

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.

This unit also contains some preliminary elements of non-statutory Sex Education. Refer to your school's Relationships Education Policy for further information.

Unit Description

This unit is intended for use with children in Year 3 or 4. Children will consider the human life cycle in more detail. They will learn that an egg and sperm join together to form a baby. They will consider what they think it means to be 'grown up'. They will then look at their responsibilities and the responsibilities parents and carers have for babies and children. The themes covered in this unit are 'the human lifecycle', 'growing up', 'personal responsibilities' and 'parents, carers and families'.

Notes for Staff

This unit of work is aimed at children in Year 3 or Year 4. It might be delivered on its own, or alongside unit RS3, which is designed for the same year groups. The themes in this unit are developed in unit RS6.

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

Learning Expectations

At the end of this unit most pupils will:

- be able to identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy
- be able to explain that a baby grows from a male seed and a female egg
- be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood
- be able to identify an area for which they can take more responsibility
- be able to explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself.

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

- be able to describe some of the stages of the human lifecycle and place an individual in a broad category or age
- be able to explain that a baby grows inside its mother
- be able to express some simple ideas about being grown up, which might be personalised rather than generalised observations e.g. I might drive a car. (Rather than 'Adults can drive cars if they pass their driving test'.)
- be able to identify some responsibilities that adults have, but they may need support in identifying a new responsibility they are ready to take on now
- be able to name some basic tasks that parents carry out for babies, but be uncertain of the links between these tasks and the dependence of a the baby.

Some pupils will have progressed further and will:

- be able to identify the main stages of the human lifecycle and identify accurately the stage of an individual
- be able to explain that when male sperm and female ovum join together a baby starts to grow
- be able to make intelligent generalisations about the responsibilities of adulthood
- be able to identify areas of new responsibilities they can take up now and in the near future as they approach the teenage years
- be able to explain ways that parents/carers are responsible for babies and understand the level of time, love and commitment a small baby needs.

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)

One Learning Objective in this unit has been defined as 'Sex Education'. The framework question 'How did I begin?' and its associated Learning Objective 'To understand that babies begin when a male seed and female egg join together' are part of learning about human conception and birth. This learning objective is the first step in learning about sexual reproduction in humans. At this stage, the intention is that just the requirement for an egg and sperm will be covered, the means by which the egg and sperm join each other is taught in RS6. As this learning is defined as 'sex education' parents/carers have a right to withdraw their child from just this learning objective. This right should be explained in your Relationships Education Policy and discussions should be held with any family who wish to withdraw their child from sex education. There is guidance on structures for this conversation and suggestions for recording it in **8L Leading Discussions**. The responsibility for this discussion lies with the Head Teacher (or their representative), it is not the duty of the individual class teacher to have these discussions. If a child in your class is withdrawn from sex education, they must be given an 'appropriate and purposeful' task during the period of withdrawal.

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 **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 1.3 Use this activity to assess whether children have grasped the concept of different stages of life.

Activity 2.4 Use this letter writing task to assess whether the children have understood that egg+sperm=baby.

Activity 3.3 Use this acrostic poem to assess whether the children have an understanding of some of the emotional and social challenges of growing up.

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). 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/relationships-and-sex-education/parents-and-carers, 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 2, ask the children to discuss with as many people as they can at home what they think it means to be a grown up.

Create a board in class where children can record the ideas they have heard e.g. *My Dad says a grown up is... or My neighbour says a grown up is...*

To follow up Learning Objective 6, ask the children to take their 'bills' home and share them with their parents. This might need some explanation. Ask the children to discuss with their parents any additions to their 'bills'.

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. In order to create a positive, 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 rules. Refer to **6A Teaching Methodologies in RSE**.

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 younger 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 (Paragraphs 19-22, 27-37).

Teachers should reflect faith perspectives in RSE especially if that ensures that members of their class hear their families 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 developed in RS6. If children have more detail (knowledge of sexual intercourse, not just seeds and eggs) than you are giving in this unit, acknowledge and confirm children's existing knowledge where appropriate. It is best to hold these conversations 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 and books is included at the end of this unit.

Linked Units

RS 3 Relationships and Sex Education

RS 6 Relationships and Sex Education (for more on sexual reproduction)

FF 3/4 Family and Friends

PS 3/4 Personal Safety

MC 3/4 Managing Change

HL 3/4 Healthy Lifestyles

RR 3/4 Rights, Rules and Responsibilities



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6. To understand what they have learned and be able to share it with others.

