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:**

Family 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 Body (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 i**n the following ways:

Family 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 elements of non-statutory Sex Education. Refer to your school's Relationships Education Policy for further information.

Unit Description

The unit is intended for use with children in Years 5 and 6. It begins with a focus on sexual intercourse and the human lifecycle. The children will examine how puberty brings about changing feelings and relationships with friends and family and consider ways to manage emotions so that they are able to express their feelings and concerns positively.

They will explore the meaning of love and consider their responsibilities to care for themselves and others. They will consider the need for trust and love relationships. In this context, there is the opportunity to discuss responsible parenting choices and the use of contraception. The themes covered in this unit are 'the human lifecycle', growing up', personal responsibilities' and 'parents, carers and families'.

Learning Expectations

At the end of this unit most pupils will:

- be able to describe the main stages of sexual reproduction, using some scientific vocabulary
- be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively
- understand that puberty affects people in different ways, both physically and emotionally
- understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt
- describe some characteristics of loving, trusting relationships
- understand a few reasons a couple might choose to have children
- show awareness of some family arrangements which are different from their own.

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

- be able to describe some aspects of sexual reproduction, and may need support to use scientific vocabulary and to order the stages
- have a solely negative or solely positive view of the emotions associated with puberty
- display a basic understanding of the different ways puberty affects different people
- show some understanding of how their behaviours and actions affect others, and need support to put this in practice
- have an understanding of adult relationships and emotions, based solely on personal experience
- show limited understanding that couples can choose to have children
- show an understanding of the nature of different family arrangements, based on personal experience.

Some pupils will have progressed further and will:

- be able to describe in detail the stages of reproduction using mainly scientific vocabulary
- be able to describe a range of positive and negative emotions associated with the onset of puberty
- understand a wide range of ways that puberty affects people differently, both physically and emotionally
- understand that the way they behave, physically and socially, affects others and that they have a responsibility to others to make sure they are not hurt
- describe a wide range of characteristics of loving, trusting relationships of all sorts
- understand several reasons why a couple might choose to have children.
- show awareness of a range of different family arrangements and be able to verbalise the need to show respect.

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Notes for Staff

This Unit of Work is aimed at children in Year 5 or Year 6. It is intended to be delivered following RS5 which introduces puberty. You may need to refer back to this unit if pupils need more information about puberty.

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 sexual intercourse and reproduction 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 'What are different ways babies are conceived and born?' and its associated Learning Objective 'To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse' are part of learning about human conception and birth. This learning objective is the second step in learning about sexual reproduction in humans. The first was covered in RS4 which included the learning that a sperm and egg must join together for a baby to start growing. 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.

The Health Related Behaviour Questionnaire (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.

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 as a baseline assessment for the awareness levels of vocabulary of the children. This area is covered in unit SR5 but some may have retained more details from this work than others. It should not be assumed that if children have remembered some of the names of the different parts they have necessarily remembered the functions of these parts.

Activity 1.3 Use this activity to assess which children are able to use scientific vocabulary and whether they are able to demonstrate understanding of the internal sexual parts of males and females.

Activity 7.1 This is a general review activity and will give you a picture of the elements of the unit which the children have remembered most clearly.

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 excuse from non-statutory Sex Education (learning about human conception and birth). As outlined in Notes for Staff, there is one Learning Objective which is defined as Sex Education, and from which parents have the right to request their child be withdrawn. All other aspects of the unit of work relate to statutory content, therefore there is no right to withdraw from the other Learning Objectives. 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 RSE and broader Relationships Education, so that they can prepare themselves to discuss issues relating to puberty and sex 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 and www.nspcc.org.uk/keeping-children-safe/sexual-behaviour-children//

In preparation for activity 1.8, ask the children to bring in scan pictures of themselves in utero. You might ask someone with a (positive) experience of having an ultra sound baby scan to talk about what happens and how amazing it is.

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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, such as an 'Ask It Basket' or Question Box. Ensure that you answer questions in a way supported in your Relationships Education Policy.

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 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. If children have more detail than you are giving in this unit, acknowledge and confirm children's existing knowledge where appropriate. Children may have questions about sexual activity which go beyond sexual intercourse for the purposes of reproduction. Questions about other sexual activity are best discussed 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. You might, of course refer the question to parents. You may find you can answer the question without giving too much detail, but whilst ensuring children understand that all sexual activity shoud be consensual and enjoyable for the people involved. 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 5 Relationships and Sex Education

FF 5/6 Family and Friends

PS 5/6 Personal Safety

MC 5/6 Managing Change

HL 5/6 Healthy Lifestyles

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Contents

Section A – The Human Life Cycle ***5***

1. To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse. (Sex Education)

Section B – Growing Up ***9***

2. To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. (CAB)

Section C – Personal Responsibilities ***11***

3. To understand that they have some responsibility for the feelings and wellbeing of others. (MW).

Section D – Parents Carers Families ***12***

4. To have an awareness that there should be stable, caring relationships in a family to ensure children are cared for securely. (FP)

5. To consider the reasons people enter marriage, civil partnerships *e.g. love, trust, commitment.* (FP)

6. To be aware of and respect a wide range of family arrangements *e.g. second marriages, fostering, same sex partners and extended families*. (FP)

Section E – Processing the Learning ***17***

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

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Section A: The Human Life Cycle

Framework question/s	What are different ways babies are conceived and born? (Sex Education)
Learning Objective	1. To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse. (Sex Education)
Possible Success Criteria	**To be able to**: • name internal and external sexual parts for males and females, using scientific words • describe the stages of fertilisation • ask a question about sexual intercourse.

