

Relationships and Sex Education Primary Spiral Approach

This primary spiral approach for Relationships and Sex Education (RSE) can also be found in the module 'Growing Up and Changing' in the 'ASK about Life' Primary PSHE scheme of work which has been produced by the Children and Young Peoples Health Promotion Programme.

The following teaching ideas can be used to provide a spiral curriculum for RSE in Foundation Stage, KS1 or KS2, either as part of a discrete programme of work dedicated to RSE or integrated into the schools PSHE scheme. Many of these lessons focus on some of the more 'explicit' knowledge. A primary school's overall PSHE curriculum (see ASK for Life) will deliver further work on relationships, self-esteem, feelings, and making healthy choices, all key elements of a quality RSE curriculum . Schools can use the Primary RSE Curriculum Audit to ensure that they are covering all recommended outcomes for RSE.

Whilst the chosen objectives for each year group in this document reflect best practice in SRE, they are only a guide. It is important that schools deliver a RSE curriculum that **meets the needs of their pupils**. As with other curriculum subjects, this can vary from school to school, and also between cohorts. The lessons can be adapted or used in different year groups where necessary.

Some of the resources referred to in this scheme are available to borrow from the Health Promotion Resource and Marketing Service (01246 868407)

The main resources referred to in this spiral approach are listed below.

'Boys and Girls' 'Your Mummy Ate my Football'	Big Books published by Birmingham Health Education 0121 3038200
Living and Growing	Channel 4 Living and Growing series, KS1 and KS2.
Rollercoaster	Rollercoaster pack, for KS2. (Discontinued, but available for loan form the Health Promotion Resource and Marketing Service.
BBC Active	Sex and Relationship education Whiteboard Active PSHE Age 9-11 BBC Active www.bbcactive.com/schoolshop

Other Resources referred to in scheme

Title	Author	Publisher	Details
Do you need your potty?	Nicola Baxter.	Armadillo Books	ISBN 1843220660
Counting Kisses	Karen Katz.	Margaret K. Mc Elderry Books	ISBN-13: 9780689834707
There's a House Inside My Mummy	Giles Andreae and Vanessa Cabban.	Hachette Children's Books (United Kingdom)	ISBN 9781841210681
Not Now Bernard	David McKee.	Random House Children's Books	ISBN 97800725411
Mrs. Plug the Plumber	Allan Ahlberg.	Puffin	ISBN 9780140312386
Bill's New Frock	Anne Fine	Egmont Books Limited	ISBN 9781405233187
Flour Babies	Anne Fine	Puffin	ISBN 978-0-14-036147-6
Strength cards for Kids	.	Incentive plus	Code: 99-1670

RSE NURSERY

Learning Outcomes Pupils will be able to	Teaching Ideas
Manage the toilet independently and learn about the importance of hand washing.	<ul style="list-style-type: none"> • Introduce Ted the bear to the children. Ted whispers that he needs the toilet. Teacher and children help Ted through the procedure, explaining how and why to keep clean.
Recognise a male role in caring for babies.	<ul style="list-style-type: none"> • Encourage boys to play with the toy baby in the home corner. Use scenarios such as 'Mum is on late shift at Asda's and Dad has to put baby to bed'.
Develop a positive attitude to body parts.	<ul style="list-style-type: none"> • Read <i>'Do you need your potty?'</i> by Nicola Baxter. Discuss who uses a potty and why. Reflect on how children have grown and no longer need one.
Recognise that there are different stages in life.	<ul style="list-style-type: none"> • In circle time tell the children that you have been shopping for some clothes for the family. Show the children one article at a time. Can they say which family member it's for? Sequence clothes, e.g. baby, toddler, child, teenager, Dad, grandma.
Reflect on and appreciate appropriate physical contact in families	<ul style="list-style-type: none"> • Read <i>'Counting Kisses'</i> by Karen Katz. Talk about feelings when mummy kisses goodnight
Learn to play co-operatively and with a partner.	<ul style="list-style-type: none"> • Play Hide and Seek in pairs. Hold hands throughout the game. Encourage children to plan together where to hide.
Questions for reflection and assessment.	<ul style="list-style-type: none"> • What does Ted need to do after he has been to the toilet? • Who do you like to play with and why? • How do mums and dads look after babies?

