change during puberty• Respond to questions and give advice to others about puberty	<p>Hygiene Clean Cleanliness Self esteem Self confidence Sweat Body odour Spots Periods Sanitary protection Tampon Pads Re-useable pads</p>



Year 4 - Lesson 1

Puberty: Personal Hygiene

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils individually write a sentence, in-role as the parents of Bailey, explaining why it is important to look after your body when you reach puberty, and the reasons why.	5-15 minutes
Paired discussion: puberty and personal hygiene	Pupils discuss the question Why is keeping clean especially important for young people who are going through puberty? then feed-back to the class.	5 minutes
Personal hygiene: body outlines	Pupils draw an outline of someone going through puberty, and label the parts of the body which will need special hygiene attention, then explain why, how and how often.	10-15 minutes
Personal hygiene items	Group or class discussion of personal hygiene products.	10-15 minutes
Physical changes: puberty quiz	Pupils do a puberty quiz.	15-20 minutes
Plenary and assessment	Pupils write a personal hygiene shopping list for Bailey. Pupils repeat the baseline activity, in role as Bailey's parents.	5-15 minutes

Pupils will learn about the different body areas that are affected during puberty and require new hygiene requirements as well as learning about different hygiene products that are available.

Pupils will talk about the following:

- Oily hair
- Skin and spots
- Sweat and body odour
- Washing genitals – vulva and penis
- Circumcision
- Menstrual products – sanitary towels and tampons



Year 4 – Lesson 2

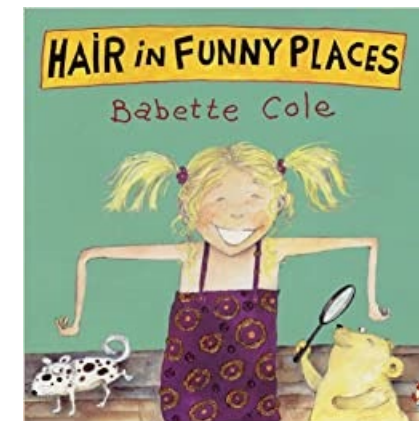
Emotions and Feelings

Learning Objectives	Intended Learning Outcomes	Key Vocabulary
<p>We are learning:</p> <ul style="list-style-type: none">• how and why emotions may change during puberty• about getting appropriate help, advice and support about puberty	<ul style="list-style-type: none">• Describe how emotions and relationships may change during puberty• Explain where we can get the help and support we need in relation to puberty	<p>Emotions Roller coaster Up and down Frustrated Angry Moody Adolescent Advice Support</p>



Year 4 - Lesson 2

Emotions and Feelings



ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils discuss Taz's problem about mood swings, and suggest things Taz can do.	5-15 minutes
Story	Teacher reads <i>Hair in Funny Places</i> by Babette Cole and class discusses the physical and emotional changes in puberty.	10 minutes
Circle of feelings	Pupils think of the different feelings and emotions a person may experience during puberty.	5-10 minutes
Feelings rollercoaster	Pupils use the previous activity to identify issues for Taz (baseline activity), and place feelings on a 'highs and lows' wavy line.	5-10 minutes
Teacher explanation: romantic feelings	Teacher-led discussion of crushes and fancying people.	5 minutes
Corners: strategies, advice, help and support	Pupils identify different strategies for dealing with feelings and issues during puberty.	10-15 minutes
(Optional) Extension activity	Pupils produce a 'toolkit' (advice sheet) for managing puberty for older pupils.	15-45 minutes
Ask-it-basket	Opportunity for pupils to submit anonymous questions they may have.	5 minutes
Plenary and assessment	Pupils take part in a Puberty relay game. Pupils add to 'Changes — draw and write' activity from Puberty Lesson 1.	10-20 minutes

Pupils to be given scenarios
e.g. Taz feels moody all the time and Dad has told Taz to 'snap out of it'

Pupils to decide what would be best to do, using the following ideas:
Talk to friends
Talk to a family member
Talk to a teacher
Find out from a website
Read a book about it