Teaching Activities	Points to Note
1.1 Individually, ask the children to make two lists of words. The first list should include any words at all they know for female internal or external sexual parts. The second list should give any words they know for male internal or external sexual parts. Emphasise that the words can be any words they know, whether they use the words themselves or not. Reassure them that you are not worried about spelling. Once they have made their lists, ask the children to put a tick by any words they think a doctor might use (or scientific words). Ask them to put a line under words they think would be okay to use at school. Ask them to put a cross by any words they think are not appropriate to be used in school. Once they have annotated their lists ask the children for any words which a doctor might use to describe male and female bodies and collect these together in a list, consolidating children's understanding of the functions of each named part. Explain that these are the words that you will be using in your topic. Keep the list to hand as a poster or electronically. Dispose carefully of any lists recorded on paper.	• This activity might address any 'giggliness' the children might feel. Some children will include words you consider inappropriate or even rude. Emphasise the purpose of the activity which is to establish an acceptable list of words which everyone understands. Allow children some 'giggle' time. • Be aware that some children might already have accessed or viewed explicit and possibly pornographic images online. Be prepared to speak to individuals or groups about such images, and follow your Safeguarding Policy. Refer to 6B Answering Children's Questions Relating to RSE. See www.nspcc.org.uk for more guidance on talking to children about explicit images. Also see 6J Consent, Pornography, Sexting for the primary school contexts. • Causing or allowing a child to view pornographic material may constitute child abuse. Discuss concerns about children who have viewed inappropriate material with your DSL.
1.2 Show the children an unlabelled diagram of male and female internal sexual parts. Use **Resource 1 Male and Female Internal Organs** and ask them to use the diagram to jog their memories about the parts they can name and identify. **A**	• Use Resource 1 Male and Female Internal Organs. This resource was previously used in unit RS5. You might need to review the learning in more detail. If so, go back to RS5 and review learning ideas there.

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Section A: The Human Life Cycle Continued

Framework question/s	What are different ways babies are conceived and born? (Sex Education)
Learning Objective	1. To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse. (Sex Education)
Possible Success Criteria	To be able to: • name internal and external sexual parts for males and females, using scientific words • describe the stages of fertilisation • ask a question about sexual intercourse.

Teaching Activities	Points to Note
1.3 Remind the children that they learnt about sexual parts when they were learning about puberty in RS5. Challenge pairs of children to come up with as many answers to the question 'What's puberty for?' as they can. As you collect answers, look for responses which not only describe physical changes, but also changes to the brain. You might categorise these responses into two groups on a board. Ensure that all the children understand that one of the main reasons our bodies go through puberty is to get them ready for reproducing/having babies when they are older. Explain that you are going to learn about how babies are made. Ask the children to work on their own and **Draw and Write** about anything they know about how babies are made. They might include any explanations they have heard, including those they know to be myths (gooseberry bushes, storks etc) They might recall the learning in RS4 that babies start when and egg and sperm join together. As they are writing, notice children who are able to write or explain their ideas using scientific vocabulary, and comment on this to reinforce it to the whole class. **A**	• This activity contains 'sex education' as it describes human conception and birth. Check whether any families have withdrawn their children from non-statutory sex education. Refer to your Relationships Education Policy for further guidance. • The final part of this activity forms a useful baseline assessment. • Acknowledge the children who are able to use scientific vocabulary confidently in their writing or talking. • Through this section children may reflect their religious views about sexual intercourse e.g. in my faith we believe people should not have sex before they are married. You might reply in the following way: 'Yes, some people believe that sex should only take place within a marriage, this is the teaching of many faiths, some people believe that it is ok to have sex outside of marriage. We are all different and have different views. The law says that people in this country can choose to have sex when they reach the age of 16 whether or not they are married." • See TG Classroom Strategies for further information on Draw and Write. • Be prepared for some 'giggles' as you ask children to complete this task. Explain that it is okay to feel a bit embarrassed, because people don't often talk about this. You might choose to set up some additional support for children who are finding it difficult as the topic progresses.
1.4 Explain to the children that some people think they know everything about how babies are made, but that sometimes people get the wrong ideas, or they aren't sure what is true and what isn't. Read **Mummy Laid an Egg** where the parents have the wrong ideas about how babies are made.	• This activity contains 'sex education' as it describes human conception and birth. • Read **Mummy Laid an Egg**. • You might ask children why some adults give these explanations rather than the facts.

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Section A: The Human Life Cycle Continued

Framework question/s	What are different ways babies are conceived and born? (Sex Education)
Learning Objective	1. To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse. (Sex Education)
Possible Success Criteria	To be able to: • name internal and external sexual parts for males and females, using scientific words • describe the stages of fertilisation • ask a question about sexual intercourse.

Teaching Activities	Points to Note
1.5 Follow up this humorous introduction in activity 1.4 by giving the children more information about sexual intercourse. Use a prepared text e.g. **Resource 2** or video and use in conjunction with a set of pictures to which children can refer. You might gather ideas from a reference book such as **Let's Talk About Where Babies Come From**. Encourage the children to ask questions as you speak to them. In groups, ask the children to sequence a set of cards describing sexual intercourse. Discuss each stage of the sequence with the children. Reinforce this learning by referring to **Let's Talk about Where Babies Come From** which includes very useful cartoons of the 'great sperm race'. Alternatively, read **Where Willy Went**, the tale of a sperm's travels to the egg.	• This activity contains 'sex education' as it describes human conception and birth. • You may use Resource 2 How a baby is made - Script or use a web based resource such as **The process of fertilization and the formation of a human** www.youtube.com/watch?v=-TXkZ_sjyUk • Children might ask a range of questions in response to this. • Refer to **Let's Talk about Where Babies Come From** or **Where Willy Went** • Refer to 6B Answering Children's Questions Relating to RSE for support on this area. • You might use a question box to help you manage the questions the children might ask. • Use Resource 3 How a baby is made - Cards to consolidate the children's understanding of the order of events. Resource 3 may be used on the IWB, as an individual worksheet, or it may be cut into cards for small group work.
1.6 Describe to the children how the small group of cells develops into a baby. Use images from **Let's Talk about Where Babies Come From** or videos to illustrate the amazing process of the development of a foetus and birth.	• This activity contains 'sex education' as it describes human conception and birth. • Access videos of the development of the human foetus from www.youtube.co.uk. Such as **9 months in the womb –though ultrasound** www.youtube.com/watch?v=WH9ZJu4wRUE or this animation www.youtube.com/watch?v=W_twYPeBSRg • Always view the whole clip before you use it with the children. • Alternatively, refer to **What's Inside your Tummy, Mummy?** • Refer to www.babycentre.co.uk/pregnancy-calendar for still images of foetal development and birth.

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Section A: The Human Life Cycle Continued

Framework question/s	What are different ways babies are conceived and born? (Sex Education)
Learning Objective	1. To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse. (Sex Education)
Possible Success Criteria	To be able to: • name internal and external sexual parts for males and females, using scientific words • describe the stages of fertilisation • ask a question about sexual intercourse.

