

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:

Being Safe (BS)

- how to report concerns or abuse, and the vocabulary and confidence needed to do so.

Teaching on this requirement is also found in Personal Safety PS1/2.

This unit contains teaching which directly addresses the requirements for Health Education:

Health and Prevention (HP)

- about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.

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.

RSE is lifelong learning about ourselves. It includes learning about emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place at home, at school and other places in the community. RSE is an entitlement for all children. Difference and diversity must be taken into account when delivering RSE, and teachers must carefully consider learning needs, family circumstances, race, culture, religion, gender and sexuality to ensure that the RSE they offer is inclusive of all.

RSE is most effective when provided in a wider context of social and emotional development. In school, successful RSE is firmly rooted in a broad PSHE Curriculum. RSE must enable children to gain information, develop and transfer skills and explore attitudes and values, in order to make informed choices.

In order to ensure that RSE is delivered in a supportive and positive environment, schools should take great care to develop and review their Relationships Education policy involving the views of children, staff, parents and governors. Before teaching any unit of RSE, teachers should check they are familiar with the school's Relationships Education policy. There are also links with the policies regarding Safeguarding, Inclusion, Behaviour Management and Anti-bullying.

While there are obvious links with the National Curriculum for Science, RSE is embedded within the PSHE framework, reflecting the importance of the personal and social aspects of this area of learning. This unit of work is supported and complemented by the Unit of Work RS2 which focuses on the human lifecycle and changing responsibilities. The content of this unit is wholly consistent with the [DfE Relationships Education, RSE and Health Education Statutory Guidance](#). Further support can be found in the [RSE Toolkit](#).

Unit Description

In this unit children will develop familiarity with the names of the main external parts of the body and become more confident in describing them. They will consider the amazing nature of their bodies, with a view to developing respect for their bodies and themselves. Children will also consider simple hygiene practices and their levels of responsibility for carrying these out. The main themes of this unit are 'body knowledge', 'body functions', 'body awareness/image', 'personal hygiene' and 'prevention of illness and disease'. 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](#).

Resources for This Unit

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

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

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

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

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

Learning Expectations

At the end of this unit most pupils will:

- be able to use the scientific terms penis, testicles, breast and vagina and explain which parts are male and which are female
- be able to give several examples of the capabilities of their own bodies
- be able to describe familiar hygiene routines and understand the reasons for doing these things
- be able to anticipate new responsibilities for their personal hygiene
- be able to explain how common illnesses are spread and be able to describe how they can prevent the spread of one such illness.

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

- be able to identify some parts which are male and some which are female
- be able to give a few examples of the capabilities of their own bodies
- have some knowledge of basic hygiene routines, but may be unsure of the reasons these activities are necessary
- have some understanding of areas of personal hygiene for which they are now responsible, but will have limited understanding of areas they will be expected to take charge of in the future.

Some pupils will have progressed further and will:

- be able to use the scientific terms penis, vagina, testicle and breast confidently
- be able to explain which parts are male and which are female and may be able to explain elements of their functions
- be able to explain a wide range of their own body's capabilities and they will have a positive attitude towards different body shapes and sizes
- be able to describe familiar and unfamiliar hygiene routines and explain the reasons for these
- have a broad understanding of their own responsibilities for personal hygiene now and in the future
- be able to reflect on how their responsibilities for personal hygiene have changed during their lifetimes
- be able to explain the way a variety of illnesses, including some less common illnesses, are spread and understand how to prevent this.

Notes for Staff

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 know the changes that will occur at puberty for themselves and their peers and be able to talk about them confidently and appropriately. However, there may be educational reasons for adapting provision at some points in the unit. If you decide to offer this opportunity, you should ensure that trans children may choose their preferred group and discuss their further needs with parents. There may also be some children whose parents are uncomfortable with them discussing body parts in mixed company (See [5B RSE-Understanding Perspectives](#)) and 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.