Year 5 - Lesson 1

Puberty: Time to change

Learning Objectives	Intended Learning Outcomes	Key Vocabulary
<p>We are learning:</p> <ul style="list-style-type: none"> About some of the physical changes experienced during puberty 	<ul style="list-style-type: none"> Identify some of the physical changes that happen to bodies during puberty Explain that puberty begins and ends at different times for different people Use scientific vocabulary for external male and female body parts/genitalia 	<p>Puberty Change Grow Mature Child Teenage Adult Private parts Genitals Vulva Vagina Penis Testicles Breasts Pubic hair Adam's apple</p>



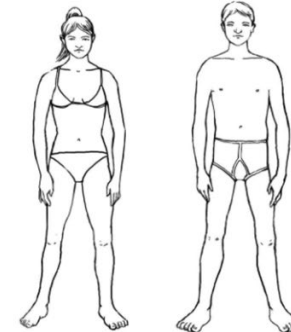
Year 5 – Lesson 1

Puberty: Time to change

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils draw and write about the changes that happen at puberty	5-10 minutes
Definition of puberty	Play a word game with the class, to spell out the word 'puberty'. Introduce puberty.	5 minutes
Three questions	Pupils respond to key questions about puberty	10-15 minutes
Labelling male and female body parts	Pupils use Resource B: body parts to identify male and female body parts	5-10 minutes
Identifying external changes to the body	Pupils use the Resource C: Growing Bodies to identify physical changes that occur during puberty	10 minutes
Ask-it-basket	Pupils write anonymous questions about things they have learned in the lesson or related questions they have	5 minutes
Plenary and assessment	Pupils write anonymous questions about things they have learned in the lesson or related questions they have	10-15 minutes

CHANGES IN GIRLS

- Feel new emotions
- Have mood swings
- Height increases
- Hair gets greasy
- Face gets spots
- Underarms get hairy
- Sweat and produce body odour.
- Breasts start to grow.
- Hips get wider
- Hair grows around the vagina (pubic hair)
- Periods start
- Feet get smelly



CHANGES IN BOYS

- Feel new emotions
- Have mood swings
- Height increases
- Hair gets greasy
- Face gets spots
- Underarms get hairy
- Sweat and produce body odour.
- Hair will grow on chin - may start to shave
- Shoulders get wider
- Back gets spots
- Legs get hairy
- More hair on back and chest.
- Voice gets deeper
- Hair grows around penis and testicles (pubic hair)
- Sperm produced in the testicles
- Penis gets larger
- Have wet dreams
- Feet get smelly

Pupils will be asked to identify the physical changes that occur to males and females during puberty.



Year 5 - Lesson 2

Puberty: Menstruation and Wet Dreams

Learning Objective	Intended Learning Outcome	Key vocabulary	
<p>We are learning:</p> <ul style="list-style-type: none"> About the biological changes that happen to males and females during puberty 	<ul style="list-style-type: none"> Use scientific vocabulary for external and internal male and female body parts Explain what happens during menstruation (periods) Explain what is meant by ejaculation and wet dreams 	Internal Inside Reproductive organs Uterus Fallopian tubes Ovary/ovaries Cervix Vulva Vagina Clitoris Labia Menstruation Menstrual cycle Period Blood	Sanitary Pads Tampons Re-useable Adam's apple Penis Testicles Scrotum Sperm Semen Erection Ejaculation Wet dreams Pubic hair