Teaching Activities	Points to Note
1.7 Ask the children if sexual intercourse and vaginal delivery are the only way babies can be made or born. Ask the children if they know of any other ways. Make a list together. Read **What Makes a Baby**? Ask pairs of children to come up with any questions they have about conception and birth and ask them to place these in your question box.	• Remind children not to use people's names whilst discussing this. They might say 'someone one in my family' or 'someone I know'. • Refer to **What Makes a Baby**? or **Let's Talk About Sex** • Be aware that members of the class may have themselves been conceived via IVF or surrogacy or have been born by Caesarean section. • The focus of this activity is that all babies are made when a sperm and egg are joined together. Children may ask about how same sex couples start a family. This book goes some way to explaining this. • If children ask about sexual activity beyond sexual intercourse, it would usually be inappropriate to discuss this as a whole class, if at all. See 6B Answering Children's Questions Relating to RSE.
1.8 As a class, involve the children in an agree/disagree continuum. Ask the children to imagine a line running across the room and explain that they are going to stand somewhere on this line depending on whether they agree or disagree with a statement. Read out some statements relating to sexual intercourse, conception, pregnancy and birth. These questions should be informed by the questions the children raised in Activity 1.7 e.g. *People have sexual intercourse just to have babies. No one has to have sex. It is illegal to have sex under the age of 16. A woman cannot become pregnant the first time she has sex. All babies are born by being pushed out through the vagina.* Discuss the children's views as a class.	• For information about **Continuum lines**, see the TG Classroom Strategies.
1.9 In a Circle Time round, ask the children to complete the sentence, *Something amazing I have learnt about conception and birth is…*	• For further guidance on **Circle Time** refer to TG Circle Time.

Section B - Growing Up

Framework question/s	**What effect might puberty have on feelings and emotions? (CAB)**
Learning Objective	**2. To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. (CAB)**
Possible Success Criteria	To be able to: • describe some things I am looking forward to about being a teenager and an adult • describe some things I am not looking forward to about being a teenager and an adult.

Teaching Activities	Points to Note
2.1 Carry out the Draw and Write Exercise **Me Now, Me Teen, Me Grown**. Children are asked to draw and write about the emotions and responsibilities they associate with growing up.	• Use Resource 4 Me Now, Me Teen, Me Grown to form a baseline understanding of children perceptions of being grown up and their expectations. • For further information about using **Draw and Write** see the TG Classroom Strategies.
2.2 In Circle Time, ask the children to complete the sentence stems, *One thing about growing up that I am looking forward to is...* and *One thing about growing up that I am not looking forward to is...* In groups, ask the children to create a **Circle of Feelings** which shows their positive and negative attitudes towards growing up. Share these attitudes as a class. Ensure that the children understand that it is possible for us to feel differently about things from one day to the next and to even experience contradictory feelings.	• This section might uncover a need to review the physical changes which take place at puberty as well as the emotional ones. • For **Circle of Feelings** see the TG Classroom Strategies. • All staff have a responsibility to be aware of the warning signs that a girl may be at risk of female genital mutilation (FGM) and must report a concern that a girl is at risk. The summer between primary and secondary school is key time in some cultures when FGM might be carried out, as part of transition to adulthood.
2.3 As a class, discuss how during puberty, as well as changing physically, boys and girls may start to think about new things and feel differently. Explain that puberty is a time when we start to experience strong and fluctuating feelings and that this is a normal part of growing up. Watch the film **Brain Development in Teenagers**. Ask each child to draw a tree with branches sprouting from the trunk. Ask them to draw a little square at the end of one of the branches. Ask them to trace with their finger a route from the bottom of the trunk to the square they have drawn. How many times did they have to stop at a junction and decide which branch to take? Ask them to write that number in the square. Next, explain that the tree has had a sudden growth spurt and lots more branches have grown. Ask them to draw in those new branches to make the tree bushier. This time, ask them to draw a circle at the end of one of the branches. They trace with their finger route from the base of the trunk to their circle. How many times did they have to decide whether to take the left or right fork this time? Ask them to write this number in the circle. Collect figures for circles and squares from some of the children. There should be higher numbers in the circles. Explain that the tree represents a brain which is going through puberty. It has grown rapidly. The journey represents an electrical pulse which helps us make decisions. During puberty, because our brain has grown so much, making decisions is a slower process, as there are many more points at which our brains have to choose left or right. Try another journey from base of trunk to tip of branch and talk through the analogy to make sure the children have understood.	• Puberty is not only a time when the body changes, but also a time of very significant development of the brain, second only to the first two years of life. The prefrontal cortex (responsible for thinking ahead and problem solving) and the amygdala (responsible for emotion, arousal and rewards) are the parts which grow and change most markedly. It is these brain changes which can affect mood and behaviour. • View the film **Brain Development in Teenagers**. www.youtube.com/watch?v=dISmdb5zfiQ • See 'The Puberty Issue' from www.sexeducationforum.org.uk for more information.

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Section B - Growing Up

Framework question/s	**What effect might puberty have on feelings and emotions? (CAB)**
Learning Objective	**2. To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. (CAB)**
Possible Success Criteria	**To be able to:** • describe some things I am looking forward to about being a teenager and an adult • describe some things I am not looking forward to about being a teenager and an adult.