RSE RECEPTION

Learning Outcomes Pupils will be able to	Teaching Ideas
Reflect on the fact that the children entered the world as babies, and that this event is referred to as their birth.	<ul style="list-style-type: none"> • Discuss any facts they know about their actual birth, e.g., in hospital, weight, colour hair etc. Children to make a birth fact file, with help from their parents. • Living and Growing unit 1 p25
Reflect on feelings when a new sibling is born.	<ul style="list-style-type: none"> • Read a story about a new baby in the family .E.g. <i>'There's a House inside my Mummy'</i> by Giles Andrae and Vanessa Cabban. • Talk about different feelings a brother or sister has. Talk about how they have a special role in helping their mum and dad to look after the baby e.g. pass nappies, save old toys etc.
Recognise the different stages of life.	<ul style="list-style-type: none"> • Complete the sequencing activity- baby, toddler, child, teenager etc. Living and Growing unit 1p26. Match artifacts. Explore children's views of these stages of life. Challenge any stereotypical views of age.
Understand that people's needs change as they get older	<ul style="list-style-type: none"> • Invite a student, a middle aged person and an elderly person into the classroom. Children to interview each about their needs/lifestyle at the moment and how these might have changed over time.
Understand that people are part of the cycle of nature.	<ul style="list-style-type: none"> • Explore the concept of change (and decay) through nature e.g. the seasons, growing plants and animals, what happens and how they can tell.
Identify the people who they love and are special to them.	<ul style="list-style-type: none"> • Make a display of the children's paintings of special people- family, friends, neighbours and teachers. What do they enjoy doing with their special people?
Explore the feelings they experience with special people.	<ul style="list-style-type: none"> • Make a circle of happy feelings they experience with their special people. Make a circle of unhappy feelings. • How can they deal with them? Use puppets role play conflict situations e.g. mum gets cross when I don't pick up my toys.
Questions for reflection and assessment.	<ul style="list-style-type: none"> • What makes you happy? Sad? Excited? Surprised? Can you name some other feelings you have? • Where do babies come from? • How will you change as you grow up? • Who are special to you?

RSE YEAR 1

Learning Outcomes Pupils will be able to	Teaching Ideas
Understand that babies have special needs.	<ul style="list-style-type: none"> • How can we tell what a baby is feeling and/or wants? Pupils to list all the things they can think of adults do to look after babies. Use picture book to prompt them. • What might parents/carers need to look out for sometimes? E.g. clothes too tight, not in bright sunlight, baby tired etc. Role-play how carer might solve it. • Ask parent to bring in a baby and bath the baby in front of the class.
Reflect on the changes so far in their lives, and consider futures stages of growth.	<ul style="list-style-type: none"> • Order sequence of pictures/articles from babyhood to old age. Write an estimate of age next to each picture. Living and growing Unit 1 p 11. • Bring in pictures of themselves as babies. Can they recall any stories about their first word, first steps. What learning do they remember?
Name the main parts of the body.	<ul style="list-style-type: none"> • Ask pupils to draw a picture of a body. Ask them to name all the parts they have drawn. Discussion could include names of sexual body parts. Explain how some parts of the body are private, and discuss appropriate behaviour. • Use anatomically correct dolls in the 'home corner' to facilitate discussion.
Develop assertiveness skills.	<ul style="list-style-type: none"> • Pupils to think of situations in life when they need to say yes or no. Use puppets to act out these scenarios, with the children exploring ways to say no e.g. when child asks them to break the rules.
Develop skills to ask for help.	<ul style="list-style-type: none"> • Make class collage of people who help us. Make up scenarios and decide in groups who they would ask for help, e.g. fell over in the playground, lost book bag on the way to school. • Use a puppet or soft toy to 'say' that they want to tell you something that has been worrying them but that they are scared and do not quite know how to do it. Get the children to give the puppet encouragement to tell you. Then get them to think about what they would do if the puppet asked them for help. Read <i>'Not Now Bernard'</i> by David McKee. Then go around the class asking the children to complete the sentence 'If I were Bernard I would...'
Develop skills for dealing with unwanted physical contact.	<ul style="list-style-type: none"> • Pupils to sort tray of sensory objects- things I like /don't like to touch. Groups to draw pictures of touches they do/don't like from other people e.g. kiss from Granny, hit in