Section A: The Human Life Cycle

Framework question/s	What are the main stages of the human life cycle? (NC Science)
Learning Objective	1. To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death.
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> state the main stages of the human life cycle say what stage a person is at in the human lifecycle.

Teaching Activities	Points to Note
<p>1.1 Ask the children to draw a line on a piece of paper and mark it with number line showing intervals of 5 years. Ask them to mark or draw birth, baby, child, adolescent/teenager, adult, middle age and old age on their time line. Discuss the differences between children's ideas. Ask the children to write the names of people (real or fictional) they know along the line, showing which stage they think each person is in. They could draw a picture of each person and describe a little about their life to show their understanding. Ask the children if they know what happens at the 'end of the line'. Explain that death is the end of someone's life, but even though it will happen to all of us, it happens at different times for different people depending on their health and other factors like accidents.</p>	<ul style="list-style-type: none">  Be sensitive to those children who have experienced bereavement. Refer to MC 3/4 Managing Change. <ul style="list-style-type: none"> You may be able to offer the term 'puberty' for the physical and emotional process by which a child becomes an adult. You should describe this as an inevitable change which will affect everyone at some point between the ages of 8-14, but at different rates.
<p>1.2 Read Drop Dead to the children and emphasise the amazing things that people can achieve and do at any time in their life.</p>	<ul style="list-style-type: none"> Read Drop Dead or, alternatively, The Truth about Old People or Encyclopedia of Grannies.
<p>1.3 You might choose to review children's understanding of the names of body parts and use images of naked bodies at different ages. You will find an excellent collection of images in Let's Talk about Where Babies Come From. Scan or copy the images and cut them out. Ask small groups of children to allocate them to one of the different stages of the human life cycle: <i>baby, child, adolescent, adult, middle age, old age</i>. Encourage the children to give reasons for their choices. They should stick the images down to a piece of paper and then decide which images were difficult to place in a category. Discuss these difficulties as a class and recognise that sometimes it is difficult to tell. Consolidate the learning by visiting BBC Bitesize. A</p>	<ul style="list-style-type: none"> Refer to Let's Talk about Where Babies Come From. You might prefer to collect images of (clothed) people of different ages from magazines etc. and use these instead. Visit How do humans change during their lifetime? on BBC Bitesize.

Section A - The Human Life Cycle Continued

Framework question/s	How did I begin? (Sex Education)
Learning Objective	2. To understand that babies begin when a male seed and female egg join together. (Sex Education)
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> • explain that when animals reproduce they make copies of themselves • understand that human babies are made when an egg and sperm join together.

Teaching Activities	Points to Note
<p>2.1 Challenge pairs of children to make a list of as many different animals, fish and birds as they can. Write these names in a vertical list, perhaps on a dry wipe board. Collect the names the children have thought of together on the class board. You might challenge the children to choose to share the names they think no other pairs will have thought of. Then ask the children to write next to their animal/fish/bird names the type of babies each animal has. Discuss the result and annotate your class list according to the children's ideas. Finally ask the pairs to note where these babies come from. Are they born from an egg or from inside their mother?</p>	<ul style="list-style-type: none"> • This learning is consolidating the KS1 Science and does not constitute Sex Education. See Notes for Staff above.
<p>2.2 Explain that fish and birds have babies which are born from inside an egg. Usually adult birds look after their eggs in a nest and then look after the chicks. Ask the children what they know about this? Ask them if animal babies are born from eggs? Some might agree, if they already know about eggs and sperm, some might disagree and say that they are born live from inside their mother. Introduce the term 'mammal' and explain that humans are mammals. Ask the pairs to return to their lists (from 2.1) and circle the animals they think are mammals. Which give birth to live young? Explore any interesting cases the children know about – like whales etc. Finally write the 'sum' Egg+Sperm=Baby on the class board and ask children if they know what it might mean.</p>	<ul style="list-style-type: none"> • BBC Bitesize How do Animals Reproduce? • Parts of this lesson focus on human conception and birth and so this activity should be regarded as sex education.

Section A - The Human Life Cycle Continued

Framework question/s	How did I begin? (Sex Education)
Learning Objective	2. To understand that babies begin when a male seed and female egg join together. (Sex Education)
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> explain that when animal reproduce they make copies of themselves understand that human babies are made when an egg and sperm join together.


