

Unit Context



In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School.

This unit contains teaching which directly addresses the requirements for:

Relationships Education:

Families and People who care for me (FP)

- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

*Marriage in England and Wales is available to both opposite and same-sex couples. A Couple may be married in a religious or civil ceremony.

This unit also contains teaching which directly addresses the requirements for:

Health Education:

Changing Adolescent Bodies (CAB)

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle

This unit also contributes towards children's learning in Relationships Education in the following ways:

Families and People who care for me (FP)

- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those

differences and know that other children's families are also characterised by love and care for them.

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

This unit also contributes towards children's learning in Health Education in the following ways:

Mental Wellbeing (MW)

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

Unit Description

Children will consolidate their understanding of how babies develop into children and then into adults and will consider their own physical development. They will be able to explain that a baby human or animal grows inside its mother. They will think about their responsibilities and how these have changed since they were a baby. They will then consider what babies and young children need to stay healthy and safe. The main themes covered in this unit are 'the human life cycle', 'growing up', 'personal responsibilities' and 'parents, carers and families'.

Notes for Staff

This Units of Work is designed for children in Year 1 or Year 2. It might be delivered on its own, or alongside Unit RS1, which is designed for the same year groups. The themes in this unit are developed in Unit RS4.

Learning Expectations

At the end of this unit most pupils will:

- be able to recognise babies, children and adults of different ages and put them into age order
- understand that human babies grow inside their mothers
- be able to describe the main physical developments which take place in early childhood
- be able to describe some of the changes in responsibilities and expectations during early childhood
- understand a baby's basic needs
- understand how dependent a baby is on parents/carers to provide its basic needs.

Some pupils will not have made so much progress and will:

- be able to recognise most stages of the human life cycle and put them in age order with support
- understand that humans and animals produce babies which become like the adults
- be able to name a few physical developments which take place in early childhood
- be able to name some new responsibilities they have
- have a basic understanding of the needs of babies and their reliance on parents.

Some pupils will have progressed further and will:

- have a clear understanding that babies grow into children and then into adults
- understand basic life cycles of humans and some animals
- have a clear understanding that babies grow inside their mother and that they are born
- may also understand that some groups or animals reproduce differently e.g. birds, reptiles
- have a good understanding of the physical developments which occur during early childhood and may have knowledge of physical development beyond childhood into adulthood and old age
- be able to describe a broad range of responsibilities they now have and describe a little of how these might change again in the future
- be able to describe, with examples, the needs of babies and understand the responsibilities of looking after a baby.

Teachers should carefully consider how best to structure the delivery of the unit. Best practice would be for all the content to be delivered to all children, whatever their gender identity or biological sex. Children need to be able to talk confidently and appropriately about their own bodies and those of their peers. There may also be some children whose parents are uncomfortable with them discussing 'babies and bumps' in mixed company (See [5B RSE-Understanding Perspectives](#)) and, following discussion with parents/carers, special provision may be made for them. Ensure that your decisions about single/mixed sex groupings reflect the content of your published Relationships Education Policy. You should ensure that trans children feel equally included in this unit, alongside their cis peers. (For an explanation of the terminology see www.youtube.com/watch?v=mtYuUL3OdUY)

In the past many teachers have relied on the use of video-based resources to support their teaching of RSE. In our units, we suggest an approach which assesses the needs of the pupils first and then uses the Learning Objectives to determine relevant content. The days of 'one size fits all' video resources are now past. However, various video clips and online links are referenced in the unit and are used both to introduce and consolidate various teaching points. Teachers should ensure that they watch all clips before sharing them with the class and take precautions to avoid inappropriate popups/comments when using facilities like YouTube. (To avoid pop ups and comments, view the YouTube link through viewpure.com or safeshare.tv, insert the YouTube video into another presentation tool e.g. *Powerpoint*) If you have video resources which you find accessible for your children and which deliver on your Learning Objectives, there is no reason to stop using them, as long as they meet the criteria for use of resources in your Relationships Education Policy.

High quality RSE has been referenced by a variety of organisations (NSPCC, Barnados, Women and Equalities Committee) as supporting children to recognise abusive relationships and speak up if they are being abused. The ability to confidently use scientific vocabulary to talk about sexual body parts with trusted adults is a protective factor. Throughout our RSE Units of Work and mirrored in the Personal Safety Units of Work, teachers are provided with multiple ways to increase understanding and confidence when using scientific vocabulary to describe sexual body parts. Teachers who would like to explore this concept further and build their own confidence in discussing the benefits of using scientific vocabulary should refer to [6D Use of Appropriate Vocabulary in Primary RSE](#). Body part names are not taught directly taught in this unit, but may be used as babies and the human lifecycle are discussed.

The Health Related Behaviour Survey (see Sources of Information and Support below) includes questions about how and from whom children access information about body changes. This survey reflects the views of Y5 and Y6 children, but the information may be used to guide provision for younger children.

