

KS2 Relationship and Sex Education

Lesson plans: Year 5



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 5** 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

PSHE Essential 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

I can suggest ways to manage the mood swings associated with puberty

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 5: Suggested learning outcomes:

- I can identify the feeling of embarrassment and suggest strategies to manage this feeling
 - I can growing friendship skills in managing ups and downs
 - I can make links between embarrassment and puberty
 - I can tell you about puberty and how most children grow and change into adults
 - I can describe how I feel about changing and growing
 - I can talk and ask questions about puberty with more confidence
- I can tell you what young people need to do to take care of themselves during puberty

Year 5: Lesson 1

Suggested learning questions:

- What is embarrassment?
- How can we manage this feeling?
- How can we grow friendship skills in managing ups and downs?

Resources :

B&H PSHE team Y5 Lesson plans and power-point
B&H Embarrassment and friendship scenarios

Activity and organisation	Guidance
<p>Introduction: What do you remember about these Relationship and Sex Education lessons in Year 4? 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>Explain learning questions for today's lesson and how they fit into the learning journey for this unit of PSHE.</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>Ask the children to talk in pairs about what they think RSE lessons in Year 5 will be about? Ask if they think these lessons will be different now they are older?</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>

Ask children how they feel about this learning. Acknowledge the difference between RSE lessons and other lessons in the curriculum. Emphasise that learning about RSE will help them to build their knowledge about themselves and help them to learn skills to keep us safe. Highlight that it is very understandable to feel embarrassed and recap some coping strategies.

For example:

- 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

Warm Up

Watch a short film clip as an introduction to the feeling of embarrassment.

For example:

<https://www.youtube.com/watch?v=Yr1wc4khkGM>

Ask the children how the main character is feeling?

How do you know, what are the clues?

Clarify the feeling word embarrassment:

- Which words come into your mind when you hear the word embarrassment?
- Which word suggests the most embarrassment and which the least embarrassment?
- What is the opposite feeling?

Deepen this thinking by reflecting on what someone might experience in their body and what they might say or do if they feel embarrassed:

- What are the body signs of embarrassment?
- Is this the same for everyone?
- What might someone say or do if they feel like this?

<ul style="list-style-type: none"> • Is this a feeling everyone experiences? • Any top tips for managing this feeling? <p>Explain and normalise embarrassment by highlighting that this is a feeling everyone feels at some point to different extents. What is important is to recognise the feeling so that you can use strategies to manage it so that it does not become overwhelming and stop you from learning or taking part in activities.</p> <p>Class teacher scribe class ideas on a large body outline and/or children record on their own body outlines.</p> <p>Explain some strategies for managing embarrassment.</p> <p>Present statement: 'Trust is the most important part of friendship'</p> <p>Ask children to discuss if they agree or disagree and ask for volunteers to share their thinking and give reasons.</p> <p>Introduce context for today's learning:</p> <p>Sometimes friendship has ups and downs.</p> <p>Sometimes Year 5 age children feel embarrassed when they are with a friend.</p> <p>Ask: Can you think of any reasons why this might happen?</p> <p>Growing our friendship skills: Independent activity:</p> <p>Friendship and embarrassment scenarios</p> <p>In pairs: choose a scenario and think about what the person could safely say or do to manage this situation.</p> <p>Possible actions:</p> <p>Take three slow calming out breaths; Think about what you want to say and talk to your friend about how you felt</p> <p>Possible scripts: 'I didn't like it when...' I felt embarrassed when... 'Next time could you</p> <p>Children share and add their suggestions.</p> <p>Make links to bullying behaviour and the actions needed to</p>	<p>How to deal with embarrassment</p> <p>https://www.youtube.com/watch?v=9MW1OWcb39M</p> <p>Use friendship and embarrassment scenario cards – make bespoke to your setting if appropriate</p>
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<p>keep everyone feeling safe.</p> <p>Highlight: Friendships ups and downs happen.</p> <p>Most friends can find positive ways to sort out a problem and move on.</p> <p>Growing friendship skills:</p> <p>Watch film clips and reflect on how to be a good friend and also how to forgive.</p> <p>For example: Go noodle – be a good friend and forgive others</p> <p>https://app.gonoodle.com/activities/forgive-others?sp=search&sn=search&st=video%20versions&sid=326</p> <p>https://www.youtube.com/watch?v=9PYD3oNYPwM</p> <p>Final words</p> <p>Ask children to: Take it in turns to say one word about what is most important in friendship.</p> <p>Here are some suggestions: Trust Loyal Fun Kind Honest Supportive</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 for and of learning:</p> <p>Can the children recognise the signs of feeling embarrassed and suggest coping strategies for managing friendship ups and downs?</p> <p>Essential skill1</p> <p>Identity, Self Awareness, resilience and Managing feelings</p>
<p>Assessment for and of learning:</p> <p>Can the children recognise the signs of feeling embarrassed and suggest coping strategies?</p>	<p>Essential skill1</p> <p>Identity, Self Awareness, resilience and Managing feelings</p>