Teaching Activities	Points to Note
2.4 Read **Hair in Funny Places** as a reminder about changing feelings. Discuss the new feelings the characters felt, alongside the physical changes which happened during puberty. In groups, ask the children to think about how they may be changing emotionally and make a list of words which describe the new ways they may be feeling, *e.g. fancying people, moody, more independent from family, really wanting to fit in with friends, worried, excited.* Ask the groups to share their ideas and collect broadly positive, neutral and negative emotions together. Remind them that emotional development, like physical development, takes place at different times for different people.	• You, and some children, might notice that in this book the girl began to fancy boys and vice versa. Ensure that you make children aware that some people begin to have sexual feelings about people of the same sex. These people might grow up to be lesbian, gay or bisexual. Or they might not.
2.5 Talk to the children about three things to learn when trying to cope with changing feelings and emotions: a) recognise your feelings; b) analyse your feelings; c) manage your feelings. In small groups, ask the children to collect a number of scenarios that involve emotive issues that may occur between young people and their friends and family *e.g. a young person is angry with their younger sibling for having been in their bedroom; a young person is angry because their parents/carers will not allow them to go to town on their own; a young person is cross with a friend and is rude about them on social media.* Ask the groups to role-play one of these scenes in which strong emotions are being felt and expressed. Instruct the other groups to watch the scene as observers. Explain that the observers are to stop and Freeze Frame the drama at specific moments to direct the drama and give advice to the characters which will help them to recognise, analyse and manage their feelings.	• There are close links here with units **FF 5/6 Family and Friends** and **ME 5/6 My Emotions.** • Online networks are increasingly used as a means of communication and bonding amongst children in the primary age range. They can be supportive for young people in times of high emotions, but can also make problems worse and be the source of trouble when used carelessly or to intentionally harm. Be prepared to talk to groups or individuals about this. See www.nspcc.org.uk for more information. Also see 6H Consent, Pornography, Sexting for the primary school contexts. • Refer to **Emotional Barometer, Ways to Calm Down, Problem Solving process and Peaceful Problem Solving process** in SEAL General. • For more about Freeze Framing see TG Drama Strategies.
2.6 Ask the children to talk in pairs to create a definition of a 'crush'. How is a crush different from a romantic relationship? Establish a Continuum Line and ask the children to show what they think about some different relationships. Are they crushes, romantic relationships or impossible to tell? E.g. *someone day dreams about their favourite football star all the time and imagines what it would be like to be in their team, someone can't stop thinking about their friend's older sister and gets really shy when they go round to their friend's house and meets her, someone gets a tingly feeling in their private parts when they watch their favourite music video, two people who have been friends since preschool can't bear to be apart from each other and want to spend every minute they can with each other*. Ask the children to come up with some more possible scenarios. Some of these scenarios are most likely to be crushes if they involve celebrities, but others may be impossible to tell. Remind the children that due to their brains getting very big/branchy during puberty, they might feel some emotions very strongly. If they feel these strong emotions and they are not sure how to recognise, analyse and manage (see activity 2.5) they should ask a trusted adult to talk it through with them.	• For more about **Continuum lines** refer to TG Classroom Strategies. • Refer to **Child Line Top Facts about Puberty** for guidance on how to support children with worries about puberty. www.childline.org.uk/info-advice/you-your-body/puberty/puberty-facts/#5

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Section C - Personal Responsibilities

Framework question/s	**When can I take responsibility for how others feel? (MW)**
Learning Objective	**3. To understand that they have some responsibility for the feelings and wellbeing of others. (MW)**
Possible Success Criteria	**To be able to**: • describe ways to show kindness and consideration to someone, even if you have fallen out with them.

Teaching Activities	Points to Note
3.1 Give the children the following scenario: Sarah and Hanif are 14 years old. They have been going out for 2 months. They see each other at school and have been to the cinema together at the weekend. Sarah has started to think that Hanif spends too much time with his friends playing football and that he ignores her at school. She has talked to her friend, Kayla, about how she feels. Kayla told Sarah to 'chuck' Hanif. Sarah said she didn't know what to say to him and asks Kayla to 'chuck' him for her. Kayla sends Hanif a text saying 'Sarah says you're chucked.' Ask the children the following: How did Hanif feel when he got the message? Who should Sarah have talked to when she started feeling Hanif was ignoring her? What should Sarah have done if she didn't want to go out with Hanif anymore? Ask the children to retell the story (in words, pictures, or role play) with Sarah showing more responsibility for Hanif's feelings.	• You might prefer to have two friends breaking up in the scenario rather than a girlfriend and boyfriend. The purpose of the activity is to explore how to avoid breaking special relationships by communicating well and how to end them as kindly as possible, if the relationship is beyond repair.
3.2 In pairs ask the children to think about similar situations where people might forget to think about other people's feelings when they feel upset e.g. *being grumpy/angry/rude all the time and blaming it on puberty; hearing a piece of gossip and acting on it without checking with the person concerned whether it is true.* Emphasise to the children that whatever we are feeling we have a responsibility consider how the feelings of others may be affected by our actions.	• Again, this links with unit **FF 5/6 Family and Friends** and learning about appropriate uses of social media.
3.3 The way our brains change during puberty is partly to help us become more independent so that we can move away from our families when we get older. Our brains make us feel good when are fitting in with our peers. Fitting in with peers becomes very important to some people. Ask the children to work in small groups with a large piece of paper and marker pens. Ask each group to think of 3 or 4 ways young people show they are fitting in with their peers e.g. *fashion, music, new interests, using more technology.* Then ask groups to draw a spider around each new activity showing how parents/carers might feel about these new developments and how they might behave as a result e.g. *be worried about them going out on their own more, be anxious about their child meeting people the parents haven't met before, be unaware of what's happening on social media, not give the freedom they want.* Ask the groups to create some 'If…then…' sentences to help children and parents though these situations. E.g *'If you are worried about something, then don't just expect you parent to notice – tell them about it.', 'If you are worried about your child going out, then make a plan to keep in touch when they are out.'* Finally ask the children if they think they are responsible at all for how parents/carers feel as the children are growing up.	• Be aware that every child and every family are different. Children will experience different levels of need for peer approval and every family will have different tolerances for what activities can be carried out independently.

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Section D - Parents, Carers and Families

Framework question/s	**What should adults think about before they have children? (FP)**
Learning Objective	**4. To have an awareness that there should be stable, caring relationships in a family to ensure children are cared for securely. (FP)**
Possible Success Criteria	To be able to: • show understanding that there are lots of different types of love • describe examples of special ways that people who are 'in love' might behave • describe ways that adults who are 'in love' might show their commitment to each other.