During discussions about the human lifecycle, some children might request further knowledge about 'how babies are made'. Acknowledge this and refer to the RSE Toolkit [6B Answering RSE Related Questions in the Primary School](#).

Activities for Recording Assessment

In the statutory requirements the DfE state that "Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.... Teaching should be assessed and assessments used to identify where pupils need extra support or intervention." The self-assessment materials provided for this unit (see [Assessment](#)) are an effective way of pupils assessing their own confidence in a range of skills both at the beginning of the unit of work and at the end, thus demonstrating progress. You may also wish to use the unit assessments which enable you to assess individual children against the learning expectations for this unit.

A at the end of an activity indicates an opportunity for recording assessment.

Activity 1.2 Use this activity to assess whether the children are able to identify the different stages of growth in humans.

Activity 2.3 Use this timeline activity to assess children's understanding of the developments in their physical capabilities since they were babies.

Out of School Learning

Working in partnership with parents/carers in RSE is essential if the children are to fully benefit from the teaching in school. The [DfE Guidance](#) requires schools to communicate about their curriculum content in Relationships Education and Health Education. Schools must also communicate parents' right to ask that their child be excused from non-statutory Sex Education (learning about human conception and birth). There is no non statutory 'sex education' included in this unit, but there may still be parental sensitivities about the science content. As part of the RSE Toolkit there are several supportive documents which schools can use to communicate and engage with parents. Of particular relevance are [8A Leaflet for Primary School Families](#) and [8B Primary Sample Letters](#). You will also find resources [5B Understanding Perspectives](#) and [8L Leading Discussions](#) supportive in your work with parents who are concerned about RSE.

The school should plan to use the leaflets or hold meetings to give parents/carers opportunities to become informed about the content of the RSE units, so that they can prepare themselves to discuss issues relating to puberty

with their children. Your senior leaders or PSHE leader should support you with this. Your school might choose to circulate a leaflet to parents which supports them with these conversations. Or publicise websites which enable parents to prepare themselves for conversations about puberty and sexual intercourse e.g. www.fpa.org.uk/advice-parents-and-carers/how-start-talking-about-it, www.bigtalkeducation.co.uk/parents/how-to-talk-about-sex/ and www.nspcc.org.uk/keeping-children-safe/sexual-behaviour-children/

In support of Learning Objective 1, ask parents to share photographs of themselves as they were growing up. Encourage parents to talk about the ways they changed, both physically and emotionally, as they grew up. In preparation for Learning Objective 3, parents might be encouraged to talk to their children about the sort of things the children did when they were babies and perhaps look through some photos. When sending home these sorts of task be sensitive to those children whose parents/carers did not care for them when they were babies e.g. looked after children or adopted children.

Sensitive Issues



Sensitive issues to be aware of are marked in the notes column with this symbol.

The whole area of RSE is obviously sensitive. Teachers should prepare themselves for use of vocabulary and the details of the content of the unit before beginning the work. In order to create a positive and supportive environment for RSE, and to reduce the likelihood of inappropriate disclosures, it is best practice to create ground rules with the class, in addition to the normal class ground rules. Refer to RSE Toolkit [6A Teaching Methodologies in RSE](#). You might choose to create a mechanism for encouraging the children to ask questions, although nervousness about asking questions is often less of an issue for KS1 children than for older children.

This unit will cause children to reflect on their own personal experiences, family behaviours and family views. This might prompt some children to talk about issues of a sensitive or personal nature. There might also be rare instances where children disclose issues which raise concerns regarding personal safety or abuse. In this case, follow your school's Safeguarding Policy.

Teachers must ensure that teaching in RSE is inclusive of all children, whatever their family structures, religious or cultural background or their learning needs. RSE teaching must comply with duties under the Equality Act 2010 and should prepare children for life in modern Britain. In order to ensure that children see themselves and their families reflected back in the lessons, teachers should take care to avoid the assumption that all children will go on to marry, or that they will choose a partner of the opposite sex. Teachers should assume that there are children in the group who either

have LGBT+ parents/carers or wider family members. In short, teachers should avoid heteronormative presumptions.

Teachers will realise that children will hear different views about marriage, families, sexuality etc at home and should promote respectful listening and celebration of diversity in class. These different views might stem from religious or cultural beliefs or family experiences. The [DfE Guidance](#) references the need to ensure that a variety of views are reflected in RSE (Paras 19-22, 27-37).

Teachers should reflect faith perspectives in RSE especially if that ensures that members of their class hear their family's views reflected back. The guidance states 'in all schools, when teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that topics that are included in the core content are appropriately handled.' Teachers may use the format 'some people believe X, some people believe Y, the law says Z.'

Teachers are also often concerned about how to respond if children ask questions which go beyond the learning planned for their year group, during work on RSE. The presence of good ground rules and a non-judgemental response to questions from the teacher is the best starting point for dealing with such questions. There is guidance on this topic in the RSE Toolkit document [6B Answering Children's Questions relating to RSE](#) and [6A Teaching Methodologies for Effective RSE](#).