Year 5: Lesson 2

Suggested learning questions:

- **What does puberty mean?**
- **How do children grow and change into young adults?**

Resources:

- B&H PSHE team Y5 Lesson plans and power-point
- Bag of items related to puberty
- Puberty quiz
- Set of blank postcards
- Body part name and function activity

Activity and organisation	Guidance
<p>Recap lesson 1. Ground rules: How will we keep everyone, safe, valued and included in this lesson?</p> <p>Explain learning for today's lesson and how it fits into the learning journey for this unit of PSHE. What happens to my body as I grow and change from a child to a grown up?</p> <p>Ask children how they feel about this learning. Ask if they feel differently now that they are in year 5? Once again acknowledge the difference between RSE lessons and other lessons in the curriculum. Emphasise that learning about their bodies and how most children change at puberty will help them to build the knowledge and understanding that will help to keep them 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>Recap last lesson's learning:</p>	<p>See notes at the beginning of the lesson plans.</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=Cj0KCQjw4_zVBRDVARIsAFNI9eA1kQSBhkf7p7iCCFoREqdxWhBsHGt2F-NRnfeaTLEgVv5G22ccdYaAiQJEALw_wcB&gclidsrc=aw.ds</p> <p>Amaze: Taking the awkward out of Sex Ed</p>

Warm up

Show the class a bag and explain that it is full of items that link to puberty. Ask if anyone can predict what is inside? (Include items such as: menstrual period pads; tampons; diary; deodorant; body spray; flannel; soap; skin cream; magazine; phone etc

Include some items that have aspects of gender stereotyping eg. colour/packaging etc and ask the children what they notice.) And some eco-friendly period products.

Ask for some volunteers to pick an item out of the bag.

Can you explain how this item is linked to puberty?

Remind the class that it's ok to say if you are not sure.

Class teacher scribe class prior knowledge about puberty.

Ask talk partners to discuss and try to clarify the word: puberty.

Feedback and clarify.

Include:

- Puberty is a special and exciting time when a child starts to grow and change into a young adult. Puberty is the growing and changing needed for a person to be able to have children as a grown up if they choose to. Puberty is normal and happens to everyone.
- Hormones or chemical messengers released in the brain start these changes at about 8 years old and these continue into the teenage years.
- Bodies change on the inside and outside and feelings also change a lot.
- Many aspects of a person's body changes, including: Height, weight, body shape, size and even smell. These changes will be different for everyone as everyone grows at their own rate.
- Feelings are a big part of puberty as young people get used to their changing bodies and new experiences as a young adult. Sometimes young people may feel excited, happy, sad, angry or frustrated. Some young people feel moody and their feelings can change very quickly from one mood to another. This is a normal part of puberty.

Recap and warm up and build confidence in using the scientific language for the private and personal parts of the body.

Ask:

- 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.