In the past many teachers have relied on the use of video-based resources to support their teaching of RSE. We suggest an approach which focuses on the needs of the pupils first and then uses the Learning Objectives to determine 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 pop ups/comments when using facilities like YouTube. (To avoid pop ups and comments view the YouTube link through [viewpure.com](#) or [safeshare.tv](#), or insert the YouTube video into another presentation tool e.g. Powerpoint) If you have video resources which are 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 describing the benefits of using scientific vocabulary should refer to [6D Use of Appropriate Vocabulary in Primary RSE](#).

It is important to consider the needs of the children in your school/class and whether there is enough of an introduction to puberty in this unit to prepare children for forthcoming body changes. The beginnings of puberty (breast/testicular development and the growth of pubic hair) are likely to

happen between the ages of 8 and 14. It is possible that some of your children will already have begun puberty. When delivering this unit it is essential to remember that the [DfE Guidance](#) (para 88) states that 'Puberty, including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.' Menstruation begins approximately 2 years after the first onset of puberty. So this unit, with its brief introduction to puberty, is targeted at Y3/4, as for the majority of pupils this will be 'before onset'. The details of puberty are covered in RS5 and a review of puberty is included in RS6. If children in Y3/4 need more detail as they are on the verge of puberty sensitive arrangements may be made, alongside parents/carers, to select elements of the RS5 unit to deliver to these younger children. All children need information about puberty before they experience it to reduce anxiety and build body confidence.

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 1.1 This is a Draw and Write exercise you can use to inform the rest of the teaching activities in the unit.

Activity 1.3 Use this activity to assess whether the children have grasped the use of scientific words for sexual parts. Also assess whether they have any more in depth knowledge about external body parts.

Activity 5.2 Use this activity to assess whether the children are aware of the breadth of personal hygiene routines and their level of understanding about changing responsibilities for these areas.

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 their child be excused from non-statutory Sex Education (learning about human conception and birth). As part of the RSE Toolkit there are several supportive documents which schools can use to communicate and engage with parents. Of particular relevance are [8A Leaflet for Primary School Families](#) and [8B Primary Sample Letters](#). You will also find resources [5B Understanding Perspectives](#) and [8L Leading Discussions](#) supportive in your work with parents who are concerned about RSE.

The school should plan to use the leaflets or hold meetings to give parents/carers opportunities to become informed about the content of the RSE unit, so that they can prepare themselves to discuss issues relating to puberty with their children. Your senior leaders or PSHE leader should support you with this. Your school might choose to circulate a leaflet to parents which supports them with these conversations, or publicise websites which enable parents to prepare themselves for conversations about puberty and sexual intercourse e.g. <https://www.fpa.org.uk/advice-parents-and-carers/how-start-talking-about-it>, www.bigtalkeducation.co.uk/parents/how-to-talk-about-sex/ and www.nspcc.org.uk/keeping-children-safe/sexual-behaviour-children/

Parents/carers can be involved in this unit in the following ways:

Ask the children to make a list of all the toiletry items they can find at home in preparation for learning objective 4.

Ask the children to talk to their parents about how they kept them clean when they were babies.

Sensitive Issues



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

The whole area of RSE is obviously sensitive. Teachers should prepare themselves for use of vocabulary and 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 rules. Refer to [6A Teaching Methodologies in RSE](#). You might choose to provide a 'question box' and encourage the children to write and express their worries and concerns to

the teacher, who will read and answer queries as a general part of their teaching or on a one-to-one basis. Ensure that the children are aware that they can choose to write anonymously, but you can only answer questions to the whole class which fall within your curriculum plans. When delivering work in this unit, sensitivity should be shown to family and cultural differences in hygiene needs and routines.

This unit will cause children to reflect on their own personal experiences and family behaviours. 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. Teachers must ensure that teaching in RSE complies with their duties under the Equality Act 2010 and that it prepares 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 unmarried or LGBT+ parents/carers or wider family members. In short, teachers should avoid heteronormative presumptions.

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

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

Teachers are also often concerned about how to respond if children ask explicit, complex or mischievous questions 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 [6B Answering Children's Questions relating to RSE](#) and [6A Teaching Methodologies for Effective RSE](#).

