

KS2 Relationship and Sex Education



Lesson plans: Year 4

Introduction

These four lessons have been written by PSHE Lead Teachers on behalf of Brighton & Hove City Council to support the PSHE education curriculum for **Year 4** pupils. These lessons are informed by Brighton & Hove's *Relationship and Sex Education Guidance for Educational Settings* (2015) including KS2 Core Messages for Puberty & Relationships and national guidance including that by the PSHE Association and the Sex Education Forum and the Children and Social Work Act (2017). Teachers are invited to adapt and develop these lesson plans to meet the needs of their pupils and are invited to share any ideas they have via the PSHE Forum on BEEM. Faith schools should seek advice from their Diocese.

Children and young people are naturally curious about growing up, how their bodies work and human relationships. Their questions need to be answered honestly, using language and explanations appropriate for their age and maturity, thus challenging misconceptions and addressing concerns and worries.

The purpose of RSE is to support children and young people to learn the skills they need to be safe, healthy and happy as they grow up and in their future lives. RSE must always be appropriate to pupils' age and stage of development and is an essential part of safeguarding. RSE is learning about the emotional, social and physical aspects of growing up; healthy relationships, sex, human sexuality and sexual health.

Good practice in RSE should be informed by the principle that everyone has equal worth and everybody has a right to be included and treated with respect. We can introduce and reinforce these values through teaching about gender identity, family diversity, puberty and reproduction, and protective behaviours.

Relationships and sex education is not value free and will provide a curriculum opportunity to promote school values. The other key messages or values to promote could include:

- We have the right to feel safe all of the time
- We can talk with someone about anything even if it feels awful or small
- All bodies are different and there is no such thing as a perfect body
- We have the right to say no to touches we don't like
- Families are all different and grow in different ways, but most are places of love and care
- Babies begin and get born in different ways
- In our friendships and relationships we try and treat each other with kindness and respect
- There are lots of different ways to be a girl, and lots of different ways to be a boy, and some people don't feel like a boy or a girl
- In grown-up relationships a man and a woman can have a relationship and get married if they want to, so can two men or two women.

It is important to reflect on the language to use when delivering sessions of RSE. Addressing a class using personalised terms like 'you' can mean pupils receive this information as something

they should be engaging in, whether or not that is the intention. Effectively this normalises the behaviour of the topic which is being delivered, or makes assumptions that might not be the case. An example could be 'when you get a girlfriend or boyfriend'. Whilst this statement rightly accepts that most young people will at some time have a relationship, the fact the statement refers to 'you' is likely to make a pupil think 'does this mean I am expected to have a relationship now? Adapting this statement to 'if someone has a boyfriend / girlfriend' can depersonalise the subsequent discussion and produce a safer environment for exploring the topic.

The use of the word 'normal' in PSHE education with a focus on equalities and diversity can be a stereotypical concept and would need to be challenged, for example, 'girls normally play with dolls'. However in RSE, the use of the phrase 'normal and healthy' when talking about aspects of puberty, for example, 'puberty can start from between age 10-16', can be very reassuring. It is important, however, to be mindful of inclusive practice and issues of gender identity and sexual orientation and family diversity. Therefore, try to use inclusive language such as all genders rather than boys and girls, grown-ups instead of *mums and dads* (to ensure all family types feel included when discussion or reference is made to adults at home) and to not assume that all children will grow up to be heterosexual or be cisgender.

All children need to know the correct biological or medical names for the genitalia and reproductive organs. This will include using terms such as: vulva, vagina, clitoris, breasts, penis, testicles and scrotum and anus and nipples. In these lesson plans and in *Feeling good, Feeling Safe* vulva is used as the first word to learn as this word covers the external genitalia. Understanding this scientific language and having the confidence to use it to describe the personal and private parts of the body and knowing how to seek help is vital for safeguarding. In addition, using the phrase: the personal and private parts of the body, suggests that these body parts are private but not taboo and it is healthy and acceptable to name and talk about these parts.

Lesson Resources:

These lessons, the accompanying Power Points and resources are all available to download from BEEM. You will also find further guidance and lesson planning materials on the PSHE Education Service resources pages.

Assessment for and of learning opportunities are highlighted in the plans next to a suggested assessment activity and also at the end of each lesson plan.

Several of the lessons include film clips. These can be downloaded and saved for future use using websites such as Keep Vid at <https://keepvid.com/>

Safe learning environments:

As with all PSHE lessons it is very important to reflect on procedures and practices to establish a safe learning environment for pupils and staff. It is suggested that these lessons are delivered by a trained class teacher.

a. Before the lesson:

Schools have a statutory duty to inform parents and carers of their right to withdraw their child from relationships and sex education. Many schools inform parents and carers of their right to

withdraw as part of the induction process into their school.

It would also be best practice to inform all parents and carers before teaching units of relationships and sex education so that firstly they can inform the school of any issues it could raise in their children and secondly so they can be ready to discuss issues or answer questions at home that may arise. Information about teaching and learning about RSE could be shared in meetings for parents and carers with the PSHE Co-ordinator as well as the usual curriculum information and year group specific letters informing them of what will be covered in the lessons and when they will be taught. Extra care should be taken, perhaps in partnership with EMAS, to ensure families with English as an additional language or faith perspectives understand this aspect of the curriculum and particularly its role in safeguarding children.