A positive partnership between the school and parents/carers over children's RSE is central to delivering this unit, and is supportive when sensitive issues arise. See Notes for Staff above, and the RSE toolkit for guidance on communicating with and consulting parents/carers. Of particular interest will be [8A Leaflet for Primary School Families](#).

There may be children in the class who no longer live with their birth parents or whose family structure has changed since they were little. Show particular sensitivity to these children and enable all children to see that all families are different. Avoid suggesting that there are 'normal' families.

There may be children who already have some knowledge about sexual intercourse. They may have been given some basic information by parents using either scientific or colloquial language. Teaching about sexual intercourse is begun in this programme in RS4 and developed in RS6 Relationships and Sex Education, however you should acknowledge and confirm children's existing knowledge where appropriate. This is best done on an individual or small group basis rather than as a whole class, when children bring knowledge which is beyond the published curriculum for this age group. Refer to [6B Answering Children's Questions Relating to RSE](#). If you are concerned about the level of children's knowledge or feel that it might be the result of exposure to inappropriate sexual experience or

imagery you must refer to your school's Safeguarding Policy and discuss it with your DSL.

Resources for This Unit

Specific resources for delivering the **Teaching Activities** in this Unit are referred to in the **Points to Note** column as appropriate.

Generic resources to support teaching and learning are also referred to in the **Points to Note** column.

All these resources can be accessed and downloaded using the links in the resource, or via the website www.pshecambridgeshire.org.uk

For example:

See [TG Classroom Strategies](#) for information on Draw and Write.

A full list of resources is included at the end of this unit.

Linked Units

RS 1 Relationships and Sex Education

RS 4 Relationships and Sex Education

MC 1/2 Managing Change

PS 1/2 Personal Safety

HL 1/2 Healthy Lifestyles



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Section A - The Human Life Cycle

Framework question/s	How do babies change and grow? (NC Science)	
Learning Objective	1: To know that humans produce babies that grow into children and then into adults. (NC Science)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> explain that adult animals and humans have babies who look like them show understanding that my parents were once children. 	
Teaching Activities	Points to Note	
<p>1.1 In Circle Time, ask the children to close their eyes and imagine a baby animal. Encourage them to think how that animal moves, how it stays safe, how it get its food. Then ask the children to imagine a baby human. Ask the same questions. Having opened their eyes, ask the children to share a fact about any sort of baby they know about e.g. <i>When my little sister was born she was very sleepy. We found a bird's egg shell in the wood and heard a baby bird cheeping, Our hamster had babies.</i></p> <p>Ask the children to talk to a partner and discuss the names of as many different animal babies they can think of. Record some of the names of the animal babies on the board. Then ask the children if they know the names of the adult animals who have those sorts of babies – <i>so a cow has a calf, a tiger has a cub etc.</i> You might wish to play an animal baby matching game at this point.</p> <p>As a class, talk about how all babies grow up to be like their parents. Humans have babies that grow into children, which grow into adults.</p> <p>Read The World is Full of Babies. As you read ask the children what similarities there are between human and animal babies. Focus on how amazing babies are and how quickly they grow and develop.</p>	<ul style="list-style-type: none"> Share The World is Full of Babies If you do not have a copy of this book search for a reading of the book online e.g. YouTube or openlibrary.com. Alternatively read Monkey Puzzle. If you wish to play an animal baby matching game, search on a teacher resources website you trust to download cards. There are links with this activity and the KS1 science curriculum, where human and animal life cycles are covered. You might give each child a card and ask them to move around a space looking for their parent/baby animal. Each pair could then explain what sort of animal they are and how the adult animal looks after the baby animal. The focus here is where babies come from rather than how babies are made. Information about Circle Time can be found in the TG Circle Time. 	
<p>1.2 Using Resource 1, provide the children with a set of pictures of babies, toddlers, older children and adults and ask the children to sequence the pictures by age. Alternatively, ask the children to draw pictures of members of their family and then place them in order of age to make a time line representing how people grow and change. A</p>	<ul style="list-style-type: none"> Use Resource 1 Babies to Adults or find pictures of people of different ages in magazines/newspapers. 	
<p>1.3 In Circle Time, ask the children if any of them have a family member or friend who is older than their parents/carers who helps to look after them? Ask the children who this person is (granny or grandpa perhaps) and to share something special that this older person does to help look after them. Ask the children to draw a picture of themselves, a parent/carer and their older person/grandparent. Then ask the children how long ago they think each of the people in their drawing was a baby. They could write the guess under their picture.</p> <p>Ensure the children understand that everyone was once a baby, and that we all grow and change as we get older. Read Once There Were Giants to the children and think about how the little baby in the story and the adults in the story changed over time.</p>	<ul style="list-style-type: none"> Be sensitive to children who may not know their grandparents, may not see them often, or who have lost grandparents. Depending on family circumstance some children may have a grandparent as their main carer, or living with them in their house. Celebrate and acknowledge all the variety of family situations the children have. Refer to Once There Were Giants. Information about Circle Time can be found in the TG Circle Time. 	