	playground. Discuss how to deal with unwanted touches- tell an adult they trust.
Develop strategies for staying safe.	<ul style="list-style-type: none"> • Devise a storyboard depicting a risky scenario in which a child stayed safe . Identify the strategy the child used to stay safe e.g. notice instincts, say no, yell, run and tell an adult you trust. • Practice ways of remembering the strategy e.g., compose a song, make a poster. • Present the strategy in assembly to encourage other children to stay safe.
Understand that there are different types of families and describe the special things that they like to do with their family.	<ul style="list-style-type: none"> • Children to draw their families. Discuss who they included- grandparents, parents living outside the home, pets? (Be prepared to handle sensitive discussion about family change and provide extra support to any child who needs it.) • Make a display with speech bubbles demonstrating the special things families do together.
Questions for reflection and assessment	<ul style="list-style-type: none"> • How have you changed since being a baby? • What things can we do to keep ourselves safe? • Can you list some ways to get help? • How are families sometimes different? • Which parts of the body are private? • What makes boys and girls the same and what makes them different?

RSE YEAR 2

Learning Outcomes Pupils will be able to	Teaching Ideas
<p>Reflect on the fact that our bodies and skills develop at different rates. Develop a positive attitude to difference.</p>	<ul style="list-style-type: none"> • Ask children to stand in a line according to age- is the eldest also the tallest? • Ask pupils to choose a partner nearest to their age. Compare hand span, length of arms, legs, elbow to fingertip etc. • Estimate age at which a baby is able to smile, crawl, say first word .Make own birth fact file- weight, height, place of birth etc. • Watch Living and Growing video Unit 1 Programme 3 Growing Up. • Make a time line for changes in their own life. Make display using items children bring in. • Pupils to list 3 skills they have learnt since coming to school, e.g. throwing and catching a ball etc
<p>Name the main parts of the body, including sexual parts.</p>	<ul style="list-style-type: none"> • Watch Living and Growing video Unit 1 Programme 1 Differences. • Using pictures discuss the names of male and female animals e.g. cat and tom, cow and bull. How can we tell whether an animal is male or female? • Read' Boys and Girls' Birmingham Health Education Unit • Ask children to draw a body outline and label the parts, including sexual body parts (using correct names for body parts). Or make a bag with laminated labels and ask the children to take out a label and place it in the correct place on a large body outline. • Discuss how different families have different names for body parts, but introduce terms that are recognised by everyone. Living and Growing Unit 1 p9. • Explain that these body parts are private and we don't show them to just anyone. • Complete a Venn diagram, sorting body parts in to male/ and /or female. Living and Growing Unit 1 p15.
<p>Understand that it is always the female that gives birth.</p>	<ul style="list-style-type: none"> • List class pets. Have the children seen their pets give birth? Research the specific names for mother and baby animals. • <i>Watch</i> Living and Growing Video- Unit 1 Programme 2. How did I get here? • Read 'Your Mummy ate my Football' Birmingham Health Education Unit.
<p>Explain how a baby is cared for in the womb.</p>	<ul style="list-style-type: none"> • Ask pupils to brainstorm their ideas about what they think a baby does in the womb. • Invite an expectant mother and father to talk to the children about how they are preparing for the baby. • Living and growing Unit 1 p31.
<p>Explore their perceptions about gender stereotypes</p>	<ul style="list-style-type: none"> • We can tell a boy or girl from body parts. Are there any other ways? • Tell the children you are going to show them a picture of a firefighter/dancer. Can they draw a picture of this person? What qualities does this person need? Show them a picture of female firefighter/male dancer and discuss their response. • Read a range of literature that challenges stereotypes e.g. <i>Mrs. Plug the Plumber by Allan</i>