Prior to delivery of these lessons, reflect on the needs and experiences of children in your class for whom the content of the lesson may be a trigger for difficult or emotional feelings. For example this could include children who:

- Are looked after or have been adopted
- Have experienced family loss or bereavement
- Have experience personally, or within the family, of sexual abuse
- Have witnessed domestic abuse
- Are questioning their gender identity
- Have a special education need or disability such that their developmental stage might mean the lesson may not be appropriate for them.

Reflect on your own and or colleagues needs and confidence to deliver these lessons and seek support from your Senior Leadership Team if necessary. This may be a lesson where co-teaching with another colleague may be appropriate. Inform support staff about the use of language, this could include for example: use of scientific terms for personal and private parts of the body and use of the term 'grown up'. In addition, explain ground rules for keeping everyone safe in the lesson particularly about sharing of personal information both by staff and children. If these sessions bring up issues for staff, then they should be encouraged to speak with someone who could support. If possible, consider teaching this lesson before a break or at the end of the day so that pupils do not have to go straight into another lesson afterwards.

Rehearse answering questions with colleagues and perhaps devise a script for yourselves of possible answers to pupil questions and remember to use a question box to gain time to think about responses. Appendix 6 *Relationship and Sex Education Guidance for Educational Settings* (2015) provides scripts for answering questions.

b. During the lesson:

Some children may be supported to participate in the lesson by some pre-teaching before the lesson, some may need *right to pass* arrangements during the lesson and there may be some children for whom the lesson is not appropriate and alternative provision will be needed. All arrangements should be discussed with the child, the school team around these more vulnerable children and in close consultation with parent and carers.

Be very clear and explicit about ground rules at the start of each lesson so that everybody feels safe to join in. For example, guide the class to think carefully about what they share in the public setting of the classroom and suggest no names are used and instead, say instead

someone I know; my friend etc. This will reinforce the expectation of respectful behaviour and reduce unintentional disclosures. It is important for the teacher and any other members of staff not to offer personal experiences as this can make children feel unsafe and think that they are expected to do the same. Negotiate use of language, for example: use of scientific language for personal and private parts of the body so that everybody is clear and feels comfortable. Reassure the class that when we have relationships and sex education lessons we are helping them to understand how they can have healthy relationships themselves and keep others safe and make healthy choices in future.

Example ground rules could include: Listen; Try to join in; Be respectful; Encourage others; No personal questions; Use scientific language for personal and private parts of the body and Think about what you share; Adults can't keep full confidentiality.

Develop rituals, by following a similar process for each lesson, children will feel more familiar and confident and engage more fully with the content of the lesson.

If you are unsure as to how to answer a question that arises in a lesson or how much to say, use holding phrases such as 'That is a very important question and I am going to think about it some more and answer it next lesson' can be very helpful. This will give opportunities to discuss appropriate answers with colleagues and /or contact the PSHE Team for advice. Providing opportunities to ask questions through ask-it baskets or thought walls will also give time to reflect on appropriate ways to answer children's questions.

It is your responsibility to maintain a positive learning environment. Prejudice or stereotypes that go unchallenged will alienate individuals or groups affected and will reinforce the prejudiced view. See section 9.6 and appendix 7 of the Brighton & Hove *Relationship and Sex Education Guidance for Educational Settings* (2015)

Signpost pupils to key members of staff within school who they may wish to talk to about any issues raised during the lesson. Remind the group of where they can go to get help and signpost children to local and national organisations that they could contact for help and support.

Use the learning outcomes of the lesson to keep the lesson focused and on track and assess learning throughout and at the end of the lesson.

c. After the lesson:

Check in with identified children to see if they are ok. Feedback to parents, carers, SENCO, safeguarding lead as appropriate.

Reflect on responses to questions raised with supportive colleagues. Evaluate the lesson and use this to improve the programme.

d. Further support

Further materials to support relationships and sex education lessons can be found on BEEM. For training for teaching in the delivery of effective relationships and sex education please contact the PSHE team: pshe@brighton-hove.gov.uk.

Teaching Checklist Recap

- Familiarise yourself with school policies
- Set specific aims and objectives
- Consider vulnerable pupils
- Inform parents and carers
- Distance the learning
- Negotiate ground rules
- Consider likely questions / misconceptions
- Invite questions before and after the lesson
- Signpost support

For national updates and resources:

PSHE Association <https://www.pshe-association.org.uk/>

Sex Ed Forum <http://www.sexeducationforum.org.uk/>

Learning Objectives :

All learning outcomes references are from the PSHE Association Programme of Study, which is organised into 3 core themes: Core Theme 1: Health and wellbeing (H); Core Theme 2: Relationships (R) and Core Theme 3: Living in the Wider World (L)

Children should have the opportunity in **Key Stage 2** to learn:

H1. how to make informed choices about health

H2. about the elements of a balanced healthy lifestyle

H3. about choices that support a healthy lifestyle and recognise what might influence these

H5 what constitutes about what good physical health means; and how to recognise the early signs of physical illness