Section A - The Human Life Cycle Continued

Framework question/s	What's growing in that bump? (NC Science)
Learning Objective	2: To understand that babies grow inside a female body until they are ready to be born. (NC Science)
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> explain that a baby grows inside its mother.

Teaching Activities	Points to Note
<p>2.1 Read My Dog, My Cat, My Mum and Me with the children. After the puppies are born ask the children why the girl thought the dog was getting bigger? Why did the dog get thin? And where did the puppies come from? Repeat the questions for the cat. Ensure that all the children understand that the puppies, kittens and babies came from inside their mothers, where they had been growing.</p>	<ul style="list-style-type: none"> Share My Dog, My Cat, My Mum and Me. If you don't have a copy of this book search for a reading of the book online YouTube or openlibrary.com. (To avoid pop ups and comments, view the YouTube link through viewpure.com or safeshare.tv, insert the YouTube video into another presentation tool e.g. <i>Powerpoint</i>) Alternatively share Where do Babies Come From? but avoid spread 2, as this covers sperm and eggs joining, which is not covered until RS4. Teaching about sexual reproduction is begun in RS4 and developed in RS6. Some children might already know some information about sexual intercourse. Acknowledge their correct knowledge, refer to RSE Toolkit 6B Answering Children's Questions Relating to RSE.
<p>2.2 In Circle Time, ask the children if they know someone who is/was expecting a baby. Share some pictures of pregnant women with the children as a prompt. Ask them to say something about how a pregnant person might feel, e.g. <i>how might they feel to be carrying a baby inside them? Were they excited? Were there things they liked to do and things they didn't like to do?</i></p> <p>Place in a line: a grain of rice (month 1), a small bean (month 2), an orange (month 3), a small melon, (month 4), a 1l carton of milk (month 5) a large pineapple (month 6), a large loaf of bread (month 7) a big pumpkin (month 8). (Substitute items of equivalent size according to what you have available.) Ask the children what they think the objects represent. Talk about their ideas and then explain that they show the size of a baby growing inside its mother at roughly monthly intervals. Ask the children to talk to a partner about what will help the baby grow. Ask the children to draw picture of the baby at various sizes as it grows, taking the object as reference. Read What's Inside your Tummy Mummy? and look at the life sized pictures of the baby as it develops.</p>	<ul style="list-style-type: none"> Search for pictures of pregnant women using an online search engine. Alternatives for What's Inside Your Tummy Mummy? include: There's a House inside my Mummy, What's in your Tummy? or Baby on Board. Some families, may not wish children to learn that babies grow inside their mothers, but as this learning is part of the Science curriculum, they do not have a right to withdraw their child. However, ensure that the wishes of the family are heard and that compromises are made if possible. Refer to 5B RSE- Understanding Perspectives and 8L RSE Leading discussion with parents concerned about RSE from the RSE Toolkit.  Some families may have experienced miscarriage or baby loss, and if so, it is important consider what additional support these children might need, in consultation with parents/carers.

Section B - Growing Up

Framework question/s	How have I changed since I was a baby? (NC Science)	
Learning Objective	3: To consider the ways they have changed physically, socially and emotionally since they were born. (NC Science)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> describe some things I can do now that I couldn't do when I was a baby describe some ways my body will change as I get older. 	
Teaching Activities		Points to Note
3.1	Ask the children to think about how they have changed since they were born. In Circle Time, ask the children to complete the sentence stem <i>One thing I can do now that I couldn't do when I was a baby is...</i>	<ul style="list-style-type: none"> Information about Circle Time can be found in the TG Circle Time.
3.2	Read the story, I Want My Tooth . Ask the children to explain why they think children's teeth become loose and fall out. Through questioning help the children to understand how the teeth we have when we are babies fall out as our bodies grow and we become older. This is one way in which our body changes as we grow up. Discuss how the children's milk teeth will be replaced by adult teeth. Encourage the children to share stories about how their own teeth may have fallen out, including what happened, why it happened and what they think will happen next. Make a list of other ways that our bodies change as we grow and become older, e.g. legs and arms grow longer, our hair grows thicker and changes colour. Ask the children why not everyone's teeth start to fall out the same time. Ensure they understand that everyone's body is different and grows at a different rate. Make sure that all the children know that they will all lose their teeth before they are grown up and should not worry if they have not started to lose their teeth yet.	<ul style="list-style-type: none"> Draw awareness to the fact that people grow and develop at different rates and that we are all special and unique. See Sources of Information and Support for information about the Oral Health Promotion Service. Refer to I Want My Tooth, or alternatively Josie's Lost Tooth.
3.3	Ask the children to bring in a photograph of themselves as a baby and another recent photograph. Help the children to make a time line by mounting the photographs at either end of a strip of paper and drawing a line in between. Alternatively, use the Timeline template. Ask the children to draw and label the developments that have taken place in their physical capabilities since they were babies and place them on the time line, e.g. <i>crawling, walking, running, using a skipping rope, swimming 5 metres, 10 metres</i> . Encourage the children to share and talk about their timelines. Ask pairs of children to share their timelines with each other and spot similarities and differences. Emphasise the teaching point that we all develop at different rates and at different speeds. A	<ul style="list-style-type: none"> If the children are unable to bring in photographs they can draw pictures of themselves as a baby and as they are now. This work could be used in a class display on growing and changing.  Be sensitive to children who do not live with their birth parents, who may find accessing a baby photo difficult. See Timeline in TG Teaching Templates.