	<p><i>Ahlberg.</i>, 'Boys and Girls'</p> <ul style="list-style-type: none"> • L& G Unit 1 p9.
Explore the value of trust and identify a person they trust.	<ul style="list-style-type: none"> • Using puppets explore: What is trust? Would they trust someone who tells lies? Breaks our things? A stranger? Draw a picture of someone you can/ can't trust. Can we tell from appearances? • Each child to identify an adult they trust. Circle time- 'If I was upset I would go to.... because....'
Understand the difference between good and bad secrets.	<ul style="list-style-type: none"> • In groups /pairs children use puppets to act out either good secret (e.g. birthday surprise) or bad secret (brother stole money from mum's purse) scenarios. How do characters feel/ what could they do? How do we feel when a secret is bad? Sort good and bad secret cards.
Develop strategies for staying safe.	<ul style="list-style-type: none"> • Develop a scenario when a child feels unsafe in the park as they are approached by someone they don't know or don't trust. Identify the strategies the child can use to stay safe: e.g. <ul style="list-style-type: none"> ○ Recognise uncomfortable feelings ○ Be assertive, it's OK to say No! ○ Repeat No ○ Get away from situation ○ Tell someone you trust • Practice and memorise these strategies through role play, singing , making a poster .
Understand that families are special for caring and sharing PSHE	<ul style="list-style-type: none"> • Choose family photographs from magazines to depict different family members in different situations e.g. cooking playing in a park, someone being comforted etc. Ask the children to use speech bubbles/still statues to indicate how the characters are feeling. Discuss how families help and support each other and share activities.
Develop respect for elderly people and other generations.	<ul style="list-style-type: none"> • Make 'family display' representing different age groups and generations. Match artefacts to peoples interests e.g. Gran's tennis racket! • Invite an elderly person to talk about how their lifestyle, interests etc. Ask the children to think of ways they could learn from or work with the elderly in school or the community. Maybe plan an event involving elderly people?
Questions for reflection and assessment	<ul style="list-style-type: none"> • Is there such thing as a good and bad secret? • Can you explain some different ways in which family and friends care for each other? • Can you name some ways in which we are different, and why this is a good thing. • Can you name a person you trust and would go to for help? Why do you trust them?

RSE YEAR 3

Learning Outcomes Pupils will be able to	Teaching Ideas
Recognise that change is a part of growing up.	<ul style="list-style-type: none"> • Use photos or drawings to make own personal time line recounting important events since babyhood. • BBC Active Unit 1 :Growing Up: Physical Changes: From birth to the present day. • Choose a scenario or activity e.g. washing hair, travelling to the shops. Consider how a baby, toddler, primary child, teenager and adult would manage the activity. Reflect on how skills and responsibilities change and develop. • BBC Active Unit 2: Cycle of Life: Loss and Change: How do we change as we grow older?
Identify different types of relationships and begin to identify how to develop the skills to be effective in relationships	<ul style="list-style-type: none"> • Write the word relationships on the board and identify what this means. Identify the different people in their lives who they may have relationships with: brother, sister , mother , father, stepfather, teacher, friend etc. Identify what makes a strong relationship and then make the comments into a paper chain that connects as a circle. Break the chain and identify what sorts of things put a strain on the relationships e.g. telling lies, no time, not listening, being unkind. What sorts of things could help to rebuild the relationship?
Revise the correct terms for sexual body parts and other major organs in the body.	<ul style="list-style-type: none"> • Draw the body and label external and internal parts. What are their functions? What healthy lifestyle choices can we make to ensure they function properly? e.g. cleanliness, exercise, sleep , proper diet etc.
Understand the needs of a new baby	<ul style="list-style-type: none"> • Read '<i>My Mummy ate my Football</i>' Draw and label things that a new baby will need. Remind them to include things that do not cost money, like time and love. • Living and Growing Unit 2 p29. • BBC Active Unit 2: Cycle of Life: Birth: How do you care for a new born baby?
Consider the impact of a new baby on the family and develop strategies for coping with change.	<ul style="list-style-type: none"> • Read story about how a new baby's arrival affects a sibling. Discuss huge impact new baby has on family. Discuss that all feeling responses are ok, its how to deal with them that's important. Discuss possible strategies to deal with feelings. • Use baby catalogues to 'prepare' for a baby arrival. Discuss things that a baby will need in order to be healthy and well cared for. Give groups of children a budget to buy essential things.
Develop skills in asking for help	<ul style="list-style-type: none"> • Introduce a scenario of a boy who does not want to ask for help, (though he knows he needs it.) Brainstorm what his problem might be. Brainstorm all the reasons why he might not want to ask for help. Consider what might happen if he doesn't get help. Identify 3 people he could approach, e.g. Dad, teacher, Childline. In groups decide best time/place to approach helper and what to say .Feedback to whole class. Emphasise that both boys and girls need help sometimes and it is better to do this early rather than wait until crisis point.
Questions for reflection and	<ul style="list-style-type: none"> • How do responsibilities change as we get older?