<https://amaze.org/>

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

<https://www.psychologytoday.com/blog/going-beyond-intelligence/201703/call-children-s-private-body-parts-what-they-are>

NSPCC website:

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/>

Being period positive

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.

For more information see <https://periodpositive.com/>

Disability Equality:

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

<ul style="list-style-type: none"> • 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>Growing knowledge and understanding about Puberty: Knowledge Harvest Explain to the children that they are going to watch a film about puberty and in particular about the physical and emotional changes that occur in most girls and most boys as they grow older. The DVD will include some drawings of male and female bodies and the personal and private parts of the body. Remind the class about embarrassment strategies. Watch film clips about puberty for example: Always Puberty education Changing and Growing Up https://www.youtube.com/watch?v=tKfJ8w7XX6E ****Fast forward 7mins20 to 10mins18 to use in hygiene lesson Or use signs of puberty for girls/boys films on the Amaze website https://amaze.org/?topic=puberty</p> <p>Ask: 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 ie lengthening and widening of penis and growth of testicles; breast development; sperm production and wet dreams and menstrual periods starting.)</p> <p>Ask if anyone has any questions?</p> <p>Independent activity: In pairs: Grow your knowledge about puberty by doing a true or false quiz about puberty. Feedback and share. Rectify any misconceptions. Give the opportunity to ask more questions.</p> <p>Elicit depth of understanding by asking: Can anyone make the link between puberty and human</p>	<p>'some children' and use phrases such as 'getting better at moving' to include those with physical disabilities.</p> <p>Assessment for and of learning: Can children describe the key changes at puberty for most girls and most boys?</p> <p>Essential skill1 Identity, Self Awareness,</p>
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<p>reproduction?</p> <p>Closing activities: Puberty and confidence</p> <p>Ask: How could growing confidence skills help children and young people going through puberty? Watch a film clip like: https://www.youtube.com/watch?v=j2oCP_wk1TA</p> <p>or Childline website: https://www.childline.org.uk/info-advice/your-feelings/feelings-emotions/building-confidence-self-esteem/</p> <p>Highlight some strategies for growing confidence, for example:</p> <p>Remember you can talk about your worries; try not to compare yourself to others; if you feel things are not going right, don't worry you can try again and practise whatever you want to be</p> <p>Ask children to share and /or record which they think would be helpful.</p> <p>Reflection activity</p> <p>What do you think is most important to know about puberty? Record your top three choices on your puberty postcard !</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. 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>resilience and Managing feelings</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>
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Assessment <i>for</i> and <i>of</i> learning: Can children describe the key changes at puberty for most girls and most boys?	Essential skill1 Identity, Self Awareness, resilience and Managing feelings
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Year 5: Lesson 3

Suggested learning questions:

- What is puberty like for most girls and most boys?
- What is exciting about growing up?
- How can we grow in confidence to talk about puberty and ask questions?
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Resources:

B&H PSHE team Y5 Lesson plans and power point
Selection of menstrual period products
Paper for making emojis

Activity and organisation	Guidance
<p>Ground rules: How will we keep each safe, valued and included in these lessons?</p> <p>Explain learning for today's lesson and it fits into the learning journey for this unit of PSHE. Building knowledge and confidence to talk about and ask questions about puberty for most girls and most boys</p> <p>Ask children how they feel about this learning. Once again acknowledge the difference between RSE lessons and other lessons in the curriculum. Emphasise that learning about their bodies and how most children change at puberty will help them to build the knowledge and understanding that will help to keep them 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>Split into gender groups to explore puberty for most girls and boys.</p> <p>Puberty for most girls:</p>	<p>See notes at the beginning of the lesson plans.</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_GO_S_B_GEN_New_Grant_ChildLine_Puberty&utm_term=+puberty&gclid=Cj0KCQjw4_zVBRDVARIsAFNI9eA1kQSBhkf7p7iCCF_oREqdxWhBsHGt2F-NRnfeaTLEqVv5G22ccdYaAiQJEALw_wcB&gclsrc=aw.ds</p> <p>Amaze: Taking the awkward out of Sex Ed https://amaze.org/</p> <p>Betty Bus website: https://bettyeducation.com</p>