Teaching Activities	Points to Note
<p>2.3 Explain that every human body is made up of millions of different cells. There are different types of cells in our bodies, which do different jobs. Give the children a short time to think of all the different jobs that cells in our bodies do <i>e.g. skin cells, brain cells, muscle cells, bone cells</i>. Ask all the children to stand up. One at a time, ask the children to give a cell function they have thought of and to sit down when they can't think of another function. You could have 'winners' if some children are left with ideas at the end.</p> <p>Explain that there are 200 different types of cells in the human body. Show a photo of a human egg cell on a class board and explain that it is one of the largest cells in the human body. It is about the size of a full stop. Explain that this type of cell is produced in a female body. Show a photo of sperm cell. The sperm cell is one of the smallest cells produced by humans. It can only be seen under a microscope. Show a photo of sperm and egg together and explain that when a sperm and an egg join together, the contents of each type of cell are mixed together and a baby starts to grow inside the female body. As the baby gradually gets bigger the female gets a bump, which gets bigger until the baby is ready to be born.</p>	<ul style="list-style-type: none"> This lesson is classed as sex education, as it teaches about human conception. Search online for photographic images of a human egg cell, a human sperm cell and the two joining together. Choose still images which have been taken using a microscope. Prefer the words 'male' and 'female' rather than 'mother' or 'father' at this point. The providers of the egg or sperm may not be the mother and father of the baby, they might not even be the birth parents of the baby if surrogacy or egg donation have been used. We can call them the biological parents though. Different families will have been formed in different ways, so ensure your language is inclusive. Explain that children's bodies do not make sperm or release eggs. (Although it may be worth noting that females are born with all the eggs they will ever release already formed inside their bodies.) Once children's bodies have become adult bodies during puberty, males begin to make sperm and female bodies begin to release eggs. You may use the terms seeds/sperm and egg/ovum in this lesson so children learn the scientific words and their more commonly used counterparts.
<p>2.4 Introduce the children to two (fictional) children that you know. Explain that these two children are the same age as the children in the class. Say that you once overheard them talking about where babies came from. You heard one say that they thought babies were delivered from the supermarket in a van. You heard the other say that they thought babies were dropped down the chimney. (Feel free to add any other stork or gooseberry bush related fictions). Ask the children to write a letter with a diagram or picture to explain what they have learnt about eggs and sperm. A</p>	<ul style="list-style-type: none"> Feel free to give the fictional children names, but pick names which are not found in your class.

Section B - Growing Up



Framework question/s	What does it mean to be 'grown up'? (CAB)	
Learning Objective	3: To investigate perceptions of being physically, emotionally and socially 'grown up'. (CAB)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> know that there might be different views of what 'grown up' means say how I feel and how others might feel about growing up. 	
Teaching Activities	Points to Note	
<p>3.1 As a class, ask the children to carry out a Draw and Write exercise in response to these questions about what people mean when they talk about being grown-up. <i>When are people grown-up? What makes each age group different? When are people old? When are they middle aged? When do you stop being a child?</i> Ask children to compare their work with a partner and note any different perceptions.</p> <p>Ask the children if they think their parents or older friends would have the same answers to these questions as they do. Suggest to the children that answers to these questions may differ according to the age of the person and their feelings about growing older. In Circle Time, ask the children to complete the sentence stem, <i>People are grown-up when...</i></p>	<ul style="list-style-type: none"> This work can be reinforced at home as an activity to carry out with other family members. For Draw and Write, see TG Classroom Strategies For information about Circle Time, please see TG Circle Time. 	
<p>3.2 As a class, ask the children to think about how different people might feel about growing up. Give examples of different people e.g. <i>a 4 year old about to start Reception, a 7-year-old about to move to Y3, a girl or boy in Y5 and perhaps a girl or boy about to move to secondary school.</i> Ask children to think about what each person might be thinking about their next step in growing up. Make a Circle of Feelings with words and phrases that describe that person's feelings e.g. <i>looking forward to it, a bit worried sometimes in case I can't cope.</i> In pairs ask the children to discuss which feelings are relevant to them, at the stage they are now, and why. Ensure that the children understand that it is possible for us to feel differently about things from one day to the next and even to experience contradictory feelings simultaneously.</p>	<ul style="list-style-type: none"> You may want to provide a 'worry box' giving the children the opportunity to write anonymous notes about their worries. You can address these concerns as a whole class or with small groups or individuals. For information about how to use a Worry Box, see the TG Classroom Strategies. In some cultures, female genital mutilation (FGM) marks the transition from girlhood to womanhood. All staff have a responsibility to be aware of the warning signs and symptoms that a girl (usually aged between 0-15 years) may be at risk of FGM and must report a concern that a girl is at risk. Visit www.nspcc.org.uk for more information. For instructions about how to carry out a Circle of Feelings, see the TG Classroom Strategies. 	
<p>3.3 Following activity 3.2, after you have discussed possible feelings and coping strategies for those worried about an aspect of growing up as a class, ask the children to write an acrostic using GROWING UP, to reflect on the feelings and coping strategies they might employ during the process of growing up. This might be for someone of their age, or the person they thought about in 3.2. A</p>		

Section C - Personal Responsibilities

Framework question/s	What am I responsible for now and how will this change? (CAB)
Learning Objective	4. To consider their responsibilities and how these have changed and how they will change in the future (CAB)
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> • explain what is meant by 'responsibility' • understand that adults and children have different responsibilities and know that responsibilities vary from family to family • state possible feelings associated with new responsibilities.