H7 how regular (daily/weekly) exercise benefits mental and physical health (eg walking or cycling to school, daily active mile) recognise opportunities to be physically active and some of the risks associated with an inactive life Style

H9. That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

H13 about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

H14. How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

H17. to recognise that feelings can change over time and range in intensity

H18. about everyday things that affect feelings and the importance of expressing feelings

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

H26. that for some people gender identity does not correspond with their biological sex

H27. to recognise their individuality and personal qualities

- H28.** to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- H29.** about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
- H30.** to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
- H31.** about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
- H32.** about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
- H33.** about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹
- H34.** about where to get more information, help and advice about growing and changing, especially about puberty
- H35.** about the new opportunities and responsibilities that increasing independence may bring
- H37.** reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
- H42.** about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
- R1.** to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- R2.** that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
- R3.** about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong
- R4.** that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
- R5.** that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
- R6.** that a feature of positive family life is caring relationships; about the different ways in which people care for one another
- R7.** to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
- R8.** to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
- R9.** how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
- R10.** about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
- R11.** what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
- R14.** that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
- R16.** how friendships can change over time, about making new friends and the benefits of having different types of friends
- R17.** that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- R19.** about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
- R20.** strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-

calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R21. about discrimination: what it means and how to challenge it

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R26. about seeking and giving permission (consent) in different situations

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

Essential PSHE skills:

Essential skill 1 Identity, Self Awareness, resilience and Managing feelings

I can identify and suggest ways to cope with my range of feelings as I grow and change

I can identify and manage my feelings of embarrassment

Essential skill 2 Getting On with others

I can recognise what constitutes a positive, healthy relationship

I can grow positive and healthy relationships

Essential skill 3 Managing Risk

I can name my personal and private body parts

Essential skill 4 Getting help

I can tell you where I can get help as I grow and change

I can tell you where I can get help and support online

Essential skill 5 Media Messages- understanding and challenging /critical thinking

I can recognise that sometimes how someone looks; how their body grows and changes; who is in their family and who someone wants to be can be the target for bullying behaviour

I recognise prejudice and discrimination and challenge this safely

Year 4: Suggested learning outcomes:

- I can tell you how my body will grow and change from a child to a grown up
- I can tell you how puberty might affect a young person's feelings
- I can tell you some of the friendship skills a young person might need as they grow and change
- I can tell you how to keep healthy and safe as I grow and change
- I can tell you how human babies begin
- I can tell you some of the different ways that families begin

Year 4: Lesson 1

Suggested learning questions:

- **What happen to my body as I grow and change from a child to a grown up?**

Resources:

- B&H PSHE team Y4 Lesson plans and power-point
- Changes at puberty cards (for most girls and most boys) for sorting
- Venn Diagrams (with categories: for most girls and for most boys)

Activity and organisation	Guidance
<p>Introduction: What do you remember about these Relationship and Sex Education lessons in Year 3? Recap: why do we have these lessons? How can they help us? Explain the bigger picture for this learning: happier, healthier, and safer lives, now and in the future.</p> <p>Ask: How can we make sure everyone feels safe, valued and included in these lessons?</p> <p>Establish Ground rules. For example:</p> <ul style="list-style-type: none"> • Listen • Try to join in • Be respectful • Encourage others • No personal questions • Use scientific language for personal and private parts of the body • Think about what you share <p>Explain the purpose of the question box and thought wall as a way to ask (and answer) questions both publically and more privately.</p> <p>Explain learning questions for today's lesson how it fits into the learning journey for this unit of PSHE.</p> <p>Ask children how they feel about this learning. Acknowledge the difference between RSE lessons and other lessons in the curriculum. Emphasise that learning about our bodies and how babies are made will help us to be healthy, happy and</p>	<p>Explore what information is /isn't appropriate to share in a school lesson. Explain that the teacher will offer guidance if information shared seems too personal or not for everyone to hear.</p> <p>Suggest phrases such as: Someone I know or a friend of mine ... rather than using names.</p> <p>Read and reflect on any questions and comments before each lesson and give time for noting and answering. Seek advice from colleagues or the B&H PSHE team if necessary. pshe@brighton-hove.gov.uk</p> <p>Articles about naming body parts and the link with safeguarding: https://www.huffingtonpost.com/entry/8-reasons-not-to-call-your-childs-genitals-pet-names_us_58743186e4b0eb9e49bfbec3</p>

