



Relationships and Sex Education

Key Stage 2

Scheme of Work / Lesson Plans

June 2010

Relationships and Sex Education

SCHEME OF WORK: Key Stage 2

INTRODUCTION

This mini scheme of work and lesson plans provides ideas which can and should be adapted to the needs and values framework of each school. They reflect established good practice by integrating the biological aspects of the National Curriculum Science and the emotional and social elements of sex and relationships education within the PSHE and citizenship framework. It is the responsibility of the school to ensure that the activities that you decide to use reflect your RSE policy.

Working agreements:

At the beginning of the programme, the children in the class should develop a working agreement. It should be written in child friendly language and displayed in a prominent place. Rules should be referred to at the beginning of each lesson and will need to be reviewed and revised if and when necessary.

Example of a working agreement

- **To be kind to one another**
- **Not to laugh at each other**
- **To listen to each other**
- **Not to interrupt when someone is speaking**
- **To respect other people's views**
- **To remember that we can always talk about things in private with the teacher**
- **To remember that we can always ask for help if we are worried about something**

Relationships and Sex Education

Key Stage 2 - Year 3 - Lesson 1 - Growing and Changing		
Learning Objectives: By the end of the lesson the children will: <ul style="list-style-type: none"> Recognise that change is part of growing up. 		
Learning Activity	Method	Resources
Ground Rules	Agree 'Ground Rules'. Examples in Family RSE Policy.	Family RSE Policy.
Opening Activity	Explain the class will be looking at how we change as we are growing up and how this aspect fits in with differences between male and female and how our feelings change. As a class, watch 'Living & Growing' Unit 1 Programme 1 Ch 1 together (15mins) and discuss. Use a selection of photos of people at different stages in their lives and discuss how these can be ordered. Work together to organise a time line and make a class list of different stages of the human life.	'Living & Growing' Unit 1 Programme 1 (Differences).
Main Activity	Re-introduce PSHE folder. Complete a timeline using own photos brought in from home. Activity sheet 'Birth Fact File' (3a).	Activity sheet 'Birth Fact File' (3a). PSHE folder. Photos.
Closing Activity	Look at completed work and discuss how much pupils have changed in just 7 years. What will they look like in another 7 years? What will the main changes be?	'Living & Growing' Unit 1 Programme 1 Ch 3 (Growing Up).
Assessment/ Extension/ Homework	Can the class discuss how people change during a lifetime? What are the main changes - physical/emotional – milestones.	
Recommendation for PSHE Profile	Introduce PSHE file and include a birth fact file page and personal timeline. (With own photographs if possible).	

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Key Stage 2 - Year 3 - Lesson Plan 2 - Male and Female		
Learning Objectives: By the end of the lesson the children will:		
<ul style="list-style-type: none"> Appreciate that there are a number of very important organs in the human body. 		
Learning Activity	Method	Resources
Ground Rules	Recap 'Ground Rules'. Examples in Family RSE Policy	Family RSE Policy.
Opening Activity	Ask children to name major organs of the human body. List them and ask what purpose each one has and where it is in the body. Use the body outline and post-it notes.	Body outline. Post-it notes.
Main Activity	Ask which ones distinguish male from female, men from women, and boys from girls. Use 'Inside our bodies' notebook and get children to match the statements to the correct word.	'Living & Growing' Unit 1 Programme 2 How did I get here? 'Inside our body's notebook'.
Closing Activity	Use a 3D anatomical model of a human torso or body tabards; locate each of the organs in its correct position. Make particular note of their size.	3D anatomical body or body tabard.
Assessment/ Extension/ Homework	Using an encyclopaedia, internet search or other sources, find out some interesting facts about the organs of the human body (e.g. the heart has enough power as a pump to lift an average car 15m off the ground!).	
Recommendation for PSHE Profile		

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Key Stage 2 - Year 3 - Lesson Plan 3 - Reproduction/Life Cycles		
Learning Objectives: By the end of the lesson the children will: <ul style="list-style-type: none"> • Think about why reproduction is necessary in all species. • Reflect on what happens when a life cycle ends or is broken. 		
Learning Activity	Method	Resources
Ground Rules	Recap 'Ground Rules'. Examples in Family RSE Policy.	Family RSE Policy.
Opening Activity	What do they think a cycle is; use the four seasons as an example. A cycle is a process of events that repeats over and over again within a given time span. Can they think of any others?	'Living & Growing' Unit 1 Programme 2 How did I get here?
Main Activity	What is a 'life cycle'? Use the human life cycle as an example. Explore the notion of adults having babies which then grow into adults and have babies of their own. Why are life cycles necessary? Discuss the idea that without life cycles and reproduction, any species, including humankind, would die out. What might happen if the life cycle was broken? Give out the activity sheet 'Life cycles' (3b). There are 4 different life cycles illustrated; using different colours, children need to draw a continuous line to show each life style.	'Living & Growing' Unit 1 activity sheet 'Life cycles' (3b).
Closing Activity	From the activity sheet, which is the longest and which is the shortest life cycle in terms of time?	
Assessment/ Extension/ Homework	Find out about the life cycle of other animals and plants.	
Recommendation for PSHE Profile		

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Key Stage 2 - Year 3 - Lesson Plan 4 - Families of all Kinds		
Learning Objectives: By the end of the lesson the children will:		
<ul style="list-style-type: none"> • Think about the importance of the relationships they have with members of their family. • To consider the ways in which others care for them. 		
Learning Activity	Method	Resources
Ground Rules	Recap 'Ground Rules'. Examples in Family RSE Policy.	Family RSE Policy.
Opening Activity	As a class, discuss the different types of family that exist: <ul style="list-style-type: none"> • Families with mum and dad and children • Single-parent families • Families with adopted and fostered children • Families with grandparents living with them • Families with step dad, mum, brother or sister etc 	
Main Activity	Invite children to describe a member of their family and explain why they are important to them. Give children activity sheet 'Windows' (3c). Invite them to draw family members who are important to them; underneath they write a brief explanation of why they are important.	Activity sheets 'Windows' (3c) & 'My Family' (3d).
Closing Activity	Children then stick their 'Windows' onto the outline of their Family House.	Activity sheets 'Windows' (3c) & 'My Family' (3d).
Assessment/ Extension/ Homework	The most important person or people in my family are ... because	
Recommendation for PSHE Profile	Family house.	

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Key Stage 2 - Year 3 - Lesson Plan 5 - Relationships/Types of Love		
Learning Objectives: By the end of the lesson the children will:		
<ul style="list-style-type: none"> Reflect upon different types of love; for family, friends, pets, places, possessions. 		
Learning Activity	Method	Resources
Ground Rules	Recap 'Ground Rules'. Examples in Family RSE Policy.	Family RSE Policy.
Opening Activity	Who or what do they love? What is love? Record their answers.	
Main Activity	Using dictionaries children look up the definition of the word 'love'. Do they really 'love' all of the people and things listed on the board? Are there better words to use in some cases like adore, like, respect. Thinking about the kind of love that is about caring for another person and wanting the best for them, children create some 'Love is' statements. Watch 'Living and Growing' Unit 2 Programme 3.	'Living & Growing' Unit 2 Programme 3 activity sheets 'Love is
Closing Activity	Children share their thoughts with the class.	
Assessment/ Extension/ Homework	Compile a class 'Love is ...' booklet with illustrations.	
Recommendation for PSHE Profile	Make a 'Love is ...' greetings card.	

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Key Stage 2 - Year 3 - Lesson Plan 6 - Gender and Stereotypes		
Learning Objectives: By the end of the lesson the children will:		
<ul style="list-style-type: none"> Consider the roles of different members of the family and whether they depend on gender. 		
Learning Activity	Method	Resources
Ground Rules	Recap 'Ground Rules'. Examples in Family RSE Policy.	Family RSE Policy.
Opening Activity	True or false statements. Put TRUE at one end of classroom and FALSE at the other. Say a statement from the 'Who does what?' activity sheet (3g). Pupils move to either true or false depending on what they think. You can ask individual pupils to justify their response before moving on to the next statement.	Activity sheet 'Who does what?' (3g).
Main Activity	As a class, discuss each statement in turn asking children to justify their answers and discussing the positive role models they have at home.	'Living & Growing' Unit 2 Programme 3.
Closing Activity	Why might a man have to do more to help his pregnant partner?	
Assessment/ Extension/ Homework	Find examples of work that may be done by either gender but are normally associated with one or the other.	
Recommendation for PSHE Profile	What job would they like to do when they are grown up?	