Teaching Activities	Points to Note
4.1 In Circle Time, ask the children to complete the sentence stem, *Love is...* As a class ask the children if they know what love is and talk about the many different types of love a person may feel for special people e.g. *family members, friends, pets, role models, girlfriends and boyfriends.* In pairs or groups, ask the children to write a list poem called 'Love is..' which conveys all the different types of love people have for others and how love is given and shown. Encourage the children to share their poems with others.	• You can explore children's perceptions of love by using poetry, music, drama, literature and television programmes. Some children will be experiencing feelings which they may interpret as 'being in love' while others may have their experiences of love and loving as part of the family.
4.2 As a class, ask the children to think about the phrase 'being in love...' and discuss how this type of love differs from other types of love, such as the love we have for our family and friends. Ask the children to Draw and Write about some people (real or imagined) who have just 'fallen in love', some people who have been 'in love' for a long time and some people who aren't really interested in 'falling in love'. How do these different people feel? Ask the groups to share their ideas with the rest of the class and discuss how 'being in love' provokes many different feelings and emotions that are sometimes exhilarating and life affirming, but which can sometimes be difficult to manage.	• For further guidance on **Draw and Write** see TG Classroom Strategies. • Make sure that you do not assume that all romantic relationships will be between people of the opposite sex. During the discussion give examples of opposite and same sex couples. • Ensure that children know that some people don't want to 'be in love'. They are quite happy with the love they share with their family and friends. These people might feel different at different times in their life or they might always be happy without being 'in love'. These people might call themselves aromantic or asexual. (If clarification is required, tell the children that people may be single through choice or circumstance. Single people are not necessarily asexual or aromantic. Asexual people may still be in a couple, but they choose not to have sex with their partner.)
4.3 In pairs, ask the children to make a list of ways that young people who are 'in love' show their affection towards one another e.g. *hold hands, hug, kiss.* Ask the pairs to share their ideas with the class. Ask the children if they think that being 'in love' with someone is just about these physical things? Are there other ways that people who are in love might behave towards each other? Guide the discussion so that you talk not only about the ways that people show their affection for one another physically, but also about other ways of showing affection e.g. *listening to each other, compromising, not trying to control the other person, respecting their views and choices.*	• This discussion sets the stage for later conversations about mutual, consensual, reciprocal intimate relationships. • This might prompt children to raise concerns about adult relationships they are aware of which do not fit this pattern. Many children witness domestic abuse and/or domestic violence on a regular basis. Ensure that you talk to your DSL about any concerns you have.

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Section D - Parents, Carers and Families Continued

Framework question/s	**What should adults think about before they have children? (FP)**
Learning Objective	**4. To have an awareness that there should be a stable, caring relationship in a family to care for children securely. (FP)**
Possible Success Criteria	To be able to: • show understanding that there are lots of different types of love • describe examples of special ways that people who are 'in love' might behave • describe ways that adults who are 'in love' might show their commitment to each other.

Teaching Activities	Points to Note
4.4 In **Circle Time**, ask the children to complete the sentence stem, *When I am an adult, I would like/not like to have children because...* Next, ask the children to complete the sentence stem, *Adults might choose to have/not to have children because…* Make a list of the reasons for and against as the class suggest them. Emphasise the many responsibilities adults have for their children as they grow up as well as when they are babies.	• For further guidance on **Circle Time** refer to TG Circle Time.
4.5 Describe to the children a man and woman who love and trust each other and who want to have sex because they like it, but who don't feel they are ready to have a baby. Ask for ideas from the class about why they might not want to have a baby. Ask the children if they know of any way the couple could stop a baby being made when they have sexual intercourse. Listen to the children's suggestions. Explain that there are ways to stop a baby being made during sexual intercourse. Explain that the most commonly used methods are using a condom or the contraceptive pill. Briefly explain how these work – '*A condom is a covering which is placed on the penis. It collects the sperm and stops the sperm reaching the egg*.' Or '*The contraceptive pill is a tablet swallowed everyday by the woman. It releases a hormone into her body which stops an egg from leaving her ovaries, so the sperm cannot meet and egg*.' Stay focused on these basic facts without going into details of methods of application or where to obtain contraception etc. Remind the children that the surest way to make sure a baby is not made is not to have sex. Finally, ensure the children understand that being able to talk about when to have a baby and when to use contraception is something that every opposite sex couple who want to have sex must be able to do before they have sex.	• This activity contains 'sex education' as it describes human conception and birth. • Ensure that teaching of this activity is consistent with your school Relationships Education policy. Pay careful attention to the views of religious and cultural groups represented in your school. Be certain to take teaching of this learning objective from the knowledge base already exhibited by the children, many will already be aware of condoms and the contraceptive pill. This activity is an opportunity to offer factual, reliable information and to give the message that discussing contraception with a trusted adult is acceptable. • This activity has the capacity to prompt children to share a range of views and possibly they might show some misunderstanding. Refer to 6B Answering Children's Questions Relating to RSE for guidance on how to respond to some of these issues.

Section D - Parents, Carers and Families Continued

Framework question/s	**Why might people get married or become civil partners? (FP)**
Learning Objective	**5. To consider the reasons people enter marriage, civil partnerships e.g. love, trust, commitment. (FP)**
Possible Success Criteria	To be able to: • give some reasons why people may choose to marry or enter a civil partnership.

Teaching Activities	Points to Note
5.1 As a class, discuss how adults who are 'in love' might show each other how much they care for one another. Encourage the children to think about how grown-ups express their love physically e.g. *kissing, cuddling, having sex*. Make a list of the ways that adults can show commitment to each other. e.g. *getting married, entering a civil partnership, setting up home or starting a family.* Discuss other ways that people who love one another show that they care for each other e.g. *looking after each other when they are ill; listening to each other's problems, helping each other out, sharing celebrations together.* Ensure that the children are aware that sexual activity may be part of a loving relationship between adults, but it is not the only part of a loving relationship.	• Do not assume that marriage is solely between opposite sex couples. It is the law in our country that same sex couples may marry. The DfE guidance explains that teachers have a duty to reflect this. There may be children in your class who have differing views about same sex marriage which stem from their family's religious or cultural viewpoints. Teachers should acknowledge these differing views, whilst ensuring that children know the law in our country.
5.2 Ask the children to talk in pairs and make a list of good reasons to get married and bad reasons to get married. They then share their lists with another pair and score a point for every idea they have in common. Discuss the good reasons that were suggested for getting married.	
5.3 Ask the children for some examples of fairy tales which end with the couple getting married. Ask them whether the characters had good or bad reasons for getting married. Did the character respect and trust each other? Read a picture book such as **The Worst Princess** which turns the traditional formula on its head and discuss whether these relationships were mutual. Did both parties get a say in what happened?	• Read **The Worst Princess.**
5.4 Read **The Boy Who Grew Flowers**. Stop part way through the book, just as Rink and Angelina start to notice each other and ask for predictions as to the ending. Ask the children to note down the signs that Rink and Angelina were falling in love with each other? How do we know they trusted each other? How do we know they were suited? Were the meant for each other? End by asking the childen if they believe in 'happily ever after'. Is getting married, entering a civil partnership or starting a family with someone the end of the story, or the start of a whole new story?	• Read **The Boy Who Grew Flowers** or search for a reading of the book on YouTube.