<p>safe. Highlight that it is very understandable to feel embarrassed and recap some coping strategies.</p> <p>For example:</p> <ul style="list-style-type: none"> • Take three slow calming out breaths • Say to yourself: this feeling will pass • Remind yourself of the reasons for this learning • Try a grounding technique <p>Explain learning questions for today's lesson how it fits into the learning journey for this unit of PSHE.</p> <p>What happens to my body as I grow and change from a child to a grown up?</p> <p>Brilliant Bodies In pairs discuss and share: What do you like about your body? What is brilliant about what your body can do? Feedback.</p> <p>Introduce the lesson focus: how children grow and change, by watching a clip like: A portrait of Vince 0-14 years https://www.youtube.com/watch?v=mXjFMX-uhzk</p> <p>Elicit prior Knowledge: In Pairs: Record all you know about how most children's bodies grow and change into young adults Think about: What happens on the outside and inside of the body? Feedback Recap and warm up and build confidence in using the scientific language for the private and personal parts of the body. Ask:</p> <ul style="list-style-type: none"> • Why do we use scientific language to describe the personal and private parts of the body? • Let's remember the language we have learnt before. • Take it in turns to say the names of the personal and private parts of the body. • Include : Vulva; Vagina; Penis; Testicles; Breasts ; Anus; Scrotum; Nipples and Clitoris 	<p>https://www.psychologytoday.com/blog/going-beyond-intelligence/201703/call-children-s-private-body-parts-what-they-are</p> <p>NSPCC website: https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/</p> <p>For further information about puberty:</p> <p>Websites such as:</p> <p>Kid's Health https://kidshealth.org/en/kids/puberty.html</p> <p>Childline https://www.childline.org.uk/info-advice/you-your-body/puberty/?utm_source=google&utm_medium=cpc&utm_campaign=UK_GOS_B_GEN_New_Grant_ChildLine_Puberty&utm_term=+puberty&gclid=Cj0KCQjw4zVBRDVARIsAFNI9eA1kQSBhkf7p7iCCFoREqdxWhBsHGt2F-NRnfeaTLEgVv5G22ccdYaAiQJEALw_wcB&gclidsrc=aw.ds</p> <p>Amaze: Taking the awkward out of Sex Ed https://amaze.org/</p> <p>Betty Bus website: https://bettyeducation.com/product-category/education-resources/</p> <p>Join for free for access to Betty Bus resources</p>
--	--

<p>Introducing Puberty</p> <p>Ask: can anyone clarify the word puberty?</p> <p>Clarify and or teach key knowledge about puberty:</p> <ul style="list-style-type: none"> • Apart from a child's first year, puberty is a time when a child grows the most. • These changes begin when a part of the brain starts sending out hormones • These changes will affect how a person looks and feels • When this begins varies but it is usually around 8-10 for most girls and around 10-12 for most boys • Puberty is another word for growing up • A person's body is preparing to be able to have children as a grown up if they choose to <p>Ask if anyone has any questions.</p> <p>Clarify what a hormone is... <i>A hormone is a chemical messenger that is released by a part of the brain. Hormones travel round the body in the blood and cause the body to start to grow and change.</i></p> <p>Knowledge Harvest</p> <p>Read a text such as: <i>Hairy in Funny Places</i> by Babette Cole or <i>Let's talk</i> by Robbie H Harris or <i>What's happening to me?</i> By Susan Meredith</p> <p>Listen carefully to the text. What have you found out? What happens for most girls and most boys at puberty?</p> <p>Highlight key changes for most girls and most boys</p> <p>(Including: body shape and growth changes; muscle growth changes; body hair growth, changes to personal and private body parts eg. lengthening and widening of penis and growth of testicles; breast development; sperm production and wet dreams and periods starting.)</p> <p>Do you have any questions?</p> <p>Explain and introduce periods:</p> <ul style="list-style-type: none"> • A period is short for menstrual period. • It's the time each month when most girls will experience a small amount of fluid that includes some blood, which flows out of their uterus or womb through their vagina. • This lasts for 3- 5 days. • The fluid is absorbed by a pad worn in a girl's pants. • This is a normal part of growing up and means that most girls can choose to have a baby as a grown up. <p>Watch a film clip to grow understanding:</p> <p>For example:</p>	<p>Being period positive</p> <p>These lessons and language chosen are informed by a period positive approach. For example use of the phrase: menstrual period; period products (not sanitary products); menstrual periods as a sign of health and celebration of menstrual periods and a challenge to stigma.</p> <p>For more information see https://periodpositive.com/</p> <p>Government free period product scheme</p> <p>https://www.gov.uk/government/publications/period-products-in-schools-and-colleges/period-product-scheme-for-schools-and-colleges-in-england</p> <p>Schools can order packs from Always with a kit to demo how tampons and towels work with blue dye.</p> <p>https://www.always.co.uk/en-gb/puberty-education-programme-always-tampax</p> <p>For support with period poverty</p> <p>https://www.freeperiods.org/</p> <p>https://thehygienebank.com/</p> <p>https://www.bloodygoodperiod.com/</p> <p>http://periodpoverty.uk/</p>
--	--