<p>Recap learning about puberty for most girls using a website like:</p> <p>The Menstrupedia Comic</p> <p>https://www.menstrupedia.com/comic/english</p> <p>Ask: What causes children to change into adults?</p> <p>Explain the role of the pituitary gland and hormones.</p> <p>Ask the children how they feel about growing and changing and experiencing puberty:</p> <p>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 to 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>Recap key aspects of puberty including:</p> <p>When it is likely to happen; weight, shape and height changes; breast development; body hair growth; vaginal discharge; periods starting.</p> <p>Grow body confidence</p> <p>Explain where vulva, vagina, clitoris, urethra and anus are located using an appropriate image or model.</p> <p>Explain the approximate size of most women's womb and fallopian tubes – by making a fist and sticking out a thumb and little finger.</p> <p>Find out more about most girl's bodies by watching this clip</p> <p>Explain: You will see cartoon drawings of a girl's body, her personal and private parts, on the inside and outside</p> <p>In pairs: location and function of parts of most girls' vulva – with matching activity (see resource folder).</p>	<p>/product-category/education-resources/</p> <p>Join for free for access to Betty Bus resources</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 more information on crushes:</p> <p>https://kidshealth.org/en/kids/crushes.html</p>
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<p>https://amaze.org/video/puberty-biological-female-anatomy/</p> <p>Explain masturbation – using the language of safe touch and personal and private: Some people touch the personal and private parts of their body and they think this feels nice. This is normal. This is called masturbation.</p> <p>This type of touching is private and if somebody chooses to do this type of touching, they would do that on their own in a private space like their bedroom or the bathroom.</p> <p>Finding out more about menstrual periods:</p> <p>Grow knowledge and understanding by watching and listening to clips to learn more about what a menstrual period is; how to use a pad; listen to some young people talk about menstrual periods and test your knowledge with a quiz.</p> <p>Also find out about more eco- friendly period products.</p> <p>Do the period product mambo! https://www.youtube.com/watch?v=jQc7f_bNTM0</p> <p>Explain that free menstrual period products are usually available at school – give school setting info.</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 Amaze website https://amaze.org/tagged/?tag=periods</p> <p>Highlight and reassure that menstrual periods are a normal and natural part of growing up and are something to celebrate and be proud of!</p> <p>Discuss ways of keeping healthy during a menstrual period. Include: exercise; hygiene; menstrual period products and diet etc.</p> <p>Explore healthy ways to manage menstrual period cramps.</p> <p>Ask what the children know about mood swings and puberty?</p> <p>Explain that the hormones that cause the changes at puberty</p>	<p>If possible use a guided reading time for children to read a selection of age appropriate RSE information texts.</p> <p>Set up for safe learning environment with appropriate ground rules.</p> <p>Have a boxes of period products in view in the classroom/ school office etc labelled in a period positive way.</p>
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<p>can also cause changes in mood.</p> <p>A person going through puberty may feel happy, sad, cross all within a short span of time.</p> <p>Ask for ideas for how someone could cope with these mood swings?</p> <p>Include strategies such as:</p> <p>Understanding that this is a normal part of puberty and to some extent it happens to everybody; try counting to 10 or other relaxation strategies; talk about your feelings with a trusted adult; stay active, have a balanced diet and get enough rest and sleep.</p> <p>Fancying people:</p> <p>Explain that at puberty and the release of hormones means that this is a time when someone can start to feel differently about other people, for example they may start to fancy people and thinking about having a girlfriend or boyfriend. Reassure that this is normal and healthy. Highlight that it is also normal and healthy not to feel like this. Make sure everyone feels included by mentioning girlfriends and girlfriends, boyfriends and boyfriends and girlfriends and boyfriends. Also highlight that sometimes young people have a crush on a celebrity or someone in a band that they don't know. Reassure that this is normal and healthy and is a bit like practising for when you have a relationship with someone you know. Highlight that it is also normal and healthy not to feel like this.</p> <p>Growing confidence with menstrual period pads and tampons</p> <p>Give the children the opportunity to explore a selection of menstrual period pads and tampons. Explain how they work and recap how to keep safe and healthy during a period.</p> <p>Give the children the opportunity to ask questions.</p> <p>Puberty for most boys:</p> <p>Recap learning about puberty for most boys using a website like:</p>	<p>For more information about Inclusive RSE: Stonewall https://www.stonewall.org.uk/sites/default/files/inclusive_sex_and_relationship_education.pdf</p> <p>For more information on crushes: https://kidshealth.org/en/kids/crushes.html</p>