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Section D - Parents, Carers and Families Continued

Framework question/s	**Why might people get married or become civil partners? (FP)**
Learning Objective	**5. To consider the reasons people enter marriage, civil partnerships e.g. love, trust, commitment. (FP)**
Possible Success Criteria	To be able to: • give some reasons why people may choose to marry or enter a civil partnership.

Teaching Activities	Points to Note
5.5 Show the children some pictures of a variety of people getting married or beginning civil partnerships in a variety of different ways. Ask the children what they think marriage is. Then ask the same question about civil partnership. Collect some of the ideas on a board. You might get ideas about the celebration, the clothes people wear and where they choose to get married or become civil partners. Ask the children to look at the list and circle any features of marriage or civil partnership which go beyond the celebration and ask for further ideas about this. Explain that both marriage and civil partnerships are open to opposite and same sex couples. The main difference is that marriage is originally a religious ceremony, which has a civil version, where the couple make verbal promises to each other. A civil partnership is a solely civil arrangement based on the signing of a contract with no spoken promises. Explain that couples who make these commitments to each other intend that it will be a lifelong commitment. Ask the children what sorts of skills people who get married might need in order to stay together. Draw comparisons with the skills we all need to maintain healthy relationships with our friends and family. Collect words like trust, communication, support and respect and ask children to think about how married people or civil partners might show these relationship skills as time goes on.	• When selecting your pictures of people getting married or becoming civil partners ensure you represent people of different faiths and both same sex and opposite sex couples. • Whilst being aware of children with no religious faith, ask the children to describe the wedding ceremonies they have been to and consider the traditions of people of different religions, reflecting the backgrounds of those in your class. • Be very sensitive to those children in your class whose parents are not married or in civil partnerships. (In 2019, 61% of families with dependent children were married or civil partners, 22% were lone parents 16% were cohabiting ONS)

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Section D - Parents, Carers and Families Continued

Framework question/s	**What are different families like? (FP)**
Learning Objective	**6. To be aware of and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families. (FP)**
Possible Success Criteria	**To be able to**: • name examples of different family relationships • name the family members who are closest to me and recognise that everyone has different special people.

Teaching Activities	Points to Note
6.1 Ask the children to draw themselves (or write their name) in the centre of a large circle. Ask them to draw their family members (or write their names) around them. They should think about the family members who are most special to them and draw/write them closest to the centre and those who are more distant to them further towards the edge of the paper (emphasise that this placement is about emotional not geographical 'closeness'). As a class, collect all the different types of relatives the children have drawn e.g. *mother, stepfather, cousin, grandfather.* In Circle Time, carry out a '**Change Places if**…' activity, asking the children to change places if they have different relatives living with them or in their circle. Follow up this exercise by reinforcing the fact that no two families will be the same and every child will have a different family structure and that many people will have different people living in their house. Use this opportunity to ensure that children are aware of a full range of family structures including second marriages, lone parents, fostering, same sex partners and extended families.	• Be aware of the range of different family situations of the children in your class and be certain not to stigmatise any child. Similarly there may be children with views about marriage and the ideal nature of a family unit derived from religious beliefs or cultural experience which may be at odds with the experience of others in the class. Emphasise respect for everyone, whatever their family circumstances. • There are links here with unit **FF 5/6 Family and Friends**, which also includes the importance of recognising different family patterns. • For guidance on '**Change Places if**…' see TG Circle Time.
6.2 Download the **Different Families Same Love poster** from Stonewall. Display the poster for the children. Ask groups of 3 or 4 children to pick one of the families from the poster. Encourage them to pick a family that has a different mix of people to their own family. Ask the groups to independently list lots of ways the people in that family might look after the children, perhaps using a large sheet of paper and marker pens. Ask one group at a time to share one of the ways the family they chose look after the children e.g. *feeding them, clothing them, celebrating their birthday, making sure they are safe*. Ask the other groups to say if they have also listed that point. Make a list of all the ways that the different families look after their children, emphasising that regardless of which adults are in the family they will all care for their children in similar ways. Ask the children what the message 'Different Families, Same Love means'	• Download the **Different Families Same Love** poster from www.stonewall.org.uk/resources/different-families-same-love-poster • Ensure that children think about foster families and adoptive families in addition to the more obvious differences in the poster. • Some children might be prompted to think about children who families who cannot look after them in these ways due to hardship or other disruption. Some might be prompted to make a disclosure about their own circumstances. Any concerns should be discussed with your DSL.

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: • recognise what I have learned in this unit and be able to talk about it.

Teaching Activities	Points to Note
7.1 Ask the children to write a letter to an unborn baby explaining how and why they are here and what they can expect from their family when they arrive. Encourage the children to explain to the baby how they were made and why their parents chose to make them. The children might also say something about how people will behave and what will happen when they are born. Who will be waiting for them when they are born? Encourage the children to imagine the baby being born into a family which is different from their own. **A**	
7.2 Ask the children to write a postcard to their parents/carers explaining one thing they have learned in this unit, one thing they already knew and one thing they would like to tell their parents/carers about.	

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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 RS 6 Resource Pack linked to this unit:

1. Male and Female Internal Organs
2. How a baby is made - Script
3. How a baby is made - Cards
4. Me Now, Me Teen, Me Grown

These resources are directly referenced within this unit:

Mummy Laid an Egg Babette Cole

Where Willy Went Nicholas Allan

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

What's Inside your Tummy, Mummy? Abby Cocovini

What Makes a Baby? Cory Silverberg

Let's Talk about Sex Robie H Harris

Hair in Funny Places Babette Cole

The Worst Princess Anna Kemp

The Boy who Grew Flowers Jen Wojtowicz

These may also support work on this unit:

What's Happening to Me? (girls) Susan Meredith

What's Happening to Me? (boys) Alex Frith

Happy Birth Day Robie H Harris

How Did I Begin? Mick Manning and Brita Granstrom

Tell Me Again About the Night I Was Born Jamie Lee Curtis

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/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
(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.

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

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Contents

Resource 1 - Male and Female Internal Organs 1

Resource 2 - How a baby is made - Script 2

Resource 3 - How a baby is made - Cards 3

Resource 4 - Me Now, Me Teen, Me Grown 4

Click on the title of the resource you require.