Section C - Personal Responsibilities

Framework question/s	What are my responsibilities now I'm growing up? (CAB)	
Learning Objective	4: To consider their responsibilities now and compare these with when they were younger. (CAB)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • explain some things I did when I was a baby • describe some responsibilities I have now • explain some ways I can help other people now I am older. 	
Teaching Activities		Points to Note
4.1	Ask the children to draw a picture of themselves as a baby and label it with as many things as they can remember or have been told about themselves e.g. 'I cried a lot', 'My favourite toy was...' 'My first word was...'. In Circle Time, ask the children to complete the sentence stem 'One thing I remember from when I was much younger is...'	<ul style="list-style-type: none"> • You might ask the children to prepare for this activity by having a conversation at home about what they did when they were a baby. •  Be aware of those children who are unable to have this conversation due to changed family circumstances. • Information about Circle Time can be found in the TG Circle Time.
4.2	Explain to the children that as we grow we learn to do more things and there are more ways we are able to look after ourselves. In pairs, ask the children to discuss something that they can do now to help themselves that they could not do as a baby e.g. <i>feed myself, brush my own hair, go to the toilet on my own</i> . The children can take it in turns to introduce each other and describe to the rest of the class a new responsibility that their partner has for looking after themselves. Alternatively, each child round the circle could mime this new skills or responsibility and the other children could guess what it is.	
4.3	As a class, make a list of all the things that the children can do to help themselves and their families e.g. <i>getting dressed, getting our own breakfast</i> . In Circle Time, play the game Changes places if... by asking all children to stand and change places with someone if they e.g. <i>help to lay the table at home</i> . Or ask children to mime different responsible jobs they do to help at home. Ask the children if they have always been able to do these things and ensure that they understand that they can do these things now because they have grown older and learnt new skills. Ask the children to think of words which describe how other people in their family feel when they do things to be helpful and show they are becoming more responsible.	<ul style="list-style-type: none"> • You may want to discuss with the children ways of increasing their responsibilities in the classroom, e.g. <i>tidying up, looking after the books, sharpening the pencils</i>. You could talk about how you feel when people are helpful, kind and responsible for themselves and others in class or on the playground.
4.4	Read Mog and the Baby and stop the story at various points to discuss the difference between the baby and Nicky in terms of what they can do to look after themselves and other people.	<ul style="list-style-type: none"> • Ensure that the children take time to examine the pictures as they reveal more of Nicky's growing responsibilities. • Refer to Mog and The Baby or use Bye Bye Baby to consider the range of skills this unusual baby has already mastered.
4.5	Ask the children to draw a self-portrait on a piece of paper. Ask them to think of all the ways they help others at home, in class and in the playground and to draw and label pictures of these activities around their self-portrait. Alternatively, ask the children to interview each other about their responsibilities at home. You may record these and display them using an interactive display.	<ul style="list-style-type: none"> • For Interactive Display, see the TG Using New Technologies.

Section D - Parents, Carers and Families

Framework question/s	What do babies and children need from their families? (FP)	
Learning Objective	5: To understand how the needs of babies and young children are met by their families (FP)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> explain how babies need care from adults to stay safe and healthy. 	
Teaching Activities	Points to Note	
5.1 Read the story Looking After Daddy to the children. Ask them to listen out for all the ways the girl says she looks after Daddy. Having read the story, ask the children if the girl is really doing the 'looking after'? Perhaps read the story again or ask the children to recall the features in the pictures which show that really the Daddy is caring for his daughter.	<ul style="list-style-type: none"> Read Looking after Daddy. Alternatively use Bye Bye Baby to explore a baby's need for a carer. You might discuss adoption or alternative family structures. 	
5.2 Share the book The Baby's Catalogue . Alternatively, use a baby shop paper catalogue or website. Ask the children to identify those items that a baby needs to keep healthy and happy and those which a baby or its family might like. You may use the IWB to display and sort images from an online catalogue. Ask the children whether a baby needs different sorts of toys, for example, and gather the children's views. You might ask them to stand up if the baby needs the item and sit down if they think a baby doesn't need it. Perhaps the children might begin to understand the difference between 'want' and 'need'.	<ul style="list-style-type: none"> Refer to The Baby's Catalogue. 	
5.3 Make a list of all the things that babies cannot do for themselves and the ways in which they have to be looked after. As a class, make a list of questions to ask a parent about what a baby can do and what a baby needs in order to be happy, safe and healthy and to help their body and brain to grow. Invite a parent with a new baby to come to school to talk to the children about everything a parent has to do for a baby.	<ul style="list-style-type: none"> Ensure that the visitor is aware of the school's Relationships Education policy and references to the role of visitors. Refer to 6C Working with Visitors in RE – a Checklist for Discussion. 	