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<p>The Menstrupedia Comic</p> <p>https://www.menstrupedia.com/comic/english</p> <p>Ask: What causes children to change into adults?</p> <p>Explain the role of the pituitary gland and hormones.</p> <p>Ask the children how they feel about growing and changing and experiencing puberty:</p> <p>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 to 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>Recap key aspects of puberty including:</p> <p>When it is likely to happen; weight, shape and height changes; body hair growth; voice changing; sperm production and wet dreams</p> <ul style="list-style-type: none"> Also explain where Penis, Scrotum, Testicles, Bladder, Sperm tubes, Foreskin and urethra are located using an appropriate image or model. <p>Wet dreams</p> <p>Explain: During puberty the body produces a hormone called testosterone that tells the testicles to start making sperm. Once the body starts making sperm, semen: the fluid that contains sperm can be released through the tip of the penis. This is called ejaculation. Wet dreams happen when ejaculation occurs spontaneously while a boy is sleeping. Often when most boys have that first wet dream, they may think they have peed in the bed, but it's actually semen. Simply take the sheet off the bed and put it in the laundry basket to be washed. Remember, wet dreams are normal if you have them and normal if you don't</p>	<p>More information about voices changing</p> <p>http://kidshealth.org/en/teens/voice-changing.html more:</p> <p>Use language: voice changing rather than breaking</p>
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<p>Watch clip: https://amaze.org/video/puberty-wet-dreams/</p> <p>Voices changing – explain the changes likely to occur in puberty for most boys with regard to changes in sound of their voice (gets deeper) and the size of their larynx.</p> <p>Growing body confidence:</p> <p>Locate, name and describe the function of male personal and private body parts.</p> <p>In pairs: Grow knowledge and understanding about puberty for most boys by matching body part to function (see resource folder).</p> <p>Masturbation</p> <p>Explain masturbation – using the language of safe touch and personal and private: Some people touch the personal and private parts of their body and they think this feels nice. This is normal. This is called masturbation. This type of touching is private and if somebody chooses to do this type of touching, they would do that on their own in a private space like their bedroom or the bathroom.</p> <p>Changes at puberty for most girls</p> <p>Use a clip such as Always Changing and Growing Up https://www.youtube.com/watch?v=G57Suq7JpQE</p> <p>to find out about the body change for most girls at puberty.</p> <p>Why do you think it is important for boys to know about periods?</p> <p>https://bettyforschools.co.uk/resources/8-11-year-olds/part-one</p> <p>Ask what the children know about mood swings and puberty?</p> <p>Explain that the hormones that cause the changes at puberty can also cause changes in mood.</p> <p>A person going through puberty may feel happy, sad, cross all within a short span of time.</p> <p>Ask for ideas for how someone could cope with these mood</p>	<p>Information about male body parts</p> <p>https://kidshealth.org/en/teens/male-repro.html https://www.nationwidechildrens.org/family-resources-education/health-wellness-and-safety-resources/helping-hands/body-system-reproductive-male</p> <p>Or see text:</p> <p>Great relationships and sex education by Alice Hoyle</p> <p>Assessment for and of learning:</p> <p>Have the children gained in confidence to ask questions and talk about the key changes at puberty for most girls and most boys?</p> <p>Essential skill1</p> <p>Identity, Self Awareness, resilience and Managing feelings</p>
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<p>swings?</p> <p>Include strategies such as:</p> <p>Understanding that this is a normal part of puberty and to some extent it happens to everybody; try counting to 10 or other relaxation strategies; talk about your feelings with a trusted adult; stay active and get enough rest and sleep.</p> <p>Fancying people:</p> <p>Explain that at puberty and the release of hormones means that this is a time when someone can start to feel differently about other people, for example they may start to fancy people and thinking about having a girlfriend or boyfriend. Reassure that this is normal and healthy. Highlight that it is also normal and healthy not to feel like this. Make sure everyone feels included by mentioning girlfriends and girlfriends, boyfriends and boyfriends and girlfriends and boyfriends. Also highlight that sometimes young people have a crush on a celebrity or someone in a band that they don't know. Reassure that this is normal and healthy and is a bit like practising for when you have a relationship with someone you know. Highlight that it is also normal and healthy not to feel like this.</p> <p>Asking questions: Give the children the opportunity to ask questions.</p> <p>Split gender groups return together and share their learning.</p> <p>Closing Activities:</p> <p>Can you design an emoji to go with an aspect of puberty for most girls and boys?</p> <p>Display.</p> <p>Repeat attitude continuum activity to find out how the children are feeling now about experiencing the changes at puberty.</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>	
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<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. 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: Have children gained in confidence to ask questions and talk about puberty?</p>	<p>Essential skill1 Identity, Self Awareness, resilience and Managing feelings</p>