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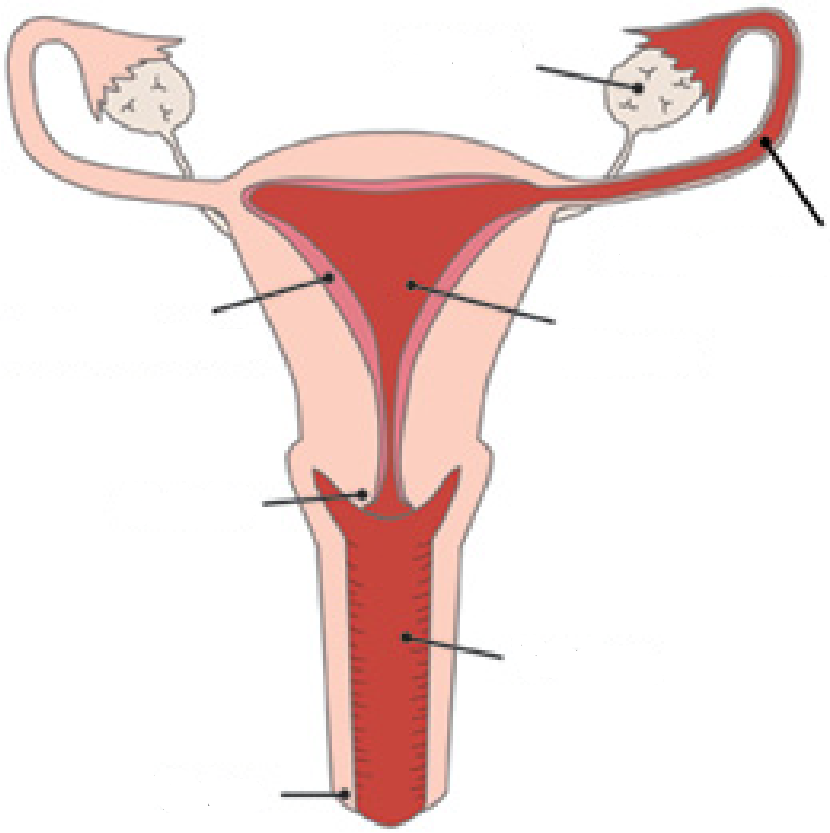
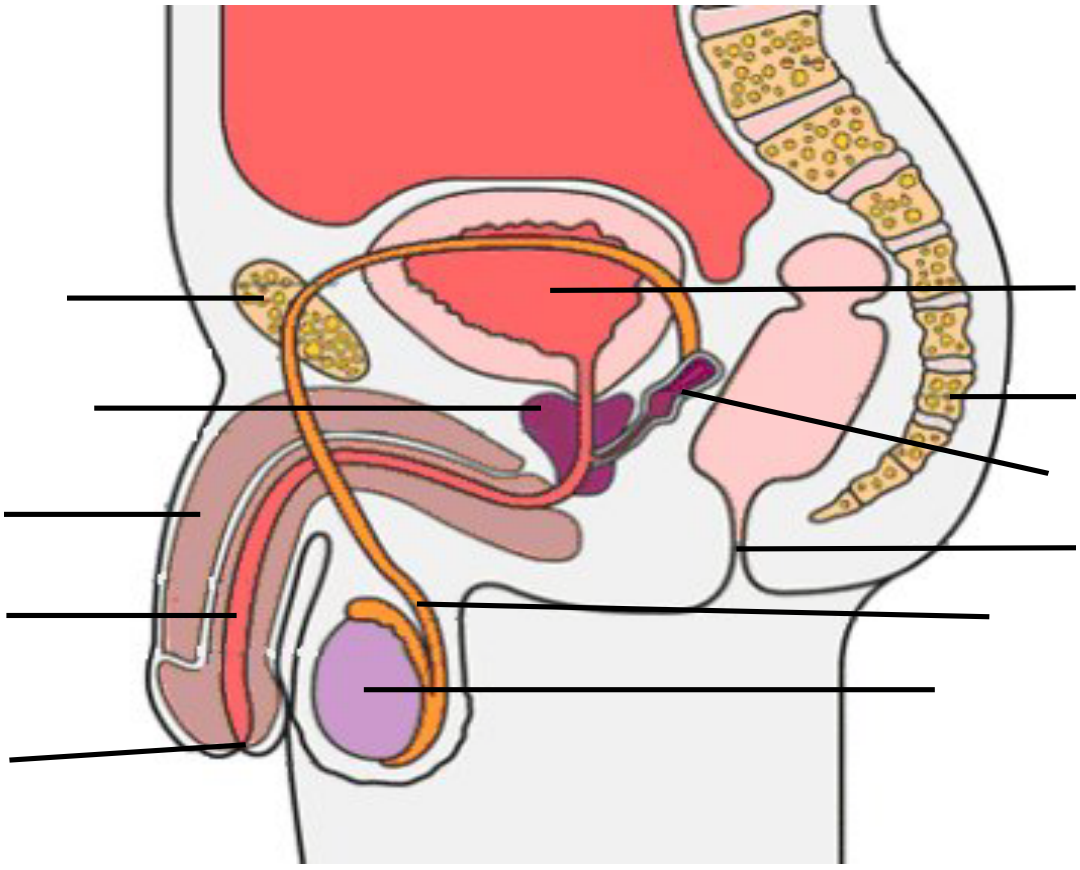
Resource 1 - Male and Female Internal Organs





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Resource 2 - How a baby is made - Script

When two people love each other, one way they show their love for each other is to have sex. Sex is about cuddling, kissing and being close together. Some people call having sex 'making love' because it is a very special way to show your love for someone.

Sometimes a man and a woman who love each other choose to have a baby together. To make a baby they have sex. They get very close to each other and cuddle and kiss. The man slides his penis into the woman's vagina.

After a while, sperm comes out of the man's penis in a liquid called semen. This is called 'ejaculation'. When a man ejaculates, millions of tiny sperm are released. The sperm travel into the woman's vagina.

The sperm travel through the cervix and into the uterus. Sperm have long wiggly tails and they swim, pushing themselves along with their tails.

The sperm travel into the Fallopian tubes. It takes them several hours to get all the way from the vagina to the Fallopian tubes. Some sperm are not as strong or fit as the others, so only about 200 sperm get as far as the Fallopian tube.

For a baby to start, an egg needs to be ready in the Fallopian tube. The woman's ovaries release one egg every 28 days or so. The egg is just the size of a full stop.

If there is an egg ready in one of the Fallopian tubes, one sperm breaks through the outer skin of the egg. As it joins the egg, its tail falls off. Only the fastest, strongest sperm can get into the egg, because as soon as it has entered the egg, the egg creates a shield, so no more sperm are allowed in.