<p>Betty Bus website: https://bettyeducation.com/product-category/education-resources/</p> <p>Join for free for access to Betty Bus resources</p> <p>Or: What is menstruation?</p> <p>https://www.youtube.com/watch?v=vXrQ_FhZmos</p> <p>Or Amaze: All about getting your period</p> <p>https://www.youtube.com/watch?v=RX4NJrJxwss</p> <p>Being period positive – introduce core message</p> <p>Suggest the idea that someone might say 'eek my first period'</p> <p>Ask: Why might someone feel like this?</p> <p>What could we do or say to help?</p> <p>Highlight how important it is for everyone to understand about periods and how menstrual periods are a normal part of growing up , something to celebrate and a sign of good physical health.</p> <p>Why do you think it is important for boys to learn about periods?</p> <p>Ask if anyone has any questions?</p> <p>Independent activity: In pairs: Sort cards of the changes at puberty for most girls and most boys onto Venn diagram (changes for both in the middle section) and have a pile of not sure, if necessary. Feedback and clarify key changes at puberty. Ask again if anyone has any questions?</p> <p>Reflection and evaluation of learning:</p> <p>How do children grow and change? What have you learnt?</p> <p>Ask children to use a different colour pen add any new learning about how most children's bodies grow and change into young adults</p> <p>Think about: What happens on the outside and inside of the body?</p>	<p><u>Disability Equality:</u> When talking about physical changes as we grow, be mindful of saying phrases such as 'now we can all walk, run' etc... Talk instead about 'some children' and use phrases such as 'getting better at moving' to include those with physical disabilities.</p> <p>If possible use a guided reading time for children to read a selection of age appropriate RSE information texts. Set up for safe learning environment with appropriate ground rules.</p> <p>Assessment <i>for</i> and <i>of</i> learning: Can children describe key changes at puberty for most girls and most boys?</p> <p>Essential skill1 Identity, Self Awareness, resilience and Managing feelings</p>
--	---

<p>Ask: for volunteers to give some feedback.</p> <p>Closing activity:</p> <p>Growing Body Confidence</p> <p>Celebrate your brilliant growing body with some dancing.</p> <p>Join in with an activity like Go Noodle: Dynamite Guided dance activity:</p> <p>https://app.gonoodle.com/channels/the-champiverse/dynamite-2?s=category&t=Guided%20Dance</p> <p>Question Box:</p> <p>Give all children the opportunity to write a question that they or a year four child might want to ask after this lesson.</p> <p>Place in a question box and return to these questions in a later lesson.</p> <p>Where to get help:</p> <p>Remind and reassure children that if they have a question or want to talk about a worry after this lesson that it is always ok to ask for help. Explain who, when and where they can get this help.</p> <p>Make links to Protective Behaviours programme, Feeling Good Feeling Safe core message: We can talk with someone about anything even if it feels awful or small.</p>	
<p>Assessment <i>for and of</i> learning:</p> <p>Can children describe key changes at puberty for most girls and boys?</p>	<p>Essential skill1</p> <p>Identity, Self Awareness, resilience and Managing feelings</p>

Year 4 : Lesson 2

Suggested learning questions:

- How do the changes at puberty affect how young people might feel?

Resources:

B&H PSHE team Y4 Lesson plans and power-point

Activity and organisation	Guidance
<p>Ground rules: How will we keep each safe, valued and included in these lessons? Recap Lessons 1&2.</p> <p>Explain learning questions for today's lesson How do the changes at puberty affect how young people might feel? Recap last lesson's learning:</p> <p>Ask: What did you find out about in our last lesson?</p> <p>Recap knowledge about puberty and build confidence in talking about changes at puberty:</p> <p>Play puberty ping pong with your partner: Take it in turns to say one of the changes that happen for most girls and most boys at puberty.</p> <p>Ask children how they feel about growing and changing and experiencing puberty: Ask for volunteers to stand on an imaginary line in the classroom to show how they are feeling about growing up. Explain that the feelings continuum starts at one end with feelings such as: feeling scared and worried through not sure to ok to feeling excited and ending with can't wait. How can we make sure we keep everyone safe? Volunteers share reasons for choices.</p> <p>Reassure and explain that:</p> <p>As children grow and change it is normal to feel a mixture of feelings including excited and worried.</p> <p>Ask: What could you do or say to help someone if they were worried about changing and growing up?</p> <p>Ask the class for ideas about possible worries that someone</p>	<p>See notes at the beginning of the lesson plans.</p> <p>Articles about naming body parts and the link with safeguarding:</p> <p>https://www.huffingtonpost.com/entry/8-reasons-not-to-call-your-childs-genitals-pet-names_us_58743186e4b0eb9e49bfbec3</p> <p>https://www.psychologytoday.com/blog/going-beyond-intelligence/201703/call-children-s-private-body-parts-what-they-are</p> <p>NSPCC website:</p> <p>https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/</p> <p>For further information about puberty:</p> <p>Websites such as:</p> <p>Kid's Health</p> <p>https://kidshealth.org/en/kids/puberty.html</p>

<p>might have about puberty. Teacher to scribe a list. This could include:</p> <ul style="list-style-type: none"> • When will puberty happen to me? • I feel awkward about how I look • I feel too tall • I feel too small • I have a crush on a celebrity • I am normal? • I don't think I'm like other girls and boys <p>Remind the class that the focus of the lesson is to think about strategies to cope with worries about puberty.</p> <p>Independent activity: In pairs: Pick one of these worries. What could you say or do for a year 4 child who had some of these worries? Share and record ideas. Highlight possible coping strategies:</p> <ul style="list-style-type: none"> • Talk about your feelings with someone on your helping hand. • Keep talking about how you feel • Say: this feeling will pass • Try some calming or grounding techniques • There are more ways than one to be a girl or boy <p>Ask children to record the strategy that they think might be helpful.</p> <p>Growing body confidence: Ask children to look at the images of children's faces on the PPT slide and then look carefully at your partner's face. What do you notice? Ask: Do you think the changes to a person's body (including personal and private parts) during puberty will mean everyone looks the same? Reassure and explain that all bodies (including the personal and private parts) come in all shapes and sizes and this is healthy and normal.</p> <p>All equal and all different: Explain that sometimes children get put down when their bodies start to change and also if they have not started to change. This is mean behaviour. What could you safely say or do if this happened to you or a classmate? When would this become bullying behaviour? Share and display your ideas. Practise safely responding to examples of prejudiced</p>	<p>Childline</p> <p>https://www.childline.org.uk/info-advice/you-your-body/puberty/?utm_source=google&utm_medium=cpc&utm_campaign=UK_GO_S_B_GEN_New_Grant_ChildLine_Puberty&utm_term=+puberty&gclid=Cj0KCQjw4_zVBRDVARIsAFNI9eA1kQSBhkf7p7iCCFoREqdxWhBsHGt2F-NRnfeaTLegVv5G22ccdYaAiQJEALw_wcB&gclsrc=aw.ds</p> <p>Amaze: Taking the awkward out of Sex Ed</p> <p>https://amaze.org/</p> <p>If possible use a guided reading time for children to read a selection of age appropriate RSE information texts. Set up for safe learning environment with appropriate ground rules.</p>
--	---