Year 5 - Lesson 2

Puberty: Menstruation and Wet Dreams

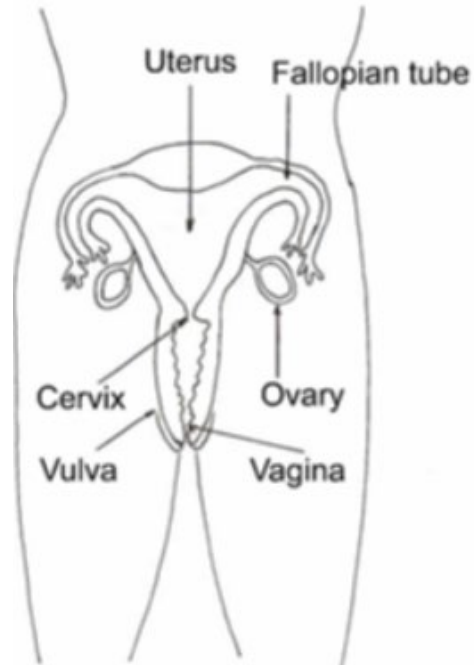
ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	<ul style="list-style-type: none"> Pupils complete a fictional diary extract (Kelly realises she has started her first period) Pupils watch a short video http://www.bbc.co.uk/education/clips/z7n2hyc and suggest what is happening 	5-10 minutes
Discussion: Kelly's diary	Pupils discuss the baseline activity: Kelly's diary	5 minutes
Labelling female body parts	Pupils label female body parts	15 minutes
Video: The menstrual cycle	Pupils watch a video about the menstrual cycle https://www.youtube.com/watch?v=vX-rQ_FhZmos discuss menstruation and look at sanitary products	10 minutes
Labelling male body parts	Pupils label male body parts	10 minutes

Video: Erections and wet dreams	Pupils watch videos to learn about erections and wet dreams http://kidshealth.org/kid/grow/boy/boys_puberty.html#cat20449 and http://www.bbc.co.uk/education/clips/z7n-2hyc and discuss	10 minutes
Ask-it-basket	Pupils match objects to different stages of the human life cycle	5-15 minutes
Plenary and assessment	Pupils talk to a partner about what the lesson has made them think about the human life cycle and growing. Pupils repeat the baseline activity – a list of things that change as we grow	10-15minutes

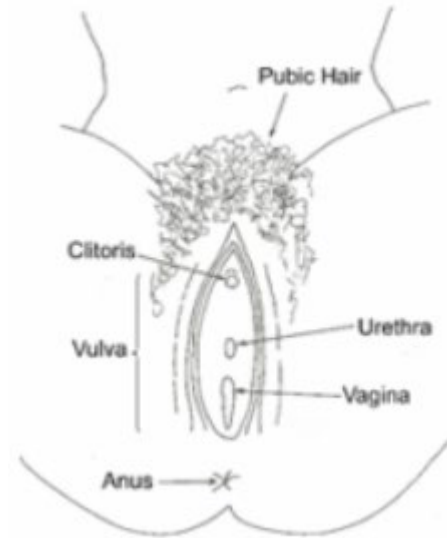


Year 5 - Lesson 2

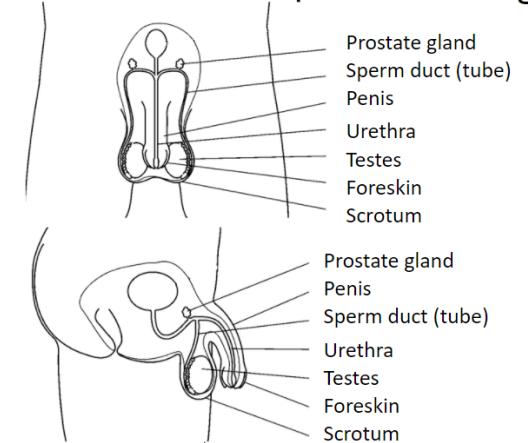
Puberty: Menstruation and Wet Dreams



Pupils will label the internal and external female reproductive parts



The male reproductive organs



Pupils will label the external male reproductive parts



Year 6 - Lesson 1

Puberty recap and review

Learning Objective	Intended Learning Outcomes	Key Vocabulary
<p>We are learning:</p> <ul style="list-style-type: none">• More about the changes that happen at puberty (recap from year 4 or 5)	<ul style="list-style-type: none">• Describe the physical and emotional changes that occur during puberty and how to manage these• Identify myths and facts about puberty, and what is important for a young person to know• Demonstrate how to begin conversations (or ask questions) about puberty with people that can help us	<p>Puberty Person Child Teenager Adult Changing Growing Physical Emotions Feelings Bodies Now future</p>