The sperm and the egg fuse together and make a new cell that is a mixture of the mother and the father.

The new cell divides and grows to make a little bundle of cells which travels down the Fallopian tube to the uterus. It takes between 5 and 7 days to get to the uterus. By the time it gets to the uterus, the one cell has become a little ball of 100 cells.

The little ball of cells is now called a zygote and it attaches itself to the endometrium. The ball of cells keeps dividing and growing. A baby is now developing.

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Resource 3 - How a baby is made - Cards

When a man and a woman decide to have a baby, they have sexual intercourse (called sex for short). This is how it happens.

A	The sperm travel into the Fallopian tubes.
B	After a while, sperm comes out of the man's penis in a liquid called semen.
C	The ball of cells keeps dividing and growing. A baby is now developing.
D	The sperm travel through the cervix and into the uterus.
E	If there is an egg ready in one of the fallopian tubes, one sperm breaks through the outer skin of the egg.

F	The sperm travel into the woman's vagina.
G	The man slides his penis into the woman's vagina.
H	The new cell divides and grows to make a little bundle of cells which travels down the Fallopian tube to the uterus.
I	The little ball of cells attaches itself to the endometrium.
J	The sperm and the egg fuse together and make a new cell that is a mixture of the mother and the father.

Choose the correct order for the statements to show how a baby is made.

1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th

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Resource 4 - Me Now, Me Teen, Me Grown

This activity is designed to allow you to gauge your children's awareness of their relationships and responsibilities and how these will change as they grow older. It is designed for use during an RSE Unit of Work, with KS2 pupils in mind. However, you may choose to adapt it to use with KS1. Refer to 'Health for Life' for further 'Draw and Write' activities.

Carrying Out 'Me Now, Me Teen, Me Grown'

- Explain the activity to the children, emphasising that they should draw and write their responses.
- Give each child a copy of the record sheet and ensure each child has a pen/pencil and a rubber, if appropriate.
- Ask the children to write their year group and to circle "Boy/Girl" as appropriate. Consider whether you wish the children to put their name on the sheet. Adding their name may discourage the children from naming body parts.
- Read the introductory sentences.
- Each time, you should emphasis that they should draw and write, labelling their drawing as appropriate.
- Children may spend as long as is practical on each section and should be encouraged to respond in some way to every question.

Carrying out 'Me Now, Me Teen, Me Grown' with Non-Writers or Reluctant Writers

- Consider how many of your pupils fall into the categories of Non-Writers or Reluctant Writers. Consider how much adult support will be available to you for carrying out this activity.
- Children may ask for scribes as they need them or a scribe may work with a small group of children.
- The scribe should ensure, as far as possible, that the children do not hear each others' descriptions or look over each others' work.

Key Messages for Teachers:

- You should not discuss body parts or puberty with children beforehand.
- You should not discuss the children's responses to the questions during the exercise.
- You should ensure that children are at their ease and do not feel they are being tested.
- You should ensure that, as far as possible, children do not discuss their ideas with each other.
- You should be aware that child may give responses that appear concerning. If you are concerned about a child's response, don't jump to conclusions, first ask them to tell you a bit more about what they have written or drawn. Do this individually, perhaps with another adult in the room. Use open-ended questions like, 'Can you tell me some more about what you have drawn?' or, 'Can you tell me about where you've seen/heard about that before?'. If your concerns remain, you should discuss the issue with your designated safeguarding lead as soon as possible, following your school's Safeguarding and Child Protection Policy.

Key Messages for Teachers to give Children:

- There are only right answers: No answer is wrong.
- The children can write any words that they want to. (Children should not feel that familiar names for body parts are unacceptable)

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- Children should draw and write as much as they can in response to each question.
- Children shouldn't share their ideas with others, but it's not a test.
- The quality of drawing, handwriting and spelling is not important. Only colour in if you've got time.
- They should ask for help to write things down if they need a scribe.

Practical Considerations

You will need:

- a copy of the chosen worksheet for each child. It is advisable to enlarge this to A3 to allow adequate space for the children to draw
- a pen/pencil for each child
- access to additional adult support for children who are likely to ask for scribes
- approximately 45 minutes.

Reviewing the Responses

Review your class' response sheets by looking over the sheets and selecting 3 sheets which exemplify low, average and high awareness of the changes that might take place as a person grows up. You might note down interesting phrases the children have used. There is a form to help you review children's responses later on.

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Pupil Response Sheet 'Me Now, Me Teen, Me Grown'

Are you a boy or a girl? Boy/Girl **Which year are you in?**_____

	Draw and write about what you look like	**Draw and write about the things you do and the feelings, relationships and skills you have.**
Now		
Teenager		
Grown up		
Finish these sentences	When I'm a teenager, I'm looking forward to…	
	When I'm a teenager, I'm worried about…	
	When I'm a grown up, I'm looking forward to…	
	When I'm a grown up, I'm worried about…	

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Reviewing Children's Responses to 'Me Now, Me Teen, Me Grown'

The 'Me Now, Me Teen, Me Grown' activity will provide information about your children's perceptions of growing up and how their responsibilities and relationships will change as they get older. Carrying out a formal review will allow you to identify focus areas for RSE lessons.

Words/Phrases about Changing Appearance
Words/Phrases about Changing Activities
Words/Phrases about Changing Emotions
Words/Phrases about Changing Relationships
Words/Phrases about Changing Skills
Teenager – Looking Forward
Teenager - Worries
Grown Up – Looking Forward
Grown Up -Worries

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Class: Teacher:

Healthy and Safer Lifestyles RS6 Relationships & Sex Education	R	A	G	Notes
Section A - The Human Lifecycle				
1. To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse. (Sex Education)				
Section B - Growing Up				
2. To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. (CAB)				
Section C - Personal Responsibilities				
3. To understand that they have some responsibility for the feelings and wellbeing of others. (MW)				
Section D - Parents, Carers and Families				
4. To have an awareness that there should be stable, caring relationships in a family to ensure children are cared for securely. (FP)				
5. To consider the reasons people enter marriage, civil partnerships *e.g. love, trust, commitment.* (FP)				
6. To be aware of and respect a wide range of family arrangements *e.g. second marriages, fostering, same sex partners and extended families. (FP)*				
Section E - Processing the Learning				
7. To understand what they have learned and be able to share it with others.				

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