Linked Units

RS 4 Relationships and Sex Education

RS 5 Relationships and Sex Education (for more on puberty)

PS 3/4 Personal Safety

MC 3/4 Managing Change

HL 3/4 Healthy Lifestyles

DC 3/4 Diversity and Communities

FF 3/4 Family and Friends



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Section A - Body Knowledge

Framework question/s	How are male and female bodies different and what are the different parts called? (BS)	
Learning Objective	1.To know scientific names for male and female sexual parts and use them confidently. (BS)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • use body part names such as penis, vagina/vulva, testicle and breast confidently • give an example of one new thing they have learnt about the body. 	
Teaching Activities		Points to Note
1.1	Carry out the Draw and Write Exercise Draw the Difference . Use this as a baseline assessment of children's awareness of body parts and scientific names and choose subsequent activities on the basis of your findings. A	<ul style="list-style-type: none"> • See Resource 1 Draw the Difference. • Information about using Draw and Write activities can be found in the TG Classroom Strategies.
1.2	Having completed the Draw and Write (1.1) activity ask the children to share with you any doctor/scientific names for body parts they have written down. As a class, collect a written list of external body part names – including sexual parts. Accept (inoffensive) colloquial names for body parts, but place them alongside scientific names. Ask pairs of children to pick one body part from the list and discuss where this body part is located and its function. Ensure that the children are aware of the scientific names for parts of the body including names for sexual parts where this is appropriate e.g. <i>penis, testicles, breast, vagina/vulva</i> . Challenge the children by asking if any of them know the doctor words for any other parts of the body e.g. <i>thorax, intestine, humerus</i> . Explain that some body parts are found in males and females and some are found in just males or females. Using different coloured markers underline the body parts found in just males in one colour and just females in another colour.	<ul style="list-style-type: none"> • At this age some children may still be unfamiliar with the scientific terminology for male and female sexual parts and it is necessary therefore to allow them to use their own language e.g. 'willie', 'noo-noo' when referring to them, but encourage them to use the scientific terminology. Refer to 6D Use of Vocabulary in Primary RSE for further guidance. • You may refer to NSPCC Pants Rule teaching materials to focus on personal safety issues closely linked to this activity. http://www.nspcc.org.uk/preventingabuse/keeping-children-safe/underwear-rule/ • Try to choose 'unstereotypical' colours for males and females if your stationery supply allows.
1.3	In pairs, using Resources 2, 3 and 4, give the children drawings of adult male and female bodies. The children then mark on their outlines the names of parts of the body in the appropriate place. Visit each pair and ensure that the children have marked on the outline of the body the parts that make males and females different. You may use the IWB to place the names on a picture of an adult male and female body. Discuss the physical differences between males and females and ensure that the children are aware of the appropriate scientific language. A	<ul style="list-style-type: none"> • In RS 1 the children will have looked at a child's body. Here the focus is on adult bodies, so a little new terminology is needed e.g. breast, pubic hair. • Use Resource 2 KS2 Adult Male Body, Resource 3 KS2 Adult Female Body and Resource 4 Body Part Labels. • The focus of this activity is external parts of the body. Ensure that you correct sensitively any misinformation that the children may have.