Year 6 - Lesson 1

Puberty recap and review

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils produce graffiti boards about growing up and puberty	5-15 minutes
Puberty mind-map	Pupils work in groups to make mind-maps about puberty	15 minutes
Fact or myth card sort	Working in groups, pupils read a statement and decide if it is a fact, myth or 'maybe'	15 minutes
Puberty zone of relevance	Pupils populate a zone of relevance about what a young person will find most useful now, in the future or possibly not at all	15 minutes
Planning a conversation	Pupils discuss how best to ask a question or start a conversation about puberty with a friend, parent or teacher	5-10 minutes
Extension activity (optional)	Pupils produce an information leaflet about puberty for a specific audience	20-30 minutes
Plenary and assessment	Pupils add any additional information to their group mind maps and reflect on their learning using the sentence starters: <i>Something I didn't realise before this lesson is...</i> <i>Something I knew but had forgotten is...</i> <i>Something that I would like to know more about is ...</i> Pupils repeat the baseline assessment activity – graffiti board	10-20 minutes

Pupils will read a statement and decide if it is a fact or a myth

Fact - People's body shape changes when they grow through puberty

Myth - Everybody starts puberty at the same time, around the age of eight

Myth - The size of a person's breasts or penis is determined at puberty



Year 6 - Lesson 2

Puberty: change and becoming independent

Learning Objective	Intended Learning Outcome	Key Vocabulary
<p>We are learning:</p> <ul style="list-style-type: none">About managing change – new roles and responsibilities as we grow	<ul style="list-style-type: none">Describe some changes that happen as we grow upIdentify the range of feelings associated with change, transition to secondary school and becoming more independentDescribe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities	<p>Change Life cycle Baby Toddler Child Adolescent Teenager Adult Middle-age Older person Growing up Feelings Emotions independence</p>



Year 6 -Lesson 2

Puberty: change and becoming independent

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils work individually to respond to the question <i>'What does it mean to become independent?'</i>	5-15 minutes
Optional: Guess the change	Pupils guess a small appearance change that their partner has made after studying them for a few minutes	5 minutes
Life stages walk around	Pupils add their ideas about changes that happen to people at different stages of their lives to large sheets of flip chart paper displayed around the classroom	10 minutes
Greetings cards stimulus: feelings about change	Using greetings cards from different significant life events and occasions, pupils discuss how people might feel at these times.	10 minutes
School bag stimulus	Pupils identify what the different objects might signify for someone just starting secondary school.	15 minutes
Timeline activity	Pupils complete a timeline of positive changes for themselves from babyhood to their lives now and beyond.	10-15 minutes
Plenary and assessment	Pupils in turn complete the sentence <i>'Something I feel about change is...'</i> Pupils repeat the baseline assessment <i>'What does it mean to become independent?'</i>	10-20 minutes

Pupils will complete a timeline of positive changes that have occurred over their own lives and link to the emotions they have felt.





Year 6 - Lesson 3

Positive and healthy relationships

Learning Objective	Intended Learning Outcomes	Key Vocabulary
<p>We are learning:</p> <ul style="list-style-type: none">• About what constitutes a positive, healthy relationship• That relationships can change over time	<ul style="list-style-type: none">• Identify different kinds of loving relationships• Describe the qualities that enable these relationships to flourish• Explain the expectations and responsibilities of being in a close relationship• Recognise how relationships may change or end and what can help people manage this	<ul style="list-style-type: none">• Relationship• Friendship• Couple• Love• Positive• Qualities• Values• Expectations• Responsibility• Responsibilities



Year 6 - Lesson 3

Positive and healthy relationships

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils create individual mind-maps around the phrase 'positive, healthy relationships'	5-15 minutes
Pictures of a relationship walk around and discussio	Pupils study a range of pictures depicting 'relationships' and feedback on the types of relationships displayed. Pupils use Resource E: Life Stages to discuss different relationships people have in their lives.	15 minutes
Annotate a picture	Pupils annotate a chosen picture with the qualities of a healthy relationship that it depicts.	10 minutes
Relationships story – part 1	Pupils consider positive behaviour and responsibilities within different relationships.	10-15 minutes
Relationships story – part 2	Pupils consider changes within a relationship and how they may affect the people in it.	10-15 minutes
Extension activity: diamond 9	Pupils use their features of positive relationships to create a Diamond 9 ranking.	10-20 minutes
Plenary and assessment	Pupils complete the sentence 'A loving relationship needs...' Pupils return to their original mind-map and add any additional information.	10-15 minutes

Pupils will explore what is meant by a positive, healthy and loving relationship and the importance of it in terms of safeguarding their health and wellbeing. They will look at the following types of relationships in order to do this e.g. marriage, partnership, friends, family, step-siblings, boyfriend/girlfriend, intimate relationship, same-sex relationships etc.