assessment.	<ul style="list-style-type: none">• Can you name and describe some of the different relationships that you have with other people?• What are the three healthiest activities that you do? How do these help your body?
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RSE YEAR 4

Learning Outcomes Pupils will be able to	Teaching Ideas
Describe strategies for coping with change	<ul style="list-style-type: none"> • In groups, list changes we can choose e.g. what clothes to wear, who our friends are, what leisure activities we do, and changes we have no control over e.g. physical changes. What strategies can we use to cope with them? Introduce some dilemmas and possible choices e.g. choosing whether to do your homework or to watch TV instead. In pairs discuss their possible choices and consequences. • Living and Growing Unit 2p13 and 14. • BBC Active Unit 3: Feelings: How do our feelings change?
Develop positive attitude to personal body image	<ul style="list-style-type: none"> • Draw how you will look when you grow up. Examine pictures in media and talk about how people look. Who are their role models? Examine attitudes towards different groups of people and challenge typical stereotypes. • Does it matter how people look? Brainstorm all the positive qualities they can think of in friends, family, role models, etc which do not relate to physical appearance. Help children to identify their own personal qualities. • BBC Active Unit 1: Growing up: Physical Changes: Emotional changes: Feeling Positive.
Recognise some of their own positive qualities , skills and attributes	<ul style="list-style-type: none"> • Use <i>Strength cards for Kids</i> to help them recognise their strengths. In a circle, allow children to pick cards that mention positive qualities about themselves. Qualities can include :I am good fun, I am good at some things, I am neat and tidy, I am a good friend, I will try new things, I work hard, I am good at making things, I can do things by myself. Children can then chose cards for other people in the class.
Begin to learn about the physical and emotional changes during puberty.	<ul style="list-style-type: none"> • In groups brainstorm the word 'puberty'. Draw and write what changes will take place in the body. Watch Living and Growing Unit 2 Programme 1 Changes. • In groups sort cards with body changes into 'boys' 'girls' or 'both'. Changes could include: facial hair grows on the chin, hips broaden, hair and skin may get greasier, periods start. Children add to their diagram any thing they have learnt about puberty during the lesson. • BBC Active Unit 1: Growing up: Physical Changes: How does my body change at puberty? • BBC Active: Unit 1 Growing up: Physical Changes: What changes do boys and girls go through at puberty? • Consider some of the practical and emotional difficulties a young person may encounter during puberty e.g. feeling moody, being picked on. Who can they turn to for help?
Understand how the need to keep clean changes during puberty.	<ul style="list-style-type: none"> • Sort hygiene products into 3 groups-essential, nice, luxury. Discuss why products are necessary. • Keep a health and hygiene diary for a week and reflect on it(hand washing , cleaning teeth, bath, shower etc).
Develop strategies for resisting peer	<ul style="list-style-type: none"> • In pairs each child is given a sweet or other enticing healthy snack. Child A has to

pressure.	<p>convince their partner to eat the sweet/snack. Child B has to convince their partner not to eat the sweet/snack. After 5 minutes stop and discuss how it makes us feel when someone is trying to persuade us to do something. Ask the children to list all the strategies they could use to resist persuasion. Talk about times when different strategies are appropriate.</p> <ul style="list-style-type: none"> • Reflect on why someone might want to pressurise us, and also how we would expect a friend to treat us.
Recognize that there are agencies to support children and young people to be safe and happy.	<ul style="list-style-type: none"> • Role play young person phoning Childline because of friendship difficulties/ poor body image. Where would they find the number? How would they start the call? • Invite Childline or NSPCC into the classroom to talk about how they help children and young people, and to reassure them that others experience the same difficulties they may face. • BBC Active Unit 3: Feelings: Keeping safe: Resisting negative peer pressure. • BBC Active Unit 3: Feelings: Keeping safe: Asking for help. • BBC Active Unit 3: Feelings: Keeping safe: the helping hand.
Questions for reflection and assessment	<ul style="list-style-type: none"> • Can you name some way that you need to keep clean during puberty? • What strategies would you find most useful to resist pressure? • Can you name some positive ways to face challenges? • Have any of your ideas changed after these lessons? • How do you feel about going through puberty? • Have you any further questions or worries?