Section A - Body Knowledge Continued

Framework question/s	How are male and female bodies different and what are the different parts called? (BS)	
Learning Objective	1.To know scientific names for male and female sexual parts and use them confidently. (BS)	
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> • use body part names such as penis, vagina/vulva, testicle and breast confidently • give an example of one new thing they have learnt about the body. 	
Teaching Activities		Points to Note
<p>1.4 Provide pairs of children with a set of Body Part Labels. These labels need to be cut up. These labels should include body part names, including scientific names for male and female sexual parts. Ask the pairs of children to place individual labels on a continuum line according to different criteria e.g. <i>'parts you know about to parts you know very little about'</i> or <i>'parts that are difficult to talk about to parts that are easy to talk about'</i>. Ask the children to share their continua in pairs and visit the pairs to note individual needs.</p> <p>Alternatively, use a physical continuum line and consider one body part at a time, using the above criteria. As a class, recap on the names for body parts of both males and females and their functions.</p>		<ul style="list-style-type: none"> • Use Resource 4 Body Part Labels • All staff have a responsibility to be aware of the warning signs and symptoms that a girl (usually aged between 0-15 years) may be at risk of female genital mutilation (FGM) and must report a concern that a girl is at risk. Learning scientific names for body parts and building confidence in talking about them is a widely recognised protective factor. Visit www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genitalmutilation-fgm/ for more information. • For guidance on using Continuum Lines see TG Classroom Strategies.
<p>1.5 In Circle Time, ask the children to choose one body part from the 'parts you know about...' end of their continuum. Encourage the children to share the information they have on the function and purpose of this body part. Ask the children to choose a body part from the 'parts you know very little about' end of their continuum on external body parts. Provide the children with a piece of paper and ask them to write a question about what they would like to know about this body part.</p> <p>Collect the children's questions and group the questions into body parts i.e gather all the questions about knees, arms, legs, breasts. Provide the children with books or IT resources where they can investigate the answers to their questions. In Circle Time, use the sentence stem <i>Something new I have learnt about the body is...</i></p>		<ul style="list-style-type: none"> • For information about Circle Time, see the TG Circle Time. • Refer to any science based book/ website suitable for your children which describes body parts e.g. Lets Talk about Where Babies Come From or www.dkfindout.com/uk/human-body/

Section B - Body Functions and Changes

Framework question/s	When do we talk about our bodies, how they change and who do we talk to? (BS)	
Learning Objective	2. To understand times to talk about private body parts, how they change and identify trustworthy and approachable adults. (BS)	
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> • identify a trusted adult I can talk to about my body. 	
Teaching Activities		Points to Note
2.1	Ask pairs of children to suggest 5 differences between adult bodies and bodies of children their age. Collect examples as a class. Ask the children if they know the name of the body process by which children's bodies change into adult bodies. If necessary, give them the word 'puberty' and explain that puberty is a series of changes which affect people's brains and bodies as they grow older. Puberty can start to affect people most commonly between the ages of 8 and 14 years, but make sure they understand that different people begin puberty at different times and that it happens at different rates.	<ul style="list-style-type: none"> •  There may be children in your class who have already begun puberty. The first sign of puberty for girls is breast development and pubic hair growth and for boys is testicular development and pubic hair growth. These children may need more information. They might also be more sensitive about their bodies. Ensure you make everyone feel safe and secure in the lesson, referring back to your ground rules where necessary.
2.2	Ask children to suggest reasons why people their age might find it difficult to talk about the private body parts. Look for examples such as ' <i>It's embarrassing</i> ' or ' <i>We don't often talk about them so it feels a bit strange when you do</i> '. Write each reason on a large sheet of paper and place each sheet of paper on a different table. Ask children to visit each poster and write their name or tick on the sheet if the reason is something which they have experienced, or which seem to true to them. As a class, go through each reason and discuss them together. How can these difficulties be overcome? Ask every child to write down the names of people they would comfortable talking to about private parts. Follow up any children who cannot think of someone they could talk to.	<ul style="list-style-type: none"> •  Not being able to identify a trusted adult for such discussions is a significant risk factor for children. You may choose to discuss this further with your DSL and log a concern if you are worried.
2.3	Introduce two fictional children to the class, one male and one female. (Use puppets, characters from a story they know or make up two children.) Explain that each child is the same age as them and has a worry about their body. Ask pairs of children to write on a white board/paper two or three things that each fictional character might be worrying about. Ask each pair to pass their list of worries to another pair. Then explain that although each character is worried, they aren't sure how to talk about their worry or who to talk to. Pairs should discuss how best to advise the characters to get help. Finally, each pair should then devise, through discussion or writing, a response that an adult the character trusted would respond when they told them about their worry. You could ask the children to roleplay their responses.	<ul style="list-style-type: none"> • For guidance on using role-play see TG Drama Strategies.