Section D - Parents, Carers and Families

Framework question/s	Which stable, caring relationships are at the heart of families I know? (FP)
Learning Objective	6: To understand that not all families are the same, but that love and care should be at the heart of all families (FP)
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> describe the adult relationship in families I know

Teaching Activities	Points to Note
<p>6.1 Ask the children to draw a picture of people and pets who live in their house, or who look after them at home. They might be able to write the names of people next to their pictures. Remind the children that there are all sorts of ways to be a family. Ask the children to share their pictures with a partner and find one thing about their families which is different and one thing which is the same.</p> <p>They might have one mum, or one dad, one mum and one dad, two mums, two dads, a granny or an aunty, a grandpa or an uncle. They might live in one house or two. Families might be different, but what makes all families special is that they love and care for the all the people in the family- whoever those people are.</p> <p>Share the Great Big Book of Families and talk about all the different sorts of families represented. Ask the children to stand up/put their hands up at the end of each page if they saw (in the pictures) or heard anything which was the same as their family.</p>	<ul style="list-style-type: none">  Be sensitive towards children who live in more than one home, because their parents do not live together. Refer to the Great Big Book of Families.
<p>6.2 Read Mister Seahorse or refer back to Looking After Daddy. Ask the children if they can remember all the ways the parents were looking after their children. Ask for ideas about why the parents spend such a lot of effort and time looking after their children. It looks like very hard work! Explain to the children that they do it because they love their children and want them to be safe, happy and healthy. In Circle Time, ask the children to complete the sentence stem 'My mummy/daddy/ aunty/grandpa looks after me by....' And then 'My mummy/daddy/ aunty/grandpa show that they love me by...'</p>	<ul style="list-style-type: none"> Refer to Mister Seahorse or Looking after Daddy. Both of these books illustrate a male responsible for the childcare, in order to challenge the stereotypical view that females are mainly responsible for childcare. You may prefer to choose a book with a female carer. Information about Circle Time can be found in the TG Circle Time.

Section E - Processing the Learning

Framework question/s	What have I learnt?
Learning Objective	7: To understand what they have learned and be able to share it with others.
Possible Success Criteria	To be able to: <ul style="list-style-type: none">• discuss my feelings about being a baby and being older.
Teaching Activities	Points to Note
7.1 In Circle Time, ask the children to think for a few moments independently about their responses to the following statements and then share their ideas with the person sitting next to them. Ask them to think of reasons they are glad they are not a baby anymore and things they are looking forward to about getting older. Once all the children have had a chance to think and talk to a partner, share some ideas from the children. These could be collated into a prose poem or rhyme to share with children from other classes.	<ul style="list-style-type: none">• For assessment grids and activities for this unit see Assessment.• Information about Circle Time can be found in the TG Circle Time.

Resources to Support this Unit

When choosing and using any resource for RSE, you must ensure that the resource is in line with your own school's RSE policy. You may refer to [7A Checklist for Selecting Resources](#), part of the RSE Toolkit.

The following resources are included in the RS2 Resource Pack linked to this Unit:

1. Babies to Adults

These resources are directly referenced within this unit

I Want My Tooth Tony Ross

Josie's Lost Tooth Jennifer Mann

My, Dog, My Cat, My Mum and Me Nigel Gray

Monkey Puzzle Julia Donaldson

Where do Babies Come from? Usborne Lift the Flap

The World is Full of Babies Mick Manning and Brita Granstrom

What's inside your tummy, Mummy? Abby Cocovini

Once There Were Giants Martin Waddell and Penny Dale

Mog and The Baby Judith Kerr

Looking after Daddy Eve Coy

Bye Bye Baby Janet and Allan Ahlberg

The Baby's Catalogue Janet and Allen Ahlberg

The Great Big Book of Families Mary Hoffman

Mister Seahorse Eric Carle

These may also support work on this unit:

My Wobbly Tooth must not ever fall out (Charlie and Lola) Lauren Child

What's in your tummy, Mummy? Sam Lloyd

There's a house inside my mummy Giles Andreae

Baby on Board Kes Gray

Let's Talk about where babies come from Robie H Harris

Amazing Animal Babies Chris Packham

Sources of Information and Support

Cambridgeshire RSE Toolkit

In this toolkit you will find a full range of documents to support teaching, working with parents, policy development and resourcing for RSE.

Health Related Behaviour Survey Schools Health Education Unit
This survey uses the Health Related Behaviour Questionnaire with Year 5 and 6 pupils in some schools. For information about the HRBS in Cambridgeshire, contact the PSHE Service. Teachers of younger children may find your school results informative.

For information about the HRBS nationally, go to www.sheu.org.uk

Sex Education Forum www.sexeducationforum.org.uk

An invaluable support for all teachers and schools delivering RSE and developing policy and practice. Look here for up-to-date resources for Primary RSE.