RSE YEAR 5

Learning Outcomes Pupils will be able to	Teaching Ideas
Understand how girls and boys bodies change in puberty.	<ul style="list-style-type: none"> • Review understanding of puberty using a quiz in groups. • Watch Living and Growing video- 'Change's, Or 'Boy Talk' and 'Girl Talk' videos. • Children to have the opportunity to ask further questions in single gender groups. Revisit puberty quiz to fill in any gaps form the baseline assessment. • BBC Active Unit 1 :Growing up: Physical changes: How does my body change at puberty? (quite basic, use with another resources). • BBC Active Unit 1:Growing up: Physical changes: What changes do boys and girls go through at puberty? (quite basic, use with another resource). • BBC Active Unit 1 :Growing up: Physical changes: Men and women's bodies. • BBC Active Unit 1: Growing up: Emotional changes : Crushes.
<p>Understand how to deal with physical changes e.g. periods , wet dreams</p> <p>Please note- These activities can be done as a whole class or in single gender groups as an opportunity to explore questions further. It is important that both Boys and Girls learn about each others changes.</p>	<ul style="list-style-type: none"> • Play the 'menstruation game' (Rollercoaster) to gain an understanding of the menstrual cycle. Explore a range of sanitary products and how to use them. • Revisit boys' changes during puberty. • Play ' fact or myth' game.(girls: green cards e.g. a woman cannot go swimming during her period) (boys: orange cards: e.g. all boys have wet dreams during puberty) (Rollercoaster) • Design a leaflet 'Everything you need to know about periods'/boys puberty changes. • BBC Active Unit 1: Growing up: Physical changes: What is a period? • BBC Active Unit 1: Growing up: Physical changes: Talking about periods. • BBC Active Unit 1: Growing up: Physical changes: Talking about wet dreams. • BBC Active Unit 1: Growing up: Physical changes: What is a wet dream? • BBC Active Unit 1: Growing up: Physical changes: Keeping clean.
Explain a range of emotional changes during puberty and how to deal with them.	<ul style="list-style-type: none"> • Draw an outline of a young person with a name not in the class. Ask what worries or concerns he or she might have as they approach puberty and address them as a whole class. In groups devise answers to typical 'Problem page' questions concerning puberty and growing up e.g. spots, self –consciousness about changes not interested in girls yet et • BBC Active Unit 1:Growing up: Physical changes: Am I the same as everyone else? • BBC Active Unit 4: Family Life: Different family patterns: family arguments. • BBC Active Unit 4: Family Life: Different family patterns: Happy families? • BBC Active Unit 4: Family Life: Different family patterns: Have you ever felt like this? • BBC Active Unit 4: Family Life: Different family patterns: Top tips for happy families.
Understand how a baby is conceived	<ul style="list-style-type: none"> • Watch the video 'How Babies are Made' Living and growing Unit 2, programme 2. Discuss reasons that the couple in the video were ready to have a baby. • In groups order the sequence of how a baby is conceived Living and growing Unit 2 P26 .