<p>language, for example: All bodies come in all shapes and sizes and this is healthy and normal.</p> <p>Closing Activities</p> <p>Growing body confidence: Try an activity like: Go Noodle Release your warrior https://app.gonoodle.com/categories/boost-confidence</p> <p>And /or: Affirmation activity Ask children to quietly reflect : What makes you, you? Your body maybe changing and growing but you are still you! Ask children to : Take a breath in and as you breathe out think about all the amazing things that make you, you! Repeat x3</p> <p>Question Box:</p> <p>Give all children the opportunity to write a question that they or a year four child might want to ask after this lesson.</p> <p>Place in a question box and return to these questions in a later lesson.</p> <p>Where to get help: Remind and reassure children that if they have a question or want to talk about a worry after this lesson that it is always ok to ask for help. Explain who, when and where they can get this help.</p> <p>Make links to Protective Behaviours programme, Feeling Good Feeling Safe core message: We can talk with someone about anything even if it feels awful or small.</p>	
<p>Assessment <i>for</i> and <i>of</i> learning: Can children describe how the changes at puberty affect how young people might feel? Can the children suggest strategies for coping with these feelings?</p>	<p>Essential skill1 Identity, Self Awareness, resilience and Managing feelings</p>

Year 4 : Lesson 3

Suggested learning questions:

- **What friendship skills do I need as I grow and change?**

Resources:

B&H PSHE team Y4 Lesson plans and power-point

Activity and organisation	Guidance
<p>Ground rules: How will we keep each safe, valued and included in these lessons? Recap Lessons 1&2 &3.</p> <p>Explain learning for today's lesson and how it fits into the learning journey for this unit of PSHE.</p> <p>Recap knowledge about puberty and build confidence in talking about changes at puberty:</p> <p>Play puberty ping pong with your partner: Take it in turns to say one of the changes that happen for most girls and most boys at puberty.</p> <p>Growing, growing up skills: Introduce today's learning: As children grow and change not only do their bodies change but also how they look after and grow their friendships changes too Ask children to think about and decide if they agree or disagree with the following statement: 'Friendship changes as you get older' Thinking questions: How do you cope with difficulties in friendships How do you look after your friends? How can we show friends that we care ? Elicit a list of ways to show a friend that you care. For example:</p> <ul style="list-style-type: none"> • Smile • Look pleased to see a friend • Say something nice • Spend time together • Ask what they would like to do • Compromise in games 	<p>See notes at the beginning of the lesson plans.</p>

<ul style="list-style-type: none"> • Say hello, ask some friendly questions • Other idea? <p>In pairs: Talk about what you think shows someone cares about their friend. Choose from the list or think of your own idea Can you explain your choice – using the word 'because'</p> <p>Independent activity: In pairs/small groups talk about your friendship scenario. Think about: how to problem solve and keep everyone feeling safe and happy Friendship scenarios:</p> <ul style="list-style-type: none"> • Sharing who is 'on' in games of it • A new person joins the class and your friendship group • Best friend leaves the class • Sharing friends • Deciding who chooses a game at playtime • Each group feeds back an idea <p>What can we say or do to help solve friendship ups and downs? Practise scripts for managing friendship ups and downs</p> <p>Ask: How can forgiving others help in a friendship?</p> <p>Watch: https://app.gonoodle.com/activities/forgive-others?s=Search&t=Think%20about%20it</p> <p>Ask: When do you think you would need to ask a grown up for help with friendship ups and downs?</p> <p>Closing Activities:</p> <p>Choose from:</p> <p>Ask: What could you do today to make this a happy friendship day in your class community?</p> <p>Hopes and dreams about growing up</p> <p>Ask the children to think about their hopes and dreams about changing and growing up and complete the sentence: I am looking forward to...</p> <p>Share a story about friendship</p> <p>For example: Be Kind by Pat Z. Miller or The Big Book of Friends by Mary Hoffman</p>	<p>Make the friendship scenarios more bespoke to your school /year group setting if appropriate.</p> <p>Remind children of their safety networks.</p>
---	---