Teaching Activities	Points to Note
<p>4.1 As a class, ask the children to think about the grown-ups in their lives and how they behave and the kind of things they do. Ask the children to make a list of 'grown-ups' responsibilities', e.g. <i>paying bills, going to work, looking after children, looking after older relatives</i> and a list of 'children's responsibilities', e.g. <i>going to school, looking after our belongings</i>. Ask pairs of children to compare their lists and notice the differences and similarities in responsibilities from family to family. Are there any responsibilities which could sit in either the adult or child lists.</p> <p>As a class, generate a shared list of responsibilities that children feel they will be expected to take on soon. Display these on a class board. In a place where there is room to move, place posters on the wall saying 'I feel ready for this responsibility', 'I wouldn't be allowed to do this yet.' and 'I don't feel ready for this responsibility yet.' Ask the children to stand by the different posters as you read out the collected forthcoming responsibilities from the class board.</p>	<ul style="list-style-type: none"> •  Consider carefully those children whose parents may be unemployed and be sure to give weight to caring responsibilities. • Be aware of the needs of any children who have caring responsibilities for siblings or parents. • Responsibilities, particularly in school, are also covered in unit RR 3/4 Rights, Rules and Responsibilities.
<p>4.2 In Circle Time, ask the children to think about a new responsibility for which they feel they are ready and ask them to complete the sentence stem <i>A new responsibility I would like to have is... e.g. make my bed, say hello to lonely people in the playground, help to feed my baby brother</i>. Discuss with the children what helps us ready to take on more responsibility e.g. <i>knowledge, understanding, skills, ability to spot the possible risks, support from other people, confidence</i>. Ask the children to design and sign their own contract which will allow them to take on the management of a new responsibility. The contract will list the skills they will need to use and the people they might want to ask for help. In Circle Time, ask children to share their new responsibility contracts and share offers of help or support from other children in the class.</p>	<ul style="list-style-type: none"> • Ensure new responsibilities are appropriate to the capability and age of the child. You might choose to focus on responsibilities in school, as this will be easier to follow up. • For information about Circle Time, see TG Circle Time.
<p>4.3 Read the story Piggybook. Stop the story and carry out a Circle of Feelings about how the mother is feeling as the members of her family all shout 'Hurry up with the meal' etc. When the mother returns in the story, ask the children what they think the father and his two sons can do to encourage her to stay. Make a list of the children's suggested responsibilities for the other family members and then finish the story. You could 'hot seat' the mother and ask her how she thinks her family could become more responsible and independent.</p> <p>The children might raise issues about gender stereotyping in the story. Ask the children if their suggestions for sharing responsibilities more fairly would work in other families e.g 2 mums with a son and a daughter, one nanna and one son, one dad and three daughters. Emphasise that the key elements in sharing responsibilities fairly is talking together, empathising with each other and supporting each other.</p>	<ul style="list-style-type: none"> • Be sensitive to the needs of children from different family backgrounds. This story is about roles people take on at home, and how they could be renegotiated to achieve a better balance across genders. • For instructions about how to carry out a Circle of Feelings, see TG Classroom Strategies • For information about hot seating, see TG Drama Strategies
<p>4.4 Ask the children to draw a spider diagram map of the responsibilities in their house. They might write a bubble for each person in their house and then a spider diagram of each person's responsibilities around their name. They might show shared responsibilities too. Do they think the responsibilities are shared fairly? Can they annotate their diagram to show responsibilities they might be able to take on now or in the future.</p>	<ul style="list-style-type: none"> • As this is a personal reflection task, you might judge that it would not be appropriate for children to compare their spider diagrams.