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Key Stage 2 - Year 3 - Lesson Plan 7 - Good and bad touches		
<p>Learning Objectives: By the end of the lesson the children will:</p> <ul style="list-style-type: none"> • Know the difference between good and bad touches. • Know where to get help and support. 		
Learning Activity	Method	Resources
Ground Rules	Agree 'Ground Rules'. Examples in Family RSE Policy with particular reference to disclosure, confidentiality and child protection.	Family RSE Policy.
Opening Activity	What does your face look like when you are: sad, embarrassed, angry, afraid, and ashamed. Can the class name touches that are good – hugs, kisses, handshakes, supporting partner in the gym, holding hands etc. What about bad touches – hit, pinched, slapped, kicked etc.	
Main Activity	How many like hugs and kisses and touches from people we know and love and trust? Are those good touches? What about same kinds of touches from people we don't know? Good touches give us good feelings/bad touches make us feel bad or uncomfortable. Show baby, bath and doctor pictures; children discuss if the images show good or bad touches. How can they tell the touches are good? (smiling). Show boy and girl being tickled – what's the difference? Using the body outline of children wearing swimming costumes add names of 'private' body parts which are hidden by the costumes.	Pictures. Activity sheet 'Body outlines' (3h/i).
Closing Activity	Can they suggest some 'touching' rules? What should they do if they have been touched in a bad way? Make a list of rules to display in the class room.	Touch Rules examples.
Assessment/ Extension/ Homework	Using 'thumbs up or down', yes/no cards or red/green cards, ask pupils the questions from the Good/bad touches sheet or Examples of Types of Touches.	Good/bad touches sheet Examples of Types of Touches.
Recommendation for PSHE Profile	Create a list of safe and helpful adults to talk to.	

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Key Stage 2 - Year 4 - Lesson Plan 1 - Growing and Changing		
Learning Objectives: By the end of the lesson the children will: <ul style="list-style-type: none"> • Explore the physical and emotional changes that take place at the onset of puberty. • Discuss their feelings. 		
Learning Activity	Method	Resources
Ground Rules	Agree 'Ground Rules'. Examples in Family RSE Policy.	Family RSE Policy.
Opening Activity	Brainstorm the words that we associate with feelings. Use either of the 'Positive/negative feelings' notebook to sort these words into the appropriate circle.	Positive/negative feelings notebook activities.
Main Activity	Watch 'Living & Growing' Unit 2 Programme 1. Using 'Sort the changes' activity sheet (4a), ask children to explain what each change in the bubbles entails. Get them to sort the changes into each column. Can they add to the list? Using highlighter pen, indicate which happen to just boys, just girls or to both.	'Living & Growing' Unit 2 Programme 1. Activity sheet 'Sort the changes' (4a).
Closing Activity	Use the cards from the 'feelings' pack. Set up as a circle-time activity, each child has a feelings card and responds to a prompt such as: When I am feeling _____ I , I feel _____ when etc	'Feelings' cards.
Assessment/ Extension/ Homework	Be able to say what changes happen to boys, girls or both during puberty.	
Recommendation for PSHE Profile		

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Key Stage 2 - Year 4 - Lesson Plan 2 - Male and Female		
Learning Objectives: By the end of the lesson the children will: <ul style="list-style-type: none"> Reinforce their knowledge and understanding of male and female sexual development, and extend their biological vocabulary. 		
Learning Activity	Method	Resources
Ground Rules	Recap 'Ground Rules'. Examples in Family RSE Policy.	Family RSE Policy.
Opening Activity	Review the changes that will take place in their bodies during puberty and why these changes happen.	
Main Activity	Discuss these words: womb, scrotum, vagina, testicles, ovaries, sperm, eggs, fertilise, penis. Children could use dictionaries or other sources to do some research. Remind the class that sexual function is essential to the human lifecycle and that all species have to reproduce in order to survive. Divide the class into 7 groups representing: insects, reptiles, birds, amphibians, fish, mammals and marsupials. Children choose 2 examples and find out some facts about males and females and how the species reproduce.	
Closing Activity	Group report back their findings to the rest of the class.	
Assessment/ Extension/ Homework	Use 'Yr 4 Sex organs word match'.	
Recommendation for PSHE Profile		

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Key Stage 2 - Year 4 - Lesson Plan 3 - Menstruation		
Learning Objectives: By the end of the lesson the children will: <ul style="list-style-type: none"> • Have basic knowledge about periods. 		
Learning Activity	Method	Resources
Ground Rules	Recap 'Ground Rules'. Examples in Family RSE Policy.	Family RSE Policy.
Opening Activity	What do we already know about periods? Do a draw and write exercise to check prior knowledge. Fold a piece of A4 plain paper into 4. In the 1st box they try to explain what a period is, in the 2 nd they say how old girls are when their period starts, in the 3 rd they explain how long periods last and in the 4 th they say what is used to soak up what comes out. Pupils can draw pictures or write words.	Plain A4 paper.
Main Activity	Ask children to explain what they already know about periods. Summarise: <ul style="list-style-type: none"> • If an egg has not been fertilised, it will not establish itself in the lining of the womb to become a baby but will come away with the lining. It will 'flow' out of the vagina with some blood. This is a period or menstrual flow. • Some girls start their period at 9 years; others may not start until they are much older, even 17 years. The average age is 13. • Periods last between 2 and 7 days depending on the heaviness of the flow. 	'Living & Growing' Unit 2 Programme 2.
Closing Activity	Show the children a sanitary towel and a tampon, explaining how they absorb the menstrual flow. Talk about TV adverts they know or show some magazine adverts.	Sanitary towel and tampons. Adverts.
Assessment/ Extension/ Homework	Pupils answer these 4 questions: <ul style="list-style-type: none"> • What is a period? • How old are girls when their period starts? • How long do periods last? • What do you use to soak up what comes out? 	What is a period? Notebook.
Recommendation for PSHE Profile	Draw pictures of 3 things that have happened to you, and 3 things that you would like to happen to you	

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Key Stage 2 - Year 4 - Lesson Plan 4 - Reproduction Learning Objectives: By the end of the lesson the children will: <ul style="list-style-type: none"> Understand some of the processes of fertilisation and how pregnancy occurs. 		
Learning Activity	Method	Resources
Ground Rules	Recap 'Ground Rules'. Examples in Family RSE Policy.	Family RSE Policy.
Opening Activity	What do we already know about how a baby starts? Give children post-it notes to write or draw on. Collate on the board. Revisit 'Living & Growing' Unit 2 Programme 2.	Post-it notes.
Main Activity	Summarise the information using the opportunity to correct any misconceptions. Put the post-it notes in the right order adding any vital bits of information. Encourage children to ask questions answering them appropriately and honestly to make the process clear to them. Emphasise the loving and caring relationship that should exist before a man and a woman choose to have a baby.	'Living & Growing' Unit 2 Programme 2.
Closing Activity	Give out the 'How does a baby start?' card sort. Pupils put the cards in the right order.	'Living & Growing' Unit 2 activity sheet 11 - 'How does a baby start?' card sort.
Assessment/ Extension/ Homework	Check the order and correct misconceptions.	
Recommendation for PSHE Profile		

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Key Stage 2 - Year 4 - Lesson Plan 5 - Babies 1 Learning Objectives: By the end of the lesson the children will: <ul style="list-style-type: none"> Consider the huge impact a baby has on a family 		
Learning Activity	Method	Resources
Ground Rules	Recap 'Ground Rules'. Examples in Family RSE Policy.	Family RSE Policy.
Opening Activity	Ask children to suggest things a new baby needs; many can draw on experiences with their own younger brothers and sisters. Record suggestions on the board. How would a new baby make them feel?	
Main Activity	Children complete the 'Building for a baby' activity sheet (4b) or fill in individual bricks which can be built into a wall display. Remind them to include things that do not cost money like love and time.	Living & Growing Unit 2 Programme 2 activity sheet 'Building for a baby' (4b). Baby catalogues.
Closing Activity	Can they estimate the amount of money needed to have a baby?	
Assessment/ Extension/ Homework	Using the catalogues, find the cost of the items they put on their bricks.	Baby catalogues.
Recommendation for PSHE Profile	Building for a baby wall	

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Key Stage 2 - Year 4 - Lesson Plan 6 - Babies 2		
Learning Objectives: By the end of the lesson the children will: <ul style="list-style-type: none"> • Understand that the health of a mother and the health of her unborn child are closely linked. • Think about practical ways they can help a pregnant woman; mother, sister, aunt. 		
Learning Activity	Method	Resources
Ground Rules	Recap 'Ground Rules'. Examples in Family RSE Policy.	Family RSE Policy.
Opening Activity	Discuss the children's personal experiences of pregnant women in their family.	
Main Activity	What things are pregnant women encouraged to do or not to do? Make a list of do's and don'ts. Use the 'Healthy mum and healthy baby' powerpoint to further discussion and to encourage the children to say why these things are healthy or unhealthy.	'Healthy mum and healthy baby' powerpoint.
Closing Activity	Discuss with the children what they could do to help a pregnant mum, sister or aunt.	
Assessment/ Extension/ Homework	Write a leaflet for a pregnant woman explaining how she might keep healthy during pregnancy. These could be displayed at the Health Centre or Extended Schools Centre.	
Recommendation for PSHE Profile		