Year 5: Lesson 4

Suggested learning questions:

- What do young people need to do to take care of themselves during puberty?
- Selection of hygiene related items

Resources:

B&H PSHE team Y5 Lesson plans and power-point
Problem page activity

Activity and organisation	Guidance
<p>Ground rules: How will we keep each safe, valued and included in these lessons?</p> <p>Explain learning questions for today's lesson 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>Prior knowledge activities: Ask the children to discuss in pairs what they understand by the word hygiene? Develop thinking by asking: Which other words do you think of when you hear the word hygiene? Why do you think we are thinking about hygiene in our RSE lessons? What is the link between puberty and hygiene? What is the opposite of hygiene?</p> <p>Knowledge Harvest Watch a film clip, such as:</p> <p>From Always Growing and Changing Puberty Education https://www.youtube.com/watch?v=tkfJ8w7XX6E from 7min 18 to 10mins 03 to develop knowledge and understanding of the link between puberty and hygiene.</p>	<p>See notes at the beginning of the lesson plans.</p> <ul style="list-style-type: none"> • .

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<p>Natterson</p> <p>The Boy's Body Book by Kelli Dunham</p> <p>Taking care of yourself:</p> <p>Remind children to keep talking during puberty to ask questions and discuss how you feel.</p> <p>Affirmation</p> <p>Although everyone is growing and changing you are still, unique you!</p> <p>Try an activity like Go Noodle Rainbow Breath activity https://www.youtube.com/watch?v=O29e4rRMvV4</p> <p>and think about everything that makes you, you.</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. 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>Signpost websites such as: Betty Bus, Amaze and Childline that they could explore with a trusted adult.</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_GOSB_GEN_New_Grant_ChildLine_Puberty&utm_term=+puberty&gclid=Cj0KCQjw4zVBRDVARIsAFNI9eA1kQSBhkf7p7iCCFoREqdxWbBsHGt2F-NRnfeaTLgVv5G22ccdYaAiQJfEALw_wcB&gclsrc=aw.ds</p> <p>Amaze: Taking the awkward out of Sex Ed https://amaze.org/</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 https://www.psychologytoday.com/blog/going-beyond-</p>
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	intelligence/201703/call-children-s-private-body-parts-what-they-are NSPCC website: https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/
Assessment <i>for</i> and <i>of</i> learning: Can the children suggest ideas for how a young person can look after themselves during puberty?	Essential skill1 Identity, Self Awareness, resilience and Managing feelings



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.