Section C - Body Awareness and Body Image

Framework question/s	What can my body do and how is it special?
Learning Objective	3. To value and respect their own bodies and understand their uniqueness.
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> • recognise that each body is different • understand that our bodies are special and unique
Teaching Activities	
Points to Note	
3.1 As a class, discuss and make a list of the ways in which our bodies might be different e.g. <i>height, hair colour, skin colour, weight, foot size</i> . Introduce the idea that our physical characteristics are inherited from our birth parents and that is one reason why we are all different. Emphasise that our differences make us special and unique.	<ul style="list-style-type: none"> • Demonstrate sensitivity to those children who do not live with their birth parents. • Refer to www.dkfindout.com for more information. • Refer to Let's Talk About Where Babies Come From or The Great Big Body Book.
3.2 Show the children drawings/images of male and female bodies of different sizes and shapes and at different ages. Ask the children to place the body pictures in categories e.g. <i>most beautiful bodies, oldest bodies, youngest bodies, most cuddly bodies</i> . Use cartoon examples as well as art, sculpture etc. Challenge any narrow perceptions of 'beauty' and perfection, emphasising that all bodies are different and all bodies are amazing. Ensure that you include examples of different skin colours, able-bodied and disabled, body size and shape. As a class, brainstorm as many adjectives as possible for the bodies you have seen. Collect these words on the board. Choose a heading for your collection of words, like <i>Everyone's Body is Different – Everyone's Body is Amazing</i> .	<ul style="list-style-type: none"> • Refer to Let's Talk about Where Babies Come From for images of different unclothed adult bodies. You may select images of drawings and sculptures. (Search for 'Willendorf Venus', 'Sleeping Eros' (Ancient Greek), 'Birth of Venus' by Botticelli or more modern artworks by Antony Gormley, Lubaina Himid and Henry Moore. Or explore the Tate Collection by subject for a huge selection of images of nudes, both sculpture and fine art.) Ensure you include artworks from different cultures. • In response to children who think it is rude to look at such pictures/ sculptures explain that humans through history have always drawn/ sculpted the naked body because it is beautiful in all its forms. It is powerful because it is something we all have in common. Remind the children that it is rude for someone to show private parts of their body in public and remind them of the differences between private and public places. You might also mention that it is not acceptable to take and share photos of your own or someone else's private parts. Link to ENR BI56 Body Image and guidance from the 6H Consent Pornography and Sexting.
3.3 In Circle Time play the game 'Change places if...'. Ask the children to stand and change places if they have e.g. <i>brown hair, blue eyes, big hands, fast legs, nimble fingers, dark skin, long finger nails</i> . Encourage the children to support each other and decide on their own answers by comparing themselves with the people sitting next to them.	<ul style="list-style-type: none"> • For information about Circle Time, see the TG Circle Time. • Ensure that your statements are inclusive of all the children, taking into account the sensitivities children may have about physical ability and appearance.

Section C - Body Awareness and Body Image Continued

Framework question/s	What can my body do and how is it special?	
Learning Objective	3. To value and respect their own bodies and understand their uniqueness.	
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> • recognise that each body is different • understand that our bodies are special and unique. 	
Teaching Activities	Points to Note	
<p>3.4 Share a poem with the children such as Hands Brian Levison. Challenge the children to come up with a similar poem for other body parts <i>e.g. feet, legs, arms, noses</i>.</p> <p>Share All Kinds of Bodies with the children and make a list of all the differences in body types which are described.</p>	<ul style="list-style-type: none"> • See Resource 6 Hands Poem. • Use All Kinds of Bodies. The Great Big Body Book will work for this activity too. 	
<p>3.5 Ask the children to reflect on their body's capabilities, using a circle of feelings. Give each a piece of paper and ask them to write <i>My Body is...</i> in the centre. Ask them to consider what makes their body amazing. Prompt them to think about internal processes, physical capabilities, size, shape, strength, healing ability etc.</p>	<ul style="list-style-type: none"> • Whilst being aware of children with no religious faith, you may ask the children if their religion has any particular views on how special our bodies are. <i>e.g. Christians, Jews and Muslims believe God created humans in his own image, Sikhs believe humans are part of the creator.</i> How do these views influence the way people feel about their bodies? 	