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Key Stage 2 - Year 4 - Lesson Plan 7 - Babies 3 Learning Objectives: By the end of the lesson the children will: <ul style="list-style-type: none"> • Know how a baby is born 		
Learning Activity	Method	Resources
Ground Rules	Recap 'Ground Rules'. Examples in Family RSE Policy.	Family RSE Policy
Opening Activity	Review what the children already know about how babies are born. Record their suggestions ordering the stages of labour so the children can see them clearly.	
Main Activity	Using activity sheet 'How a baby is born' (4c), children cut out the pictures and put them in the right order. Go over the correct order and correct any misconceptions. Children stick them down and write a sentence explaining what happens using the words at the bottom of the sheet to help them.	Living & Growing Unit 2 Programme 3 activity sheet 'How is a baby born?' (4c)
Closing Activity	What questions might a child ask their mum and dad about the imminent birth of a brother or sister? Take the questions and answer them honestly, (How long does labour take? Is it painful?).	
Assessment/ Extension/ Homework	Find out which hospital they were born in or whether they were born at home. What time were they born? How long was mum in labour? Was dad there? Was anyone born by Caesarean section? Anyone born in unusual circumstances?	
Recommendation for PSHE Profile	Record their birth details.	

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Key Stage 2 - Year 4 - Lesson Plan 8 - Family		
Learning Objectives: By the end of the lesson the children will:		
<ul style="list-style-type: none"> Know that they inherit features from their parents. 		
Learning Activity	Method	Resources
Ground Rules	Recap 'Ground Rules'. Examples in Family RSE Policy.	Family RSE Policy.
Opening Activity	Activity sheet 'What a big baby'. As a class, answer the questions relating to the graph.	Living & Growing Unit 2 activity sheet 22 – 'What a big baby'.
Main Activity	Which parent do they think they look most like? Which physical features or characteristics do they share? Do they know how we inherit these features? Remind them that for a baby to develop it is necessary for an egg, produced by the woman, to be fertilised by a sperm cell produced by the man. At the moment of conception the egg, which carries the women's characteristics, joins the sperm cell, which carries the father's characteristics, ensuring the baby will have some of each. The carriers of this information are called genes. Using activity sheet 'Don't they look alike...?' (4d), children point out the features inherited from the cartoon family.	'Don't they look alike...?' (4d) activity sheet.
Closing Activity	Children draw a cartoon picture of what the baby would look like having inherited features from its parents and grandparents.	
Assessment/ Extension/ Homework	Bring in a recent photo of themselves and their parents. Highlight the characteristics they have inherited from their parents.	
Recommendation for PSHE Profile	Family photo with highlighted shared characteristics.	

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Key Stage 2 - Year 5 - Lesson Plan 1 - Puberty		
Learning Objectives: By the end of the lesson the children will:		
<ul style="list-style-type: none"> Know the main changes for boys and girls associated with puberty and understand these are changes that they have no control over. 		
Learning Activity	Method	Resources
Ground Rules	Discussion: Establish a list of rules to make a safe learning environment. *teacher could scribe these on to the whiteboard and save as a resource for the remaining lessons.	
Opening Activity	Recap on work completed during Year 4 and explain that new topics will be covered in Year 5. Emphasise that although there are many things during our life-time that we can influence or change, growing up is not one of these. Knowledge of what will happen will help students to recognise and understand the changes as they occur.	
Main Activity	Watch Channel 4 'Living and Growing' DVD Unit 2, programme 1. Discuss the main changes in puberty and address any misconceptions from questions asked. If menstruation is listed, briefly explain - state it will be the subject of the next lesson. Possible extension activity – extend information on personal timeline.	Channel 4 DVD 'Living and Growing' Unit 2 – Programme 1.
Closing Activity	Short class activity to match laminated labels to correct part of body for boy and girl cut-out figures.	Use the 3 body tabards and labels.
Assessment/ Extension/ Homework	What are the main changes that take place during puberty? Do these changes happen in every boy or girl at the same age/time? Ask pupils to sit and think 'if there is someone I identify and trust that I can turn to if I need to ask questions or need advice/reassurance'.	
Recommendation for PSHE Profile	Add any extra information on timeline and file.	

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Key Stage 2 - Year 5 - Lesson Plan 2 - Menstruation		
Learning Objectives: By the end of the lesson the children will:		
<ul style="list-style-type: none"> Know and understand the process of menstruation and the part it plays in human reproduction. 		
Learning Activity	Method	Resources
Ground Rules	Discussion: Recap on the set of rules established in the previous lesson to make a safe learning environment.	* rules kept on px for reference.
Opening Activity	Explain that the main change for girls at the onset of puberty is menstruation (periods) and by watching the DVD sensibly students will be able to gain a better understanding of how this process takes place.	
Main Activity	Watch DVD and allow time for discussion after. Explain the types of sanitary protection available. Possible activities: Work in pairs to complete laminated card matching game Living & Growing activity sheet 2 Unit 3. Independent work to complete Living & Growing activity sheet 7 'Periods – what do you know?'	Channel 4 DVD 'Living and Growing' Unit 2 – Programme 2. Living & Growing activity sheet 7 'Periods – what do you know?'
Closing Activity	What is the most interesting thing you have learnt today?	
Assessment/ Extension/ Homework	Can the class explain what menstruation is and the part it plays in reproduction? Check answers to completed worksheet and correct any misconceptions.	
Recommendation for PSHE Profile	Update file	

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Key Stage 2 - Year 5 - Lesson Plan 3 - Reproduction		
Learning Objectives: By the end of the lesson the children will:		
<ul style="list-style-type: none"> • Know and understand the process of reproduction and how this part of a loving relationship. • Know and understand the process of how babies are born. 		
Learning Activity	Method	Resources
Ground Rules	Discussion: Recap on the set of rules established in the previous lesson to make a safe learning environment.	* rules kept on px for reference.
Opening Activity	Ask the class 'How are babies born?' Hold up a selection of books from the Pathfinder box. Explain there is a lot of information about relationships, sex, being pregnant and the process of giving birth. Therefore it is important that the class have access to the correct information and understand that sex is a healthy part of a loving relationship. Having a child is a natural extension of that partnership.	Pathfinder box of books.
Main Activity	Watch DVD and allow time for discussion after. Have a list of vocabulary ready laminated so it can be placed on the board at appropriate moments of discussion. Correct any misconceptions during discussion. Children complete activity sheet 'Big words, little words.' Allow time for children to look at the selection of books and choose a book that interests them for quiet independent reading.	Channel 4 DVD 'Living and Growing' Unit 2 – Programme 3. 'Big words, little words' activity sheet 6.
Closing Activity	As a whole class use 'Living & Growing' Unit 2 'How does a baby start?' activity sheet 11 to order a sequence of events in a relationship.	'Living & Growing' Unit 2 'How does a baby start?' activity sheet 11
Assessment/ Extension/ Homework	<ul style="list-style-type: none"> • How are babies made? • How are babies born? • How is this part of a loving relationship? • Why can't men have babies? 	
Recommendation for PSHE Profile	Completed written work to be added to file.	

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Key Stage 2 - Year 5 - Lesson Plan 4 - Parenting		
Learning Objectives: By the end of the lesson the children will: <ul style="list-style-type: none"> • Understand that babies take a lot of looking after. • Know and list a selection of different responsibilities of a parent. 		
Learning Activity	Method	Resources
Ground Rules	Discussion: Recap on the set of rules established in the previous lesson to make a safe learning environment.	* rules kept on px for reference.
Opening Activity	What does responsibility mean? Ask class for possible definitions. Then confirm with a dictionary. How responsible do you need to be as a parent? Act as a scribe and make a list of things parents need to do to care for their child. Is the parent responsible all the time?	
Main Activity	Possible choices for this lesson: <ul style="list-style-type: none"> • Ask a parent with a baby to come in to talk about being a parent. • Ask a local secondary school to select pupils to come in and talk about their experience with the 'babies' they care for in health and social studies. 	
Closing Activity	'The most important responsibility of being a parent is...' ask the class for ideas to finish this sentence.	
Assessment/ Extension/ Homework	Can the class make a list of responsibilities' of being a parent?	
Recommendation for PSHE Profile	Work added to file.	