	<p>Discuss those qualities the couples described that were important in their relationships. Write around the sequence all the qualities a relationship needs before they consider sexual activity e.g. honesty, love, kindness etc. Include concepts such as legal age, committed stable relationship, shared responsibility etc.</p> <ul style="list-style-type: none"> • BBC Active Unit 2: Cycle of life: Sexual Reproduction: Puberty and sex • BBC Active Unit 2: Cycle of life: Sexual Reproduction: Puberty: the inside story • BBC Active Unit 2: Cycle of life: Sexual Reproduction: Sexual reproduction words • BBC Active Unit 2: Cycle of life: Sexual Reproduction: Sexual intercourse.
<p>Consider how different qualities impact on friendships/relationships.</p>	<ul style="list-style-type: none"> • Give each group a friendship quality to 'unpack' e.g. honesty, sensitivity, good listener, tolerance, etc. Ask them to write a definition of what it means and an example of what it looks like in practice. Ask the groups to prepare a short sketch to illustrate how a friendship is affected by this quality and what might happen without it. Ask the other groups to guess which quality is being illustrated. • Reflect on how friends consider each others feelings. • BBC Active Unit 3: Feelings: I have feelings.
<p>Reflect on the need for love and trust in a range of relationships</p>	<ul style="list-style-type: none"> • Ask the children-What is love? Who or what do we love? In groups make a list of all the things they love, e.g. friends, family, pets , football etc. Living and Growing Unit 2 Book Activity Sheet 17. Discuss -How do we show love? E.g. giving cuddles, holding hands, doing something good for someone, caring about their feelings etc. Why do we need love and trust in friendships and relationships? • Read a story about a loving friendship. Ask the pupils to identify the loving behaviour. Reflect upon the loving behaviour they show to others.
<p>Understand how babies are born</p>	<ul style="list-style-type: none"> • Watch video' How babies are born' Living and Growing Unit 2 programme 6 • On a small heart shape write down all the things you think a baby needs to be cared for properly. • Make a simple timeline of the development of the foetus in the womb. What features has the foetus developed in 6 weeks, 3 months, 6 months, 9 months? Research and make a leaflet for a pregnant woman to suggest how she might keep healthy during pregnancy. • BBC Active Unit 2: Cycle of Life: Sexual reproduction: How a baby grows: the inside story. • BBC Active Unit 2: Cycle of Life: Sexual reproduction: Reproduction Quiz. • BBC Active Unit 2: Cycle of Life: Birth: Having a baby. • BBC Active Unit 2: Cycle of Life: Birth: Writing focus: The journey.

Questions for reflection and assessment.	<ul style="list-style-type: none">• What is love?• Why do girls have periods, and how can they manage them?• Who can boys go to when they need help with puberty or their emotions?• What qualities do you like in your friendships?• How would you describe puberty in your own words?• Can you identify the main reproductive parts and describe what they do?• Can you name some place where individuals, families and groups can get help and support?
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RSE YEAR 6

Learning Outcomes Pupils will be able to	Teaching Ideas
Revise and develop their understanding of puberty.	<ul style="list-style-type: none"> • Watch Videos- Living and growing Unit 3 Boy Talk, Girl Talk. • In groups discuss how to deal with scenarios- Rollercoaster cards.
Understand that the pressure to conform to gender and body stereotypes comes from media and peer pressure.	<ul style="list-style-type: none"> • Groups make collage of male and female images. What attributes are favoured? • Make a list of successful people who don't conform to these images. • Living and Growing Unit 3 p22. • Show the picture of a model in a magazine. Ask –does she look like this every day? How did she prepare for this photo? • View the following clip http://www.dove.co.uk/cfrb/videos.html;jsessionid=A95EFFC5F3851A28592D571D12E58CB8 • This website features short clips demonstrating the process of transforming a model via hair, make up and airbrushing. EVERY GIRL SHOULD SEE THIS!
Recognise the difference between healthy and unhealthy friendships and relationships , and understand their right to physical boundaries.	<ul style="list-style-type: none"> • Discuss the meaning of the word attractive. In groups, list the qualities of 'what makes a person attractive, e.g. cheerful, good hairstyle, chatty, kind etc and arrange in a diamond 9 with most desirable quality at the top. • In groups do a Diamond 9 exercise on qualities that make a relationship work Living and growing Unit 3 Activity Sheet 20. • What does having a boyfriend or girlfriend mean at Year 6? How does this differ for teenagers ?Use a scenario to discuss what is appropriate around physical contact and devise strategies to resist pressure , e.g. someone wants to hold their girlfriends hand in the playground , but she doesn't want to. Emphasise the importance of friendship. • Use drama to explore friendships and boyfriend/girlfriend issues in school. Emphasise that good friendships and relationships should be fun, supportive and caring. They do not involve coercion, pressure or violence. • BBC Active Unit 1: Growing up: Emotional changes : Crushes.. • BBC Active Unit 1: Growing up: Emotional changes: Writing focus: I've got a crush. • BBC Active Unit 1: Growing up: Emotional changes: Different times, different friendships. • BBC Active Unit 1: Growing up: Emotional changes: Asking someone out. • BBC Active Unit 1: Growing up: Emotional changes: First date.
Understand the influence of the media	<ul style="list-style-type: none"> • List qualities needed for good relationship. Living and growing Unit 3 p39.