Year 6 - Lesson 4

How babies are made

Learning Objectives	Intended Learning Outcomes	Key Vocabulary	
<p>We are learning:</p> <ul style="list-style-type: none"> About adult relationships and the human life cycle About human reproduction (how a baby is made and how it grows) 	<ul style="list-style-type: none"> Identify the links between love, committed relationships/marriage, and conception Explain what sexual intercourse is, and explain that this may be one part of an intimate relationship between consenting adults Explain what pregnancy means, how long it lasts, and where it occurs, i.e. that a baby is made when a sperm (male) meets an egg/ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female) 	<ul style="list-style-type: none"> Love Respect Consent Commitment Female Male Human Reproduction Sex Sexual intercourse Fertilised Sperm Ovum Penis Vulva 	<ul style="list-style-type: none"> Vagina Fallopian tubes Pregnancy Baby Foetus Uterus Womb Conception Contraception



Year 6 - Lesson 4

How babies are made

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils add their ideas to an outline conversation that children are having about human reproduction	5-15 minutes
Introduction: human life cycle	Using the human life cycle picture, explain how this lesson is about adult, loving relationships	5 minutes
Paired discussion	Pupils discuss how a loving adult couple might show commitment, care and love for each other	5-10 minutes
Teacher-led discussion	Teacher briefly introduces the next activity, how babies are made, what is meant by sexual intercourse and consent	5-10 minutes
Sequencing activity	After a discussion about sexual intercourse, pupils sequence how a baby is made using descriptive cards	10-15 minutes
Ask-it-basket	An opportunity for pupils to ask any questions they might have anonymously.	5 minutes
Pregnancy facts	Pupils sort given statements about pregnancy into 'true', 'false or 'it depends'.	15-20 minutes
Extension activity: Thought bubbles (optional)	Pupils discuss what a couple might have to consider before deciding to try for a baby.	10-15 minutes
Plenary and assessment	Pupils repeat the baseline activity: concept conversation	5-15 minutes

The focus of this lesson is on adult relationships.

We will use the following definitions with the pupils:

Sex (or sexual intercourse) - this is one way that adults chose to show their love and care for each other.

Consent - both adults should agree and feel comfortable and happy about what is happening. They should not be pressurised or persuaded to agree to something that they're not happy or comfortable to do - this includes any kind of contact.



They will then use the following cards to sequence how a baby is made.

How a baby is made sequencing cards

An adult couple who are in a relationship might kiss and cuddle, get very close, and touch each other in romantic and sexual ways. They should both feel happy and comfortable doing this together.

This means the man's penis slides into the woman's vagina.

Millions of tiny sperm in the liquid quickly swim up inside the woman to the fallopian tubes.

The fertilised egg travels down the tubes to the uterus or womb. It divides into lots of different cells and settles in the womb.

Sometimes when a man and woman are making love together, the man's penis grows hard, and a woman's vagina may get slippery. The couple may decide they want to have sexual intercourse.

The penis squirts a sticky liquid called semen into the woman's vagina.

If there is an egg (ovum) in one of the tubes, one of the sperm might meet it, stick on to it, and enter the egg. This means the egg is fertilised.

The cluster of eggs gradually grows inside the mother's uterus or womb and is called a foetus. It takes nine months until the baby is ready to be born.

A human baby is born after nine months in the mother's uterus (womb).

Women feel sick when they are pregnant.

Babies are born through their mother's vagina.

Twins are made when two sperm find two eggs.

Twins are made when two sperm find two eggs.

Only females can give birth to babies.

Sexual intercourse is the only way a baby can be made.

A couple can prevent a baby being made during sexual intercourse.

Not everyone has a baby.

Pupils will work in small groups to decide whether the above statements are true, false or depends.



Thank you for listening