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Key Stage 2 - Year 5 - Lesson Plan 5 - Personal hygiene		
Learning Objectives: By the end of the lesson the children will:		
<ul style="list-style-type: none"> Understand that good personal hygiene is an essential part of growing up. 		
Learning Activity	Method	Resources
Ground Rules	Discussion: Recap on the set of rules established in the previous lesson to make a safe learning environment.	* rules kept on px for reference.
Opening Activity	Why do you think personal hygiene is important? Work in pairs on whiteboards to write down 3 bullet point answers.	Whiteboards and pens.
Main Activity	Work with School Nurse who will talk to the class about the importance of personal hygiene and answer questions from discussion. Following discussion explain class will work on posters to explain one aspect of the importance of personal hygiene (clean PE kit, washing hands, daily shower etc). This activity could be painting, crayons or word processing.	Selection of paper. ICT – word process on Word or Publisher.
Closing Activity	Look at individual work completed and discuss: <ul style="list-style-type: none"> What makes this poster effective? What message does this give out? 	Use posters as a display in school to promote the message.
Assessment/ Extension/ Homework	Questioning during discussion. Can the class make a poster explaining the importance of personal hygiene?	
Recommendation for PSHE Profile	Original or copy of poster into file.	

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Key Stage 2 - Year 5 - Lesson Plan 6 - Family		
Learning Objectives: By the end of the lesson the children will:		
<ul style="list-style-type: none"> Develop an understanding of different sorts of family and the role of the family. 		
Learning Activity	Method	Resources
Ground Rules	Discussion: Recap on the set of rules established in the previous lesson to make a safe learning environment.	* rules kept on px for reference.
Opening Activity	'A family is a married couple with their children who live together' – ask the class to work in pairs to write down ideas for a family unit. What types of family are not included in the above definition?	
Main Activity	Discuss the different types of family unit and explain that the family can exist in lots of forms in today's society. However the function remains the same that parents are there for their children and are genetically programmed to protect and love them. <ul style="list-style-type: none"> both parents present. one step parent. single parent family. children living in homes. children living with grandparents/ guardians. may also wish to discuss children who are fostered or adopted. Possible activities: <ul style="list-style-type: none"> Look at advantages or disadvantages of each family unit. The role of the family – list 3 important roles & explain choices for these. 	
Closing Activity	Discuss individual work and reasons for ideas written.	
Assessment/ Extension/ Homework	Can the class explain the role of the family and how family units can exist in several different forms?	
Recommendation for PSHE Profile	Add completed work to folder.	

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Key Stage 2 - Year 6 - Lesson Plan 1 - Personal hygiene		
Learning Objectives: By the end of the lesson the children will: <ul style="list-style-type: none"> Understand that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread. 		
Learning Activity	Method	Resources
Ground Rules	Agree/recap 'Ground Rules'. Examples in Family SRE Policy.	Family SRE Policy.
Opening Activity	Have the nurse in for an Assembly to reinforce how to wash hands. GERMS! True or False. This activity can be done as a discussion or more actively by getting pupils to move to a TRUE or FALSE side of the room.	Resource 1.
Main Activity	Pack large bag or box with health products (soap, hair gel, razor, sanitary towels etc). Pupils take it in turns to pick one out of the bag. Teacher models first, pupils then take turns to explain: <ul style="list-style-type: none"> <i>What object is?</i> <i>What it is used for?</i> <i>Male/female or both use it?</i> <i>Child or adult?</i> <i>Appropriate for their gender and age?</i> Awareness of labelling and advertising could be addressed e.g. Product advertisers do not always have the consumers' best interest in mind.	Health product for each child in large bag or box.
Closing Activity	<i>When should we wash our hands? How should we wash our hands? What about other parts of the body including teeth?</i>	Hand washing posters (DHS).
Assessment/ Extension/ Homework	Use body outline. Pupils mark the parts of the body that need particularly careful washing.	
Recommendation for PSHE Profile	Fact Sheet about viruses and bacteria from KS2 science perspective.	

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Key Stage 2 - Year 6 - Lesson Plan 2 - Puberty in girls		
Learning Objectives: By the end of the lesson the children will: <ul style="list-style-type: none"> • Recognise there are some changes we can choose and some we can't. • Recognise that change is a part of growing up. • Describe the bodily changes for girls during puberty. 		
Learning Activity	Method	Resources
Ground Rules	Agree/recap 'Ground Rules'. Examples in Family RSE Policy.	Family RSE Policy.
Opening Activity	Discuss areas of life that children can/can't control; do card sort activity. Discuss the extent to which they can influence some of these choices, or choose how to deal with others e.g., healthy eating, being prepared, getting support. What choices might they have to make in the future? How can they influence those choices now?	Card sort activity – can control, can't control.
Main Activity	Watch 'Living & Growing' Unit 3 Lesson 1. (Reviews the physical and emotional changes that take place for girls at the onset of puberty, Menstruation is discussed). Following the programme, pupils do the Menstruation card sort.	'Living & Growing' DVD Unit 3 Programme 1.
Closing Activity	Go over the answers correcting misconceptions.	
Assessment/ Extension/ Homework	Using the 'check out the changes girls! (6c) activity sheet, pupils then add all the changes they know will happen to girls during puberty. Support: periods, breasts, mood swings, curves, underarm hair, pubic hair, spots, greasy hair.	'Living & Growing' Unit 3 activity Sheet 2. 'Check out the changes!' activity sheet (6c).
Recommendation for PSHE Profile	Make a collage in the form of a timeline to show the different stages in women's lives.	

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Key Stage 2 - Year 6 - Lesson Plan 3 - Puberty in boys Learning Objectives: By the end of the lesson the children will: <ul style="list-style-type: none"> • Recognise there are some changes we can choose and some we can't. • Recognise that change is a part of growing up. • Describe the bodily changes for boys during puberty. 		
Learning Activity	Method	Resources
Ground Rules	Agree/recap 'Ground Rules'. Examples in Family RSE Policy.	Family RSE Policy.
Opening Activity	Are you a good listener? Give each pair of pupils a card from activity sheet 4; one explains the problem, the other is the problem solver. A few pupils who had 'problems' then share the advice they were given. Where to get support could be shared here.	'The problem with girls' (6d) activity sheet.
Main Activity	Watch 'Living & Growing Unit 3 Programme 2. (Reviews the physical and emotional changes that take place for boys at the onset of puberty).	'Living & Growing' DVD Unit 3 Programme 2.
Closing Activity	Following the programme, pupils do the Sperm card sort. Go over the answers correcting misconceptions.	'Living & Growing Unit 3 activity sheet 10 'Sperm'.
Assessment/ Extension/ Homework	Using the 'check out the changes boys!' activity sheet (6e), pupils then add all the changes they know will happen to boys during puberty. Support: mood swings, underarm hair, pubic hair, spots, greasy hair, facial hair, voice breaking.	'Check out the changes boys!' activity sheet (6e).
Recommendation for PSHE Profile	Make a collage in the form of a timeline to show the different stages in men's lives.	

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Key Stage 2 - Year 6 - Lesson Plan 4 - Relationships		
Learning Objectives: By the end of the lesson the children will:		
<ul style="list-style-type: none"> • Learn about the development of relationships. • Examine the images of sex portrayed in the media. 		
Learning Activity	Method	Resources
Ground Rules	Agree/recap 'Ground Rules'. Examples in Family RSE Policy.	Family RSE Policy.
Opening Activity	Establish consensus for language – have large sheets of paper 'MALE SEX ORGANS and FEMALE SEX ORGANS'. Pupils write the slang words they know and then come to an agreement on the language to be used in the class room in preparation for discussing external and internal sex organs.	
Main Activity	Watch 'Living & Growing Unit 3 Programme 3. Give the pupils the opportunity to discuss the formation of close relationships with members of the opposite sex and to consider the factors that make such relationships work. Get pupils to list some of the factors.	'Living & Growing' DVD Unit 3 Programme 3.
Closing Activity	Discuss how the media portrays couples relationships; get children to give examples from their own experience, e.g. soap characters, football stars. Are there positive and negative aspects to this relationship?	
Assessment/ Extension/ Homework	List different types of relationships they have in their life. (e.g. to aunt, girlfriend, parents, grandparents, cousins) – How are they different?? etc.	
Recommendation for PSHE Profile	Add a photo or magazine picture of someone they admire. Write about why they like the person.	