<p>or watch a short film about friendship</p> <p>For example: Be a Good Friend Go Noodle https://app.gonoodle.com/activities/be-a-good-friend?s=Search&t=friend</p> <p>Reflection on learning</p> <p>At the end of the unit ask children to reflect and record:</p> <ul style="list-style-type: none"> • What have I learnt? • What I have enjoyed? • What would I like to know more about? <p>Any questions?</p> <p>Where to get help:</p> <p>Remind and reassure children that if they have a question or want to talk about a worry after this lesson that it is always ok to ask for help. Explain who, when and where they can get this help.</p> <p>Make links to Protective Behaviours programme, Feeling Good Feeling Safe core message: We can talk with someone about anything even if it feels awful or small.</p>	
<p>Assessment <i>for</i> and <i>of</i> learning: Can the children describe some of the friendship skills they might need as they grow and change?</p>	<p>Essential skill1 Identity, Self Awareness, resilience and Managing feelings</p>

Year 4 Lesson 4

Suggested learning questions:

- How do human babies begin?
- What are the different ways that families begin?
-

Resources :

B&H PSHE team Y4 Lesson plans and power-point

A selection of images that show myths and reality of how a human baby begins (eg. Stork and baby; baby under a gooseberry bush, a baby in a test tube and sperm and egg etc).

B&H Art and families PowerPoint – on BEEM

Activity and organisation	Guidance
<p>Introduction: What do you remember about these Relationship and Sex Education lessons in Year 3? Recap: why do we have these lessons? How can they help us? Explain the bigger picture for this learning: happier, healthier, and safer lives, now and in the future.</p> <p>Ask: How can we make sure everyone feels safe, valued and included in these lessons?</p> <p>Establish Ground rules. For example:</p> <ul style="list-style-type: none"> • Listen • Try to join in • Be respectful • Encourage others • No personal questions • Use scientific language for personal and private parts of the body • Think about what you share <p>Explain the purpose of the question box and thought wall as a way to ask (and answer) questions both publically and more privately.</p> <p>Explain learning questions for today's lesson how it fits into the learning journey for this unit of PSHE.</p> <p>Ask children how they feel about this learning. Acknowledge the difference between RSE lessons and other lessons in the curriculum. Emphasise that learning about our bodies and how babies are made will help us to be healthy, happy and safe. Highlight that it is very understandable to feel</p>	<p>See notes at the beginning of the lesson plans.</p>

<p>embarrassed and recap some coping strategies.</p> <p>For example:</p> <ul style="list-style-type: none"> • Take three slow calming out breaths • Say to yourself: this feeling will pass • Remind yourself of the reasons for this learning • Try a grounding technique <p>Warm Up</p> <p>With a partner visit the different pictures of explanations of how a human baby starts in different corners of the room. For example: a stork; under a gooseberry bush; a shop; sperm and egg etc.</p> <p>Ask: What do you think?</p> <ul style="list-style-type: none"> • Why are there these stories about how babies are made? • Why do you think it is important to know how babies really start? <p>Elicit the children's prior knowledge by asking children to talk with a partner and record their ideas.</p> <ul style="list-style-type: none"> • What you are sure that you know about how human babies start? • What you are not sure about how human babies start? • Any questions? What would you like to know more about? <p>Ask for volunteers to feedback and share.</p> <p>Knowledge Harvest:</p> <p>Read from a text such as:</p> <p>Mummy Laid an egg by Babette Cole;</p> <p>It's not the Stork by Robie H Harris</p> <p>Made with Love by Kate Petty</p>	<p>Including adopted and looked after children in Relationship and Sex education and family diversity lessons</p> <p>Before lessons:</p> <ul style="list-style-type: none"> • Discuss with child; parent/carers; School Inclusion team where appropriate if you feel a child needs extra support/strategies to feel safe during these lessons. • Reflect on how to introduce different family types and how to include adopted and looked after children. <p>Inclusive script:</p> <p><i>Families can be made in different ways. Occasionally people who give birth to children are not able or ready to look after them and so lots of important people make a special adoption plan and the child is given to a family who are ready and able to look after them. So, children can live with the family they were born into or with a family that adopts them.</i></p>
---	---