ChildLine www.childline.org.uk

A free, confidential helpline for children and young people. Trained volunteers are on hand to provide advice and support by phone and online, 24 hours a day. Children and young people can call ChildLine on 0800 1111. The website offers help, support and guidance for all children about things they worry about or scare them.

NSPCC Speak Out Stay Safe learning.nspcc.org.uk/services/speak-out-stay-safe

Speak Out Stay Safe is a session provided free of charge to all primary schools in the UK. It provides whole school assemblies and then targeted workshops for older children.

- A clear understanding of abuse in all its forms, including bullying and sexual abuse

- knowledge of how to protect themselves

- an awareness of how to get help and support through ChildLine and other support networks.

Links to Support Parents

www.fpa.org.uk/advice-parents-and-carers/how-start-talking-about-it

www.bigtalkeducation.co.uk/parents/how-to-talk-about-sex/

www.nspcc.org.uk/preventing-abuse/keeping-children-safe/healthy-sexual-behaviour-children-young-people/

Life Education Centres (LEC) www.coramlifeeducation.org.uk

(National Coram Life Education website)

Programmes to support and enhance Drug and Health Education in primary schools. This work is predominantly delivered through a visit from the LEC classroom with trained educators. The Year 1 and Year 2 LEC programmes both encourage the children to reflect upon how amazing their bodies are.

Cambridgeshire and Peterborough – contact Cambridgeshire PSHE Service – 01480 376256

NHS Website www.nhs.uk/conditions

For information about the symptoms, diagnosis and treatment of illnesses such as head lice, chicken pox, common colds and other illnesses the children might be aware of refer to this website. The articles are aimed at adults, but give clear information about how each illness is spread for teacher reference.

Stonewall www.stonewall.org.uk

The lesbian, gay and bisexual charity which provides guidance for preventing and responding to homophobia and homophobic bullying.

Resources for Teachers can be found here: www.stonewall.org.uk/best-practice-toolkits-and-resources-0

Free posters, postcards and sticker sheets illustrating the 'Different Families, Same Love' campaign are also available from Stonewall. www.stonewall.org.uk/resources/different-families-same-love-pack

Carers UK

For further information about Young Carers and how to support them.

www.carersuk.org/help-and-advice/practical-support/getting-care-and-support/young-carers-and-carers-of-children-under-18

Cambridgeshire Primary Personal Development Programme

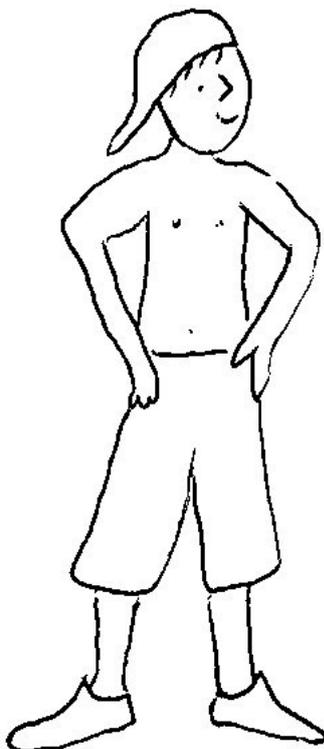
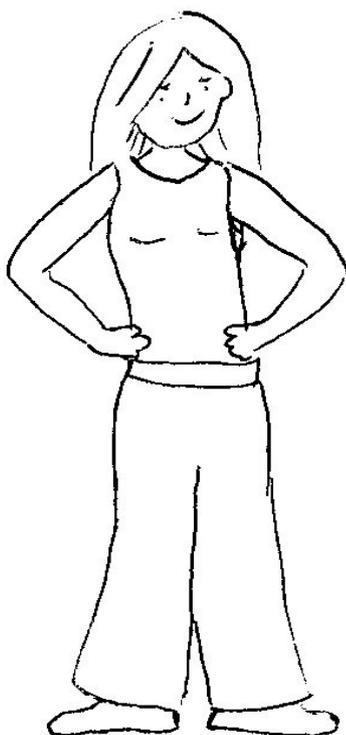
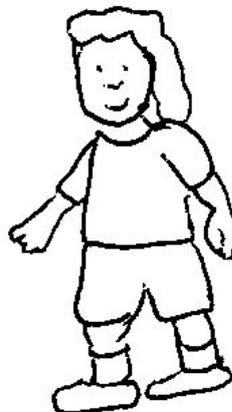
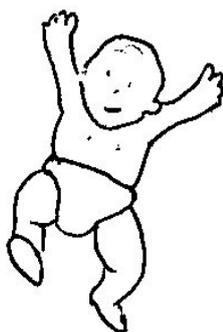
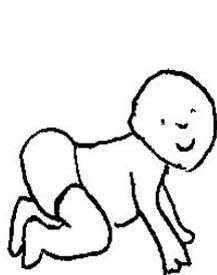
Healthy and Safer Lifestyles • RS2 Relationships & Sex Education