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Key Stage 2 - Year 6 - Lesson Plan 5 - Menstruation		
<p>Learning Objectives: By the end of the lesson the children will:</p> <ul style="list-style-type: none"> • Understand the female monthly cycle and about how the body changes during puberty. • Be able to identify the body parts of the male/female reproductive system. 		
Learning Activity	Method	Resources
Ground Rules	Agree/recap 'Ground Rules'. Examples in Family RSE Policy.	Family RSE Policy.
Opening Activity	In small groups pupils use large outline of body and post-it notes to add changes to female and male bodies during puberty. Swap outlines or allow pupils to move so that they can add information if necessary. Group's feedback to the rest of the class.	BBC Active, Unit 1, Physical changes. Post-it notes.
Main Activity	Fill the gaps and discuss 'wet dreams, erections, menstrual cycle etc'. Demonstrate use and disposal of sanitary protection. Ask pupils to give example of sexual organs. List which are inside and which are outside the body. Using worksheets, pupils label diagrams for external and internal sex organs.	
Closing Activity	What changes can we control? Discuss.	Use 'sort the changes notebook' or use card to sort or write table on board.
Assessment/ Extension/ Homework	Girls, boys or both card sort.	Girls, boys or both card sort.
Recommendation for PSHE Profile	Changes in puberty fact sheet (6g/h).	Activity sheet 'Puberty fact sheet' (6g/h).

Relationships and Sex Education

Appendix One Long term overview for Relationships and Sex Scheme of Work

	4+	Y1	Y2	Y3	Y4	Y5	Y6
Ground Rules	Working agreement: It's OK to laugh at something funny but not at another person			Establishing a list of rules to make a safe learning environment			
Relationships	Families of all kinds *SEAL Relationships & changes			Learning about different types of relationships			Let's talk about sex. DVD Unit 3 P3
	Friends *SEAL Getting on & falling out						
Changes			Growing & changing DVD Unit 1 P1	Growing & changing DVD Unit 1 P1	Changes that we can't choose DVD Unit 2 P1	Change is part of growing up DVD Unit 2 P1	
Feelings	Recognising and accepting feelings Building self esteem, celebrating uniqueness Developing confidence to express views Gender stereotypes DVD Unit 1 P1 *SEAL Good to be me						

Relationships and Sex Education

Long term overview for Relationships and Sex Scheme of Work

	4+	Y1	Y2	Y3	Y4	Y5	Y6
Body Parts			male & female DVD Unit 1 P2		DVD Unit 2 P1 Recap		
Reproduction			Linking human growth with other aspects of nature DVD Unit 1 P3			Menstruation How babies are made. DVD Unit 2 P2 How babies are born. DVD Unit 2 P3	Girl Talk DVD Unit 3 P1 Boy talk DVD Unit 3 P2
Parental Responsibilities		Needs of a baby	Responsibilities of becoming a parent			Recognising that babies take a lot of looking after	Responsibilities of becoming a parent

Relationships and Sex Education

Long term overview for Relationships and Sex Scheme of Work

		4+	Y1	Y2	Y3	Y4	Y5	Y6
Keeping Healthy	Hygiene	Flush toilet/ Washing Hands		Making decisions how to keep themselves clean.	Changing clothes regularly e.g. PE		Need for daily bathing/ showering	
	Diet/exercise			Keeping yourself healthy- Choices				
	Keeping Safe	Stranger Danger						

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Advice & support	Identify and be able to talk with someone they trust	Knowing who to ask for help when dealing with puberty.
Parental involvement		

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Appendix Two - NEEDS and PRIORITIES to be taken into account in developing a programme for Personal and Social development

	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
<p>Development</p> <p>- physical</p>	<p>Need to let off steam with physical activity e.g. walking, running, swimming.</p> <p>Have a range of physical skills e.g. cycling, ball-handling.</p> <p>Have a heightened awareness of difference between the sexes.</p>	<p>Pubertal changes begin. Girls stronger and bigger than boys.</p> <p>Have good appetites – need less fat and sugar.</p> <p>Dental, body and foot hygiene important.</p>	<p>Wide range of body shape, size etc.</p> <p>Hormonal effects on mood.</p> <p>Personal hygiene more important.</p> <p>Body needs exercise, rest, healthy diet, regular hygiene.</p>	<p>Neither child nor adult. Much concern about body image especially in girls - anorexia and bulimia more prevalent.</p> <p>Skin complaints - acne is common.</p> <p>Physical activity less regular for girls.</p>
<p>- social</p>	<p>Understand the rules for play, work, life, but cannot always stick to them.</p> <p>May not yet have team spirit.</p> <p>Have one or more friends but need help with social skills.</p> <p>Vulnerable to media messages.</p>	<p>Becoming sensible and sensitive to others.</p> <p>Know of rules of the games but not always good losers.</p> <p>Sense of fairness developing.</p> <p>Being part of a group is important, normally led by a key individual.</p> <p>Groups tend to be unisex.</p> <p>Vulnerable to trends and fashion.</p> <p>Often lack independence.</p> <p>Acute awareness of fairness and injustice.</p>	<p>Pre-adolescent rebellion against authority starts.</p> <p>Anti-social behaviour can lead to exclusion.</p> <p>New relationships with both sexes.</p> <p>Influenced by media messages.</p> <p>Perceptions of gender roles tend to be stereotyped.</p> <p>Friendships increasingly important especially in Y9.</p> <p>Many have paid jobs and savings accounts.</p>	<p>Shift of interest from family to the group, which provides a backdrop to developing self-identity.</p> <p>Causes intense self-preoccupation which can be interpreted as selfishness.</p> <p>Crime rate peaks for girls.</p> <p>Homophobic bullying.</p>
<p>- emotional</p>	<p>Developing sense of self and gender identity.</p> <p>Becoming more independent.</p> <p>A range of egocentric behaviours shown.</p> <p>Understand simple cause and effect of behaviour.</p> <p>Unacceptable/antisocial behaviour seen in the context of powerful infantile emotions still dominating.</p>	<p>Need a language of feelings through which social skills can be developed.</p> <p>Possible mood swings.</p> <p>Defiant and difficult tendencies.</p>	<p>Interest in the range of sexualities – developing own sexual identity.</p> <p>Volatile adolescent emotions.</p> <p>Capable of abstract thinking.</p> <p>Understanding of moral reasoning.</p> <p>Move towards independence from parents.</p> <p>Relatively high incidence of attempted suicide.</p> <p>Bullying issue in Y8.</p> <p>Peer pressure highest in Y9.</p>	<p>Pressures: social, sexual, academic, relationship can cause depression - increase in teenage suicide rate.</p> <p>A high proportion have at least one personal worry.</p> <p>Parental values and support continue to be important to the adolescent.</p>
	<p>Starting full-time school can cause stress.</p> <p>Beginning to apply past learning to new situations.</p> <p>Eager to take responsibility in simple ways.</p> <p>Developing awareness of and need to care for the environment.</p>	<p>Exposed to more complex learning and more formal teaching and learning practices.</p> <p>Preparing for SATS and secondary school.</p> <p>Growing awareness of potential career opportunities.</p>	<p>Change from primary to secondary school – need to feel settled and cared for in the new environment – bullying is an issue.</p> <p>Making choices for KS4 courses.</p> <p>Starting to think about the future. KS3 SATS.</p>	<p>Future plans are important – what to do post 16.</p> <p>Examinations, coursework and balancing part-time jobs can cause pressures and stress.</p> <p>Work experience takes place.</p>

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<p>Health Career</p>	<p>Accidents still a hazard. Need to be aware of dangers and how to cope with them – including personal safety. Hygiene procedures established – washing hands, cleaning teeth.</p>	<p>Developing interest in sexuality and human reproduction. High accident rate – on cycles. Significant numbers do not wear safety cycle helmets. Experimentation with smoking starts. Relatively high incidence of deaths due to solvent abuse. Increasing knowledge of drugs. Boys developing strong interest in computers.</p>	<p>Road accidents prevalent at KS2-3 change. Pressure from friends to conform in smoking, drinking, trying drugs etc. Girls more likely to smoke than boys. Excessive use of over the counter drugs. Exposure to illegal drugs at 13-14 years. A minority of pupils sexually active. Downward trend in the number of parents who talk with their children about sexual issues.</p>	<p>Risk-taking is an important part of teenage development. Health behaviour is often associated with peer group norms - smoking habits become regular for girls, drinking for boys. Eating patterns may change - 'snacking' contributes to obesity. Experimentation with drugs especially cannabis. Alcohol consumption is linked to motorcycle accidents and unintended pregnancy. Coming to terms with a sexually active body - many become sexually active during this period; masturbation is common. Have sufficient knowledge about mechanics of sex and contraception - want a greater emphasis on relationships and social skills. Insecure knowledge about HIV transmission.</p> <p>Lack of knowledge about local contraceptive advice and support agencies.</p>
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Taken from - Passport: a framework for personal & social development

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Appendix Three - Relationships and Sex Framework Key Stages 1- 4 (Ofsted, Crown Copyright 2002)

NB Statements marked with an asterisk are part of the National Curriculum science requirements.