<p>Or watch episode 1 Amazingbabies.tv</p> <p>Ask if anyone has any questions and rectify any misconceptions.</p> <p>Watch BBC Bitesize clip: 1min 03 https://www.bbc.co.uk/education/clips/zpmqxn timer</p> <p>For further scientific clarification of sperm and egg and human fertilisation</p> <p>Reflection and evaluation of learning so far:</p> <p>How do human babies begin?</p> <p>Using a different coloured pen add in anything you have learnt today about how human babies begin.</p> <p>Record any questions.</p> <p>Return to this thinking /recording at the end of the lesson.</p> <p>How Families grow</p> <ul style="list-style-type: none"> • Ask: What do all human babies need to start growing? • Do babies all join families in the same way? <p>Read excerpts from a text such as:</p> <p>Welcome to the Family by Mary Hoffman</p> <p>Can you list all the different ways a family can grow?</p> <p>Teacher scribe ideas and display.</p> <p>Core messages:</p> <ul style="list-style-type: none"> • Two people love each other and want to have children • Sometimes a child is adopted into a family • Sometimes children can't stay with their birth parents all of the time and so they live in a foster family • Some families have two mums or two dads and have donor eggs or sperm to grow a baby • Some families have help from the doctors to have a baby 	<p><i>'being adopted into a family' rather than 'being adopted'.</i></p> <p>Use of the term birth – mother/parent:</p> <p><i>Some parent/carers don't like phrase birth mother as not a 'mother' to child;</i></p> <p><i>Also: We don't want to make children in stable family think that there's a possibility s/he may have to be adopted. They also felt the idea that deciding a child can't live with the parents who gave birth to them and placing a child in a new family is a long legal process not a quick and easy decision is important but only if the question is asked ...</i></p> <p><i>We should say 'was adopted' not 'is adopted' always in past tense as an event not a definition of the children now.</i></p> <p><i>Seeing pregnant mums or children talking about having a baby can be tricky for adopted children.</i></p> <p>(Also be mindful of your own or colleagues issues related to family and take care of yourselves.)</p> <p>Useful websites:</p> <p>https://www.stonewall.org.uk/about-us</p> <p>https://www.stonewall.org.uk/lgbt-inclusive-education-everything-you-need-know</p> <p>http://www.outforourchildren.org.uk/resources/</p> <p>Safe spaces leaflet for safely</p>
--	---

<ul style="list-style-type: none"> Some families grow when a mum or a dad finds a new partner and the children of two families come together <p>Independent task:</p> <p>In small groups ask children to create a poster in the style of 'Real Families Rock poster' (http://www.outforourchildren.org.uk/resources/) to show all the different ways a family grows</p> <p>Include:</p> <ul style="list-style-type: none"> All babies start with a sperm and an egg Draw and use words to show all the different ways babies are welcomed into a family <p>Question Box:</p> <p>Give all children the opportunity to write a question that they or a year four child might want to ask after this lesson.</p> <p>Place in a question box and return to these questions in a later lesson.</p> <p>Closing activities:</p> <p>Celebrate our diverse families</p> <p>Sing a song like: We are family by Sister Sledge</p> <p>https://www.youtube.com/watch?v=F6LYOfesWNM</p> <p>Or look at B&H PSHE Team power-point: All our families are unique: families in art</p> <p>Or</p> <p>Read a book about different families, for example:</p> <p>Who's in my family? By Robie H Harris</p> <p>That's my mum by Henriette Barkow</p> <p>Two Homes by <u>Claire Masurel</u></p> <p>Welcome to the family by Mary Hoffman</p> <p>All you need is love by Shanni Coillins</p>	<p>challenging homophobic language:</p> <p>http://www.thelifeccloud.net/schools/Pier2Peer/spaces/Learning-Equality-BHCCGuidanceAdvice</p> <p>Equalities Duties:</p> <p>Note and respond to any prejudiced comments made ("in our school we value all these different families equally") and talk to colleagues about how to respond to this. Follow your school's procedures for reporting prejudiced behaviour. Think about whether there is a need to talk with parents / carers or to teach extra lessons around diversity</p> <p>If possible use a guided reading time for children to read a selection of age appropriate diverse family information texts. Set up for safe learning environment with appropriate ground rules.</p>
---	--

<p>Where to get help: Remind and reassure children that if they have a question or want to talk about a worry after this lesson that it is always ok to ask for help. Explain who, when and where they can get this help.</p> <p>Make links to Protective Behaviours programme, Feeling Good Feeling Safe core message: We can talk with someone about anything even if it feels awful or small.</p>	
<p>Assessment <i>for</i> and <i>of</i> learning: Can the children explain how a human baby starts? Can they describe the different ways families grow?</p>	<p>Essential skill1 Identity, Self Awareness, resilience and Managing feelings</p>



Core Messages for KS2 Pupils about Puberty and Relationships

1. In Your Own Time

- At this age, some of you might start feeling attracted to or fancy people but some of you might not
- There is no set time for these feeling to start, so don't worry if you don't have these feelings.

2. Be Yourself

- How you feel about yourself, and your gender identity and your relationships may change at this time or in the future
- You have a right to be who you want to be and not to be restricted by gender stereotypes.

3. Accept your changing body

- Bodies develop at different speeds and into all different shapes and sizes, not just the ones you see in the media
- You have the right to ask questions and get support with these changes.

4. Enjoy it

- Friendships should be fun!
- If friends don't make you feel good about being yourself, then are they good friends?

5. Stay Safe

- You are the boss of your body; you have the right to say if you don't like how you are being touched
- Pay attention to your early warning signs and talk to a trusted person if you feel at all uncomfortable.

6. Know Your Feelings

- Puberty can be a very confusing time where you might find your mood changing often and you might have more extreme feelings about yourself and others
- Try and name your feelings and know that all feelings are ok, it is what you decide to do about them that matters.

7. Stay In Control

- Think about what you share with others - telling or keeping secrets
- Notice your early warning signs and act on them!

8. Keep Talking

- Keep talking to your friends and family and ask questions when you need to
- There's nothing so awful (or too small) to talk to someone about.

9. Stay Connected

- Remember there are people around you (parents, carers, trusted adults, teachers, mentors, ChildLine) you can get help and advice from if you're faced with tricky decisions or situations or just need someone to talk to.