<p>when forming views on sex and relationships</p>	<ul style="list-style-type: none"> • Choose 2 characters in soap or other programme and identify the qualities in their relationship. Living and growing Unit 3 p36. • Using a current and appropriate pop song ask the pupils 'what idea of love does it portray'? • Look at some adverts. Identify the messages that the ad is trying to convey? What methods are being used to convey the message? Is the message truthful, realistic, and/or helpful? Ask the children in groups to act out or draw their own advert using similar methods to sell an undesirable product e.g. smelly sock.
<p>Understand how to keep safe using the internet and other technology.</p>	<ul style="list-style-type: none"> • Use some anonymous/made up Facebook and messaging entries to explore – is this safe or healthy behaviour e.g. accepting 100s of friends you don't know , putting personal details on such as address and mobile, making nasty comments about their children or adults? Emphasize the legal age for a Facebook account. • BBC Active Unit 3: Feelings: Keeping safe: Internet safety. • BBC Active Unit 3: Feelings: Keeping safe: Writing focus: Guide to internet safety. • Explore some typical hurtful text messages. Develop some strategies for responding safely, such as deleting the person's number from the phone, asking an adult for help.
<p>Consider why some people get married or have marriage and stable relationships, and how this is important for family life.</p>	<ul style="list-style-type: none"> • List reasons why people get married or have a civil partnership .e.g. to have a big party, to make a commitment before God/to each other, to show that they love each other , for legal reasons, to have children.. Ask children to discuss the reasons in groups then sort them along a continuum, starting with what they think is the best reason. Invite a visitor to talk about marriage and commitment. Discuss other choices that people make, e.g. living together a stable loving relationship, choosing to be being single. • Living and growing Unit 3 p40. • BBC Active Unit 4 :Family life: Marriage and partnerships: Marriage, partnerships and commitment. • BBC Active Unit 4: Family life: Celebrating events: Marriage celebrations. • BBC Active Unit 4 : Family life: Celebrating events: Marriage vows. • BBC Active Unit 4: Family life: Celebrating events: writing focus: Marriage vows.
<p>Consider when an adult may be ready for parenthood</p>	<ul style="list-style-type: none"> • Ask children to draw and write when they think they will be a parent. What age will they be? Where will they be living and who with? What skills will they need? • Invite a parent to talk about their preparations for a new baby. How has their life changed? • What choices and sacrifices have they made to be a parent? • Read <i>Flour Babies</i> by Anne Fine. Challenge each child to carefully look after a bag of flour for the day. • BBC Active Unit 2: Cycle of life: Sexuality: Sexual feelings
<p>Know that there are ways in which adults choose to avoid pregnancy.</p>	<ul style="list-style-type: none"> • Explain that some people choose to have intercourse and do not want to conceive. In groups ask the children to list all the methods they have heard of that are used to prevent

	conception. Emphasise that parenthood is a responsible choice.
Understand that adults need to protect their health during sexual relationships.	<ul style="list-style-type: none"> • Discuss the need for hygiene during puberty. Draw an outline of two people and label with all the illnesses and infections the children can think of. Discuss all the ways they can be passed on between two people. Explain that some infections can be passed on during sexual activity, (including HIV) and how this can be avoided. Emphasise the need for responsibility.
Develop awareness of the pressures to conform to gender and some strategies on how to deal with gender based prejudice.	<ul style="list-style-type: none"> • Complete agree /disagree continuum using gender statements e.g. boys don't cry, girls are not as good at sport etc. Make a list of successful people who don't conform to stereotypical images and research some examples. Invite positive role models to talk to the children about their journey and how they dealt with gender based prejudice. • <i>Read Bill's New Frock</i> by Anne Fine.
Consider their aspirations for the future.	<ul style="list-style-type: none"> • Ask the children to write four wishes for the future-a physical change, a practical achievement, a personality trait and a change in lifestyle. How can they prepare for them? Discuss what they are looking forward to about growing up, and their concerns for the future.
Questions for reflection and assessment	<ul style="list-style-type: none"> • What is risk? What sort of risks do children take with friends, or on the internet? How can they manage risk in different situations? • How can the media affect the way we behave and live our lives?? • What do babies need from their parents to be happy, safe and well cared for? • What is HIV? • In what ways can you respond to unwanted behaviour such as stereotyping or aggression?