	By the end of Key Stage 1	By the end of Key Stage 2
Pupils will be able to:	<ul style="list-style-type: none"> • recognise and compare the main external parts of the bodies of humans* • recognise similarities and differences between themselves and others and treat others with sensitivity* • identify and share their feelings with others • recognise safe and unsafe situations • identify and be able to talk with someone they trust • be aware that their feelings and actions have an impact on others • make a friend, talk with them and share feelings • use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk. 	<ul style="list-style-type: none"> • express opinions, for example, about relationships and bullying • listen to, and support others • respect other people’s viewpoints and beliefs • recognise their changing emotions with friends and family and be able to express their feelings positively • identify adults they can trust and who they can ask for help • be self-confident in a wide range of new situations, such as seeking new friends • form opinions that they can articulate to a variety of audiences • recognise their own worth and identify positive things about themselves • balance the stresses of life in order to promote both their own mental health and well-being and that of others • see things from other people’s viewpoints, for example their parents and their carers • discuss moral questions • listen to, support their friends and manage friendship problems • recognise and challenge stereotypes, for example in relation to gender • recognise the pressure of unwanted physical contact, and know ways of resisting it.

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<p>Pupils will know and understand:</p>	<ul style="list-style-type: none"> • that animals, including humans, grow and reproduce* • that humans and animals can produce offspring and these grow into adults* • the basic rules for keeping themselves safe and healthy • about safe places to play and safe people to be with • the needs of babies and young people • ways in which they are like and different from others • that they have some control over their actions and bodies • the names of the main external parts of the body including agreed names for sexual parts • why families are special for caring and sharing. 	<ul style="list-style-type: none"> • that the life processes common to humans and other animals include growth and reproduction* • about the main stages of the human life cycle* • that safe routines can stop the spread of viruses including HIV • about the physical changes that take place at puberty, why they happen and how to manage them • the many relationships in which they are all involved • where individual families and groups can find help • how the media impact on forming attitudes • about keeping themselves safe when involved with risky activities • that their actions have consequences and be able to anticipate the results of them • about different forms of bullying people and the feelings of both bullies and victims • why being different can provoke bullying and know why this is unacceptable • about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.
<p>Pupils will have considered:</p>	<ul style="list-style-type: none"> • why families are special • the similarities and differences between people • how their feelings and actions have an impact on other people. 	<ul style="list-style-type: none"> • the diversity of lifestyles • others' points of view, including their parents' or carers • why being different can provoke bullying and why this is unacceptable • when it is appropriate to take a risk and when to say no and seek help • the diversity of values and customs in the school and in the community • the need for trust and love in established relationships.

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	By the end of Key Stage 3	By the end of Key Stage 4
Pupils will be able to:	<ul style="list-style-type: none"> manage changing relationships recognise risk of personal safety in sexual behaviour and be able to make safe decisions ask for help and support explain the relationship between their self-esteem and how they see themselves develop skills of assertiveness in order to resist peer pressure and stereotyping see the complexity of moral, social and cultural issues and be able to form a view of their own develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships be tolerant of the diversity of personal, social and sexual preference in relationships develop empathy with the core values of family life in all its variety of forms recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively. 	<ul style="list-style-type: none"> recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice manage emotions associated with changing relationships with parents and friends see both sides of an argument and express and justify a personal opinion have the determination to stand up for their beliefs and values make informed choices about the pattern of their lifestyle which promote well-being have the confidence to assert themselves and challenge offending behaviour develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships work co-operatively with a range of people who are different from themselves.
Pupils will know and understand:	<ul style="list-style-type: none"> that fertilisation in humans is the fusion of a male and a female cell* the physical and emotional changes that take place during adolescence* about the human reproductive system, including the menstrual cycle and fertilisation* how the foetus develops in the uterus* how the growth and reproduction of bacteria and 	<ul style="list-style-type: none"> the way in which hormonal control occurs, including the effects of the sex hormones* some medical uses of hormones including the control and promotion of fertility* the defence mechanisms of the body* how sex is determined in humans* how HIV and other sexually transmitted infections affect the body the link between eating disorders and self-image and

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	<p>the replication of viruses can affect health*</p> <ul style="list-style-type: none"> • how the media influence understanding and attitudes towards sexual health • how good relationships can promote mental well-being • the law relating to sexual behaviour of young people • the sources of advice and support • about when and where to get help, such as at a genito-urinary medicine clinic. 	<p>sexual identity</p> <ul style="list-style-type: none"> • the risks of early sexual activity and the link with the use of alcohol • how the different forms of contraception work and where to get advice • the role of statutory and voluntary organizations • the law in relation to sexual activity for young people and adults • how their own identity is influenced by both their personal values and those of their family and society • how to respond appropriately within a range of social relationships • how to access the statutory and voluntary agencies which support relationships in crisis • the qualities of good parenting and its value to family life • the benefits of marriage or a stable partnership in bringing up children • the way different forms of relationship including marriage depend for their success on maturity and commitment.
<p>Pupils will have considered:</p>	<ul style="list-style-type: none"> • the benefits of sexual behaviour within a committed relationship • how they see themselves affects their self-confidence and behaviour • the importance of respecting difference in relation to gender and sexuality • how it feels to be different and be discriminated against • issues such as the costs of early sexual activity • the unacceptability of prejudice and homophobic bullying • what rights and responsibility mean in relationships. 	<ul style="list-style-type: none"> • their developing sense of sexual identity and feel confident and comfortable with it • how personal, family and social values influence behaviour • the arguments around moral issues such as abortion; contraception and the age of consent • the individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both • the consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others.

Appendix Four - Teaching RSE in Primary School

Key issues

- Look at yourself – explore your own values and attitudes. Identify how they affect your work with children and take responsibility for them
- Inform yourself about legislation affecting sex education, and about human sexuality and relationships
- Explore some of the issues that effect RSE such as religious and cultural considerations, equal opportunities, self esteem, ability and special needs
- Make sure you have the support of senior teaching staff, colleagues and parents in your school
- Collect together resources that suit your style and the ethos of the school
- Always work within your school's RSE policy

Gill Lenderyou
Family Planning Association

Appendix Five - EXAMPLE LETTER TO PARENTS/CARERS

(Taken from Cohen, J. The Primary School Sex education Pack)

Dear Parent / Carer

Over the next few weeks your child will be involved in sex and relationship education lessons as part of the school personal, social and health education programme.

Relationships and sex education is an important issue which concerns us all. The programme will include work about (fill in information about the topics you will be addressing).

You can help your child by talking to them about the lessons. The programme will also include homework which you can discuss with them.

If you would like to find out more about the programme please contact us. We will be very happy to discuss it with you.

Yours sincerely,

Appendix Six - Establishing the needs of primary pupils in RSE & involving them in the development of an RSE Policy that outlines the provision of Relationships & Sex Education.

Involving children

Children and young people have many good ideas about how to improve RSE in their schools, and structured opportunities to obtain their views ensures that teachers and pupils work together to review and further develop the RSE curriculum.

Involving children in the development of policy will ensure that it meets their needs. Consultation works best if there are small groups of children. The teacher may need additional support to help take notes, for example from the school nurse, an older child as part of the active citizenship or the healthy schools coordinator. Recording the discussion, asking children to produce artwork or to 'draw and write' are all useful ways for reporting back to parents and governors.

Other methods for consultation include the use of school councils whose members can be interviewed or invited to devise and undertake a survey of other children's views. Surveys and questionnaires are also other ways of linking this subject with other areas of the curriculum such as maths. In order to establish their needs, the following questions are useful:

- Where do you receive your information about your body, growing up, relationships and feelings?
- What would you like more information on?
- Does what is covered at the moment answer all your questions?
- Do you feel able to ask for support and advice?
- Do you feel confident talking about feelings and emotions?
- What do you think about the way these subjects are taught?

Extract taken from Laying the Foundations Martinez, A. & Cooper, V. pg 16

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Appendix Seven - Auditing tool for RSE/ PSHE policy development and provision

Aspects of School Life	What happens at present?	Response	Action to be taken
Pupil Consultation	Does the school involve the children to ensure that the policy and programme meet their needs?		
Policy	Does the school have an up to date RSE policy? Is it part of the PSHE & Citizenship policy? Does it address local and national policy? Has it been successfully implemented? Is it reviewed every one to two years?		
Related School policy	Are their other relevant policies and how are they linked? Examples are equal opportunities, anti-bullying, positive behaviour, child protection, confidentiality How are the policies communicated to children, parents and carers?		
Programme	How is RSE currently delivered and to which year groups? Who delivers it? What resources are used? Where else is RSE in its broadest sense covered? Examples are assemblies, RE, science, literacy hour Does the programme ensure the pupils will reach the outcomes recommended by Ofsted and QCA? How does RSE address the diverse needs of children in the school? How do you know the programme meets their needs?		
Whole School	What provision is available in schools for girls who are menstruating? Are there dispensers, disposal facilities? How are protocols regarding acquiring supplies/ accessing disposal facilities communicated with the children? What pastoral care is available? How is unacceptable behaviour / language challenged?		
Parents and Carers	What mechanisms are in place for consulting with parents and carers either directly or indirectly? (E.g. school nurse, leaflet) to help them talk about puberty, sex and relationships? Have any parents and carers withdrawn their children from RSE? If so, why? How was this dealt with? Is there alternative provision?		