Section D - Parents, Carers and Families

Framework question/s	How do different caring, stable adult relationships create a secure environment for children to grow up? (FP)	
Learning Objective	5. To consider the wider responsibilities that families have for the physical and emotional wellbeing of babies and children (FP)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • explain why babies need special care from a parent/carer • state some things parents/carers need to do to look after babies. 	
Teaching Activities		Points to Note
5.1	<p>In Circle Time, ask the children to complete the sentence stems about babies <i>e.g. A fun thing about babies is...or Babies are cute because....</i> Explore ideas about what babies are like and what they do, how they have to be cared for, what difficulties/ joys they bring to parents/carers.</p> <p>Relate the children's ideas to the growth and development of people and recap on how the children have changed physically themselves. Ensure that the children understand that as we grow and develop, we can do more things for ourselves and therefore take on more responsibilities. When we are a baby there are lots of things we can't do for ourselves.</p>	<ul style="list-style-type: none"> •  Be sensitive to the needs of children from different types of families and home circumstances. • For information about Circle Time, please see TG Circle Time.
5.2	<p>In small groups, ask the children to make a list of all the things that a parent/carer would need to do to look after a baby. You might ask them to write down things in different categories that will keep the baby happy, healthy and safe. Ask two groups to join together to share their ideas, spot similarities and differences and then report back to the whole class.</p> <p>Complete the discussion with a Circle Time round where children complete the sentence stem <i>A responsibility parents have for babies is... or Parents must look after their baby by...'</i></p>	<ul style="list-style-type: none"> •  Be sensitive to the needs of children from different types of families especially where a parent is not the main carer. • Refer to unit DC 3/4 Diversity and Communities. • For information about Circle Time, please see TG Circle Time.
5.3	<p>Share some books about how parents are special and look after their children - for example My Mum, My Dad, Me and My Dad.</p>	<ul style="list-style-type: none"> • Other books which could be used here include My Mum is Fantastic, My Dad is Brilliant, My Grandma is Wonderful and My Grandpa is Amazing. • This links with unit FF 3/4 Family and Friends.

Section E Processing the Learning

Framework question/s	What have I learned?
Learning Objective	6: 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"> • say what I have learned • share my ideas with others.

Teaching Activities

Points to Note

6.1 Access the lyrics or song **No Charge**. You might prefer to alter some of the language to reduce the American feel. Play the song or read the lyrics to the class, as if it's a story. Ask pairs of children to discuss the main message of the song. Share some of these ideas. Ask the children, individually, taking inspiration from the song, to list some of things they do to help their parents/carers and some of the things their parents/carers have done and continue to do for them. You could ask them to present this as a bill and write 'Paid in Full' or 'No Charge' in relevant places.

- To access the lyrics, google 'No Charge'. Animated audio versions of the song are also available from youtube.co.uk Search using the phrase above. Always watch the video from start to finish before showing it to the children to check for inappropriate content.
- Some children might be given pocket money for accomplishing basic household tasks. This might cloud the basic message of the song.
- For assessment grids and activities for this unit see [Assessment](#).

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.

These resources are directly referenced within the unit:

Drop Dead Babette Cole

The Truth about Old People Elina Ellis

Encyclopedia of Grannies Eric Veillé

No Charge (song) Harlan Howard (sung by Johnny Cash amongst others)

Let's Talk About Where Babies Come From Robie H. Harris

Piggybook Anthony Browne

My Mum Anthony Browne

My Dad Anthony Browne

Me and My Dad Alison Ritchie

My Mum is Fantastic Nick Butterworth

My Dad is Brilliant Nick Butterworth

My Grandma is Wonderful Nick Butterworth

My Grandpa is Amazing Nick Butterworth

These may also support work on this unit:

Let's Talk About Sex Robie H. Harris

The Big Book of Families Catherine and Laurence Anholt

The Great Big Book of Families Mary Hoffmann and Ros Asquith

We are Family Ryan Wheatcroft

And Tango Makes 3 Justin Richardson

Two of Everything Babette Cole

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

<https://www.fpa.org.uk/relationships-and-sex-education/parents-and-carers>

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
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 3 and Year 4 LEC programmes both encourage children to reflect upon how special 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 • Monitoring Coverage

Class:

Teacher:

Healthy and Safer Lifestyles RS4 Relationships and Sex Education	R	A	G	Notes
Section A - The Human Life Cycle				
1. To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death.				
2. To understand that babies begin when a male seed and female egg join together.				
Section B - Growing Up				
3. To investigate perceptions of being physically, emotionally and socially 'grown up'.				
Section C - Personal Responsibilities				
4. To consider their responsibilities and how these have changed and how they will change in the future.				
Section D - Parents, Carers and Families				
5. To consider the wider responsibilities that families have for the physical and emotional wellbeing of babies and children.				
Section E - Processing the Learning				
6. To understand what they have learned and be able to share it with others.				