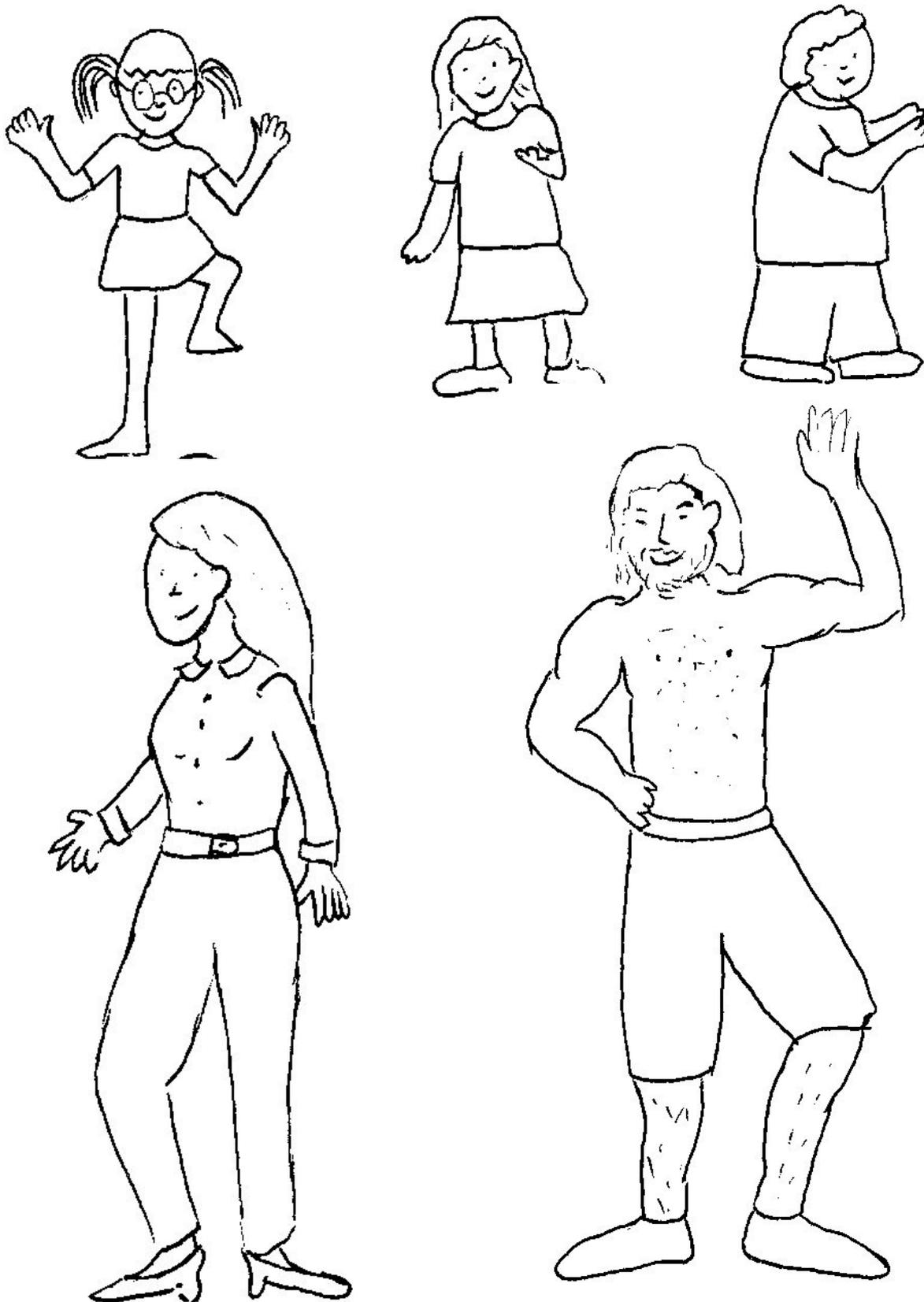
Contents

Resource 1 - Babies to Adults 1

Click on the title of the resource you require.

Resource 1 - Babies to Adults





Cambridgeshire Primary Personal Development Programme • Monitoring Coverage

Class:

Teacher:

Healthy and Safer Lifestyles RS 2 Relationships and Sex Education	R	A	G	Notes
Section A - The Human Life Cycle				
1. To know that humans produce babies that grow into children and then into adults. (NC Science)				
2. To understand that babies grow inside a female body until they are ready to be born. (NC Science)				
Section B - Growing Up				
3. To consider the ways they have changed physically since they were born. (NC Science)				
Section C - Personal Responsibilities				
4. To consider their responsibilities now and compare these with when they were younger. (CAB)				
Section D - Parents, Carers, Families				
5. To understand how the needs of babies and young children are met by their families. (FP)				
6. To understand that not all families are the same, but that love and care should be at the heart of all families. (FP)				
Section E – Processing the Learning				
7. To understand what they have learned and be able to share it with others.				