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INSET	<p>What RSE training have staff received? What whole staff INSET is provided in school? What opportunities are there for whole staff to meet together to discuss RSE? What about non teaching staff- what training opportunities are there for them?</p>		
Wider Community	<p>Are outside visitors invited into school to contribute to the school RSE programme? If yes, who are they? Is there a protocol for the use of outside visitors?</p>		

Appendix Eight - RSE Activities – Key Stage 2

<p>Recognising there are some changes we can choose and some we can't / accepting the ones we can't choose.</p> <ul style="list-style-type: none"> Ø List areas of life that children can control – choice of TV programme, food, clothes etc and ones they can't at the moment – Where they live, go to school, the weather, some body changes. Discuss the extent to which we can influence some of these choices, or choose how to deal with others e.g. healthy eating, being prepared, getting support etc. Ø List choices they may have to make in the future. Discuss how they can influence those choices now. Ø Multi choice dilemma game. 	<p>Living and Growing Book 2</p>
<p>Recognising that change is a part of growing up.</p> <ul style="list-style-type: none"> Ø Use photos or drawings to make own personal time line recounting important events since babyhood. Ø Select 3 most important events, draw another 3 events you would like to happen in the future – are they achievable? Ø Keep a 'fact file' from start of school to document the changes they have experienced. 	
<p>Recognising and dealing with feelings.</p> <ul style="list-style-type: none"> Ø Discuss how people's feelings and moods can change during puberty. Ø Develop strategies for coping, including asking for help (Childline). Ø Role play how to treat others when they are feeling sensitive (e.g. when feeling hormonal). 	
<p>Developing self-esteem.</p> <ul style="list-style-type: none"> Ø Stereotypes e.g. collage of men and women in media, reassure children, difference is good. 	<p>Puberty booklet</p>
<p>Describing / naming external body parts.</p> <ul style="list-style-type: none"> Ø Brainstorm all the common and slang names for external body parts – list, or label diagram. Introduce correct names and agree as part of the ground rules to use these terms from now on. Ø Matching card game-names to definition. Ø Research how you can tell the difference between male and female in other species and how they reproduce. Ø Name internal body organs, what are their functions – research encyclopaedia? Can children position them – before and after diagrams, use / make 'storyboards'. 	<p>Rollercoaster Cloth torso and Velcro organs</p>
<p>Describing bodily changes during puberty.</p> <ul style="list-style-type: none"> Ø Discuss in groups what they know about puberty already and what they think the bodily changes will be. Write ideas on flipchart. Ø Research word 'puberty' in dictionary. Ø In groups, list changes for boys and changes for girls – Which ones overlap? Ø Match descriptions of changes to relevant body outlines of different age groups e.g. young child, adolescent, adult. 	<p>Rollercoaster</p>

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<ul style="list-style-type: none"> Ø True or False puberty games. Ø Puberty quiz. Ø Provide a question box so that children can ask questions / voice concerns anonymously. 	<p>Puberty booklet -Living and Growing Book 2</p>
<p>Understanding that people develop during puberty at different rates / dealing with others sensitively at this time.</p> <ul style="list-style-type: none"> Ø Discuss scenarios e.g. child is bullied because he is not 'macho' yet. Discuss attitudes and behaviour of others towards him. Ø In groups, children to write answers to typical 'problem page' worries (publish?) Compare group answers. 	<p>Rollercoaster Puberty Booklet Living and Growing Book 2</p>
<p>Understanding the process of reproduction.</p> <ul style="list-style-type: none"> Ø Find out what children already know with a draw and write activity 'How does a baby start?' Ø Match labels to pictures of important organs. Ø Make own jigsaw / flow chart and see if others can put it together correctly. Ø Play the fertilization board game. Ø Play the reproduction race – role play several million sperm running towards an ovum. Ø Use plasticine to make sperm and ovum. Can children get the relative sizes right? 	<p>Living and Growing Book 2</p>
<p>Understanding the female monthly cycle / Developing the confidence about dealing with it Asking for help e.g. where are spare sanitary towels?</p> <ul style="list-style-type: none"> Ø Order the sequence of the menstrual cycle. Ø Use bottles of liquid to illustrate the typical amount of menstrual flow. Ø Play 'fact or myth' game e.g. a woman cannot go swimming during her period. Ø Research the different products available for menstruation, size, cost range etc. Ø Talk about how to deal with having a period e.g. how to carry sanitary protection in school, where to put used towels, who to go to if you start your period at school. Ø Design their own leaflet 'Everything you need to know about periods'. Could school nurse use them for another school? 	<p>Rollercoaster Living and Growing Resource Book 2</p>
<p>Recognising that babies take a lot of looking after.</p> <ul style="list-style-type: none"> Ø Pupils suggest the things that a new baby will need. Record suggestions on a large sheet. Remember to include things that don't cost money such as time and love. Ø Use baby catalogues to 'prepare' for baby's arrival. Give children a budget to stick to. Ø Estimate the amount of money spent on nappies for a month. Consider environmental impact of disposing of them – research options. Ø Record a typical day in their lives. Record a typical day in the life of a parent caring for a small baby. Discuss the choices and sacrifices a parent makes. 	<p>Living and Growing Book 2</p>

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Learning about pregnancy and birth.

- Ø In groups sort statements about what will / will not be harmful for an unborn baby's mother to do, e.g. smoking, running a marathon, staying up late, travelling by plane etc., discuss with them what they could do to help a pregnant relative to stay healthy.
- Ø Write a leaflet for a pregnant woman to suggest how she might keep healthy.
- Ø Research how the foetus functions inside the mother – how does it eat, breath etc.
- Ø Invite parents (include dad) to talk about their preparations for a new baby.

Appendix Nine - SCHEME OF WORK: Key Stage Two

Lesson Title	Learning outcomes	Resources
Growing and Changing	<ul style="list-style-type: none"> Understand how we change when we grow up 	Living and Growing Unit 1 Programme 1 (Differences)
Male and Female	<ul style="list-style-type: none"> Discuss the things that the children feel that they are still too young to do Discuss the things that can only be done by adults 	Parent and baby visitor. What can we do? Activity sheet
Friends	<ul style="list-style-type: none"> Understand different types of friendships Discuss the qualities of a good friend 	'My Friend' activity
Families of all Kinds	<ul style="list-style-type: none"> Understand how special people show that they care and love us How do we show that we care about our special people 	Paper and drawing materials SEAL Relationships/ Changes
Gender Stereotypes	<ul style="list-style-type: none"> Complete a class survey of physical characteristics 	Class survey activity sheet

SCHEME OF WORK: Key Stage Two: Year 3

Lesson Title	Learning outcomes	Resources
Growing and Changing	<ul style="list-style-type: none"> Understand how we change when we grow up Discussing a 'timeline' 	Living and Growing Unit 1 Programme 1 (Differences)
Male & Female	<ul style="list-style-type: none"> Understanding of the main organs of the body Looking 'inside our bodies' and distinguishing male from female 	Body outline Living & Growing Unit 1 Programme 2 3D anatomical body or tabard
Reproduction/ Life Cycle	<ul style="list-style-type: none"> What is a 'life cycle' Explore the notion of adults having babies 	Living & Growing Unit 1 Programme 2 How did I get here? Life cycles activity sheet
Families of all Kinds	<ul style="list-style-type: none"> Describe a member of the family and explain why they are important to them The most important people in my family are... 	Activity sheets 'My family'
Relationships / Types of Love	<ul style="list-style-type: none"> Who or what do they love? The definition of love 	'Love is' activity sheet
Gender & Stereotypes	<ul style="list-style-type: none"> Who does what- true or false statements 	Activity sheet 'who does what?'
Good and bad touches	<ul style="list-style-type: none"> Hugs and kisses from people you know and trust Good touches and 'bad touches 	Activity sheet- body outlines Examples of types of touch

SCHEME OF WORK: Key Stage Two: Year 4

Lesson Title	Learning outcomes	Resources
Growing and Changing	<ul style="list-style-type: none"> • ‘Changes’ as we grow up • Discuss ‘feelings’ 	Living and Growing Unit 2 Programme 1 Activity sheet – sort the changes
Male and Female	<ul style="list-style-type: none"> • Review changes in our bodies as we grow older • Discuss female and male sex organs 	RSE policy
Menstruation	<ul style="list-style-type: none"> • What do you already know about periods 	Living & Growing Unit 2 Programme 2
Reproduction	<ul style="list-style-type: none"> • How a baby starts? • Loving and caring relationships 	Living & Growing Unit 2 Programme 2
Babies 1	<ul style="list-style-type: none"> • A new babies ‘needs’ • ‘Building a baby’ 	‘Building a baby’ Baby catalogues
Babies 2	<ul style="list-style-type: none"> • Healthy Mum/ Healthy baby’ 	Healthy Mum/ Healthy Baby power point
Babies 3	<ul style="list-style-type: none"> • How a baby is born’ 	How is a baby born activity sheet?
Family	<ul style="list-style-type: none"> • Who do they look like? • Inherited characteristics 	Activity sheet- don’t they look like?

SCHEME OF WORK: Key Stage Two: Year 5

Lesson Title	Learning outcomes	Resources
Puberty	<ul style="list-style-type: none"> • 'Changes' at puberty 	Living and Growing Unit 2 Part 1 Body tabards
Menstruation	<ul style="list-style-type: none"> • Main change for girls is menstruation • Sanitary protection 	Living and Growing Unit 2 Part 2
Reproduction	<ul style="list-style-type: none"> • Correcting misconceptions 	Living & Growing Unit 2 Part 3
Parenting	<ul style="list-style-type: none"> • Responsibilities • Caring for a baby 	Living & Growing Unit 2 Programme 2
Personal Hygiene	<ul style="list-style-type: none"> • Importance of personal hygiene 	'Paper and pens for posters
Family	<ul style="list-style-type: none"> • Different types of families 	

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SCHEME OF WORK: Key Stage Two: Year 6

Lesson Title	Learning outcomes	Resources
Personal Hygiene	<ul style="list-style-type: none"> Look at health products and what they are used for 	Health products
Puberty in girls	<ul style="list-style-type: none"> Main change for girls is menstruation Check out the change for girls 	Living and Growing Unit 3 Programme 1
Puberty in boys	<ul style="list-style-type: none"> Check out the changes for boys 	Living & Growing Unit 3 Programme 2
Relationships	<ul style="list-style-type: none"> Close relationships Forming relationships 	Living & Growing Unit 3 Programme 2
Menstruation	<ul style="list-style-type: none"> Changes to female and male bodies 	'BBC Active Unit 1- physical changes
Birth, parenting, responsibilities, relationships	<ul style="list-style-type: none"> Ask the class how a couple who love each other and are having sex can prevent pregnancy 	How a baby starts card sort BBC interactive DVD
Sexuality / stereotyping	<ul style="list-style-type: none"> Attitudes and values activity 'Sexuality card match' activity 	Activity sheet 'Attitudes and values sheet' Activity sheet 'sexuality card match' (6j) Activity sheet 'Nicky worksheet' (6k)
Question Box	<ul style="list-style-type: none"> Ask it basket – Q & A session 	Question box

Appendix Ten - TIPS FOR DEALING WITH DIFFICULT QUESTIONS

Any aspect of PSHE can prompt pupils to ask questions that are tricky to answer in front of the whole class. The tips below could help you prepare for this situation...

1. Anticipate that difficult questions will come up and agree how they will be dealt with in advance

It is useful to discuss as a staff group how you might approach answering difficult questions before they are asked in a classroom situation. This also gives you the opportunity to double check your approach is in line with the school's SRE policy.

2. Have clearly defined ground rules

Ground rules help to create a safe comfortable environment for both pupils and teachers. For example, rules around respecting an individual's right to privacy or not answering personal questions allows teachers to highlight this if they are asked personal questions by pupils.

3. Consider using methods to defer answering questions e.g. a question box

Providing a question box enables pupils to ask questions anonymously and enables teachers to sort through questions and decide how to answer them in advance. It also allows teachers to include additional questions or topics they may want to cover.

4. Answer questions in a straightforward, honest and age appropriate manner

Failure to answer a question may confuse pupils and raise their interest without providing any information. The key is to answer in a non-sensationalised way and answer in simple general terms. In some cases it may be appropriate to turn the question back on the young person and ask them what they know or have heard.

5. It is ok to say 'I don't know'

If you cannot answer the question you can say so and seek out the information after the lesson. Alternatively you could direct the pupil towards another source of information, for example, their parents.

Appendix Eleven - Diamond 9 Activity on Friendship

Key Stage 2 year 5/6

Somebody you can rely on	Somebody who does not tell your secrets	Somebody who is the same culture or religion
Somebody who does not leave you out	Somebody to talk to	Somebody who is the same type as you
Somebody who is interested in the same things as you are	Somebody who everybody else likes	Somebody who is different from you and can do different things from you

Appendix Twelve - Love is Statements

Key Stage 2 year 5/6

Love is holding hands.

Love is sleeping together and having sex.

Love is caring a lot about someone.

Love is finding someone really attractive.

Love is getting sexual feelings about someone.

Love is liking someone enough to want to spend
your whole life with them.

Love is kissing.

Love is when two people are really close and share all
their secret hopes and fears.

Love is feelings so strongly about someone that you would
do anything for them.

Love is wanting someone to spend all their time
with you and not with anyone else.

Love is trusting someone totally.

Love is sharing all your possessions.

Appendix Thirteen - Bring me sunshine

Key Stage 2 year 5/6

This activity consolidates the children's understanding of the positive and negative feelings that we all experience. It also encourages them to develop strategies for accepting and dealing with negative feelings.

Give out the activity sheet, read through the feelings. Invite the children to give examples of each feeling, ensuring that they understand what the feeling means. Ask them to give examples of situations where they have personally experienced these feelings.

Ask the children to complete the sheet using their own personal experiences to help them. Working in pairs, they can then divide the feelings into positive and negative experiences, and agree ways in which they could deal with the negative ones.

As a whole class, discuss each feeling on the sheet and the strategies the children have come up with for dealing with the negative ones. Record these on the board or a large sheet of paper. Suggest that they try out their strategies.

Extension

Divide the class into small groups. Allocate a negative feeling to each group, which they should not share with other groups. In turn, each group has to develop and act out a scenario in which one character clearly demonstrates the feeling. It is up to the rest of the class to work out what the feeling is. After each demonstration, discuss how the other characters might be feelings and how the main character could deal with the negative feeling.

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Bring me sunshine – activity sheet

Key Stage 2 year 5/6

I feel jealous when.....	I feel lonely when.....
I feel excited when.....	I feel happy when.....
I feel peaceful when.....	I feel angry when.....
I feel sorry when.....	I feel loved when.....

Appendix Fourteen - Male and Female changes worksheet

Key Stage 2 year 5/6

Changes in girls	Changes in boys
I have developed breasts	Hair is starting to grow under my arms
My breast have not begun to develop	Hair is starting to grow around my penis
My breasts have begun to develop	There is hair under my arms and around my penis
My periods have not yet started	I have no hair on my face
My periods have started but are not regular yet	Hair is starting to grow on my face
I am having periods regular	I need to shave regularly
There is hair under my arms and around the opening of my vagina	My penis and testicles are starting to grow
My hips are starting to get rounder	My penis is quite small
Hair is starting to grow around the opening to my vagina	I feel sexually attracted to another person
I have noticed that I sweat more	My voice is changing
I need to wash my body more often	My voice is now quite deep
I feel sexually attracted to another person	My shoulders and chest are now quite broad
Hair is starting to grow under my arms	I have noticed that I sweat more
	I need to wash my body more often

Appendix Fifteen

Year 6 question box: Questions from year 6 pupils aged 10-11 years

- ☀ If sperm comes out of the penis can it go back in?
- ☀ Why do we need pubic hair? Why doesn't a baby have pubic hair?
- ☀ Is there another way to have a baby?
- ☀ Are you allowed sex under 16 with a condom?
- ☀ Why does only one sperm make you pregnant?
- ☀ How quick does sex have to be?
- ☀ If a boy plays with you and is a bit rough with you is this a form of flirting?
- ☀ Why do girls have a vagina?
- ☀ I feel embarrassed when I get an erection what can I do?
- ☀ If can't have babies what can you do?
- ☀ How many times do you have to have sex to get pregnant?
- ☀ Is it normal to have a crush on your brother's girlfriend's sister?
- ☀ What is gay?
- ☀ Why do we have periods?
- ☀ Do you have to masturbate?
- ☀ What can I do to make myself thinner?
- ☀ How does the baby come out of the lady's mini?