Section D - Personal Hygiene

Framework question/s	Why is it important to keep myself clean? (HP)
Learning Objective	4. To understand the value of carrying out regular personal hygiene routines. (HP)
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> describe some basic personal hygiene routines relevant to me explain why body parts should be kept clean.
Teaching Activities	Points to Note
<p>4.1 In Circle Time, ask the children to complete the sentence stem 'I keep myself clean by...' Ask the children to work in small groups and provide them with a number of cleanliness issues to discuss e.g. <i>how often should socks/t-shirts be changed?</i> <i>How often should you wash your hair?</i> Ask each group to report back to the class using a spokesperson who will use the sentence stem <i>We think...</i>, or <i>Some of us think...</i></p>	<ul style="list-style-type: none"> You might choose to discuss with the children the school's washing facilities. You may choose to refer again to Resource 6 Hands. For information about Circle Time, see the TG Circle Time.
<p>4.2 Give each child an A4 sheet of paper. Fold these in half and on one side ask the children to draw and write about someone of any age who does not follow good personal hygiene routines. Share a display of toiletry items. (Alternatively, collect images of toiletry items from online catalogues.) As a class look at the display of toiletries and discuss what they are for. Ask the children to return to their drawings and this time, to draw and write about the same person who has now improved their personal hygiene routines. They might list some of the products they have begun using and explain how often they should use them.</p>	 <ul style="list-style-type: none"> Issues of hygiene and cleanliness should be discussed sensitively with regard to the differences there might be between families. Be particularly sensitive to any children in the class who are identified as having poor personal hygiene. When selecting your toiletry items you might select unbranded items where possible. Be careful not to imply that being clean is dependent on having lots of money to spend. The children might be aware of a range of different brands of products, which might be expensive. Reassure them that unbranded items do the same job, just as well.
<p>4.3. As a class, describe the following scenario to the children: <i>Child A never has time to wash in the morning because they always get up late. They only clean their teeth if they are going out with friends. Sometimes they sleep in their clothes, if they are too tired to get ready for bed. They use a lot of hairspray and sometimes forget to wash their hair. They often forget to put their clothes in the laundry basket and leave dirty clothes lying about.</i></p> <p>Ask the children to think on their own about how people might react to Child A and discuss what advice they would like to give them. Ask children to join with a partner and discuss their ideas about advice for Child A. Ask the pairs to decide which three pieces of advice they have discussed would be most important for Child A.</p>	<ul style="list-style-type: none"> This scenario is written with no gender in mind. If the children assume that the child is a boy/girl, discuss this and explore any stereotypes you encounter. Refer to general books on personal hygiene e.g. Keeping Clean.  Approach this issue sensitively as there may be children in the class who have poor personal hygiene role models. If you feel there may be issue of neglect for this child, follow your Safeguarding Policy and log a concern if necessary.

Section D Personal Hygiene Continued

Framework question/s	Why is it important to keep myself clean? (HP)
Learning Objective	4. To understand the value of carrying out regular personal hygiene routines. (HP)
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> describe some basic personal hygiene routines relevant to me explain why body parts should be kept clean.
Teaching Activities	
<p>4.4 Select different areas of the body which need regular cleaning <i>e.g. teeth, hands, noses, bottoms, hair</i>. Ask the children to work in groups and give each group a different area of the body. Give each group a large sheet of paper and large pen and ask them to write down as many different reasons why that part of the body needs to be kept clean as they can think of, <i>e.g. it washes away germs, you might catch a cold, you might pass on germs, it would smell</i>. Carry out a Gallery, where each group visits the next group's poster and can add details, until all the groups have visited each other's posters. When the groups get back to their home poster, ask them to pick the most important reason for keeping 'their' body part clean and share this with the class.</p>	<ul style="list-style-type: none"> For more information about carrying out a Gallery see TG Discussion Strategies.
<p>4.5 In groups, ask the children to sort a set of Hygiene Statement Cards under headings of True, False, Not Sure, <i>e.g. using a deodorant helps to keep your clothes clean, head lice only live in dirty hair</i>. Use this 'true and false' activity to dispel any myths about head lice and other personal hygiene practices.</p>	<ul style="list-style-type: none"> Use Resource 7 Hygiene Statement Cards.

Framework question/s	What can I do for myself to stay clean and how will this change in the future? (HP)
Learning Objective	5. To consider who is responsible for their personal hygiene now and how this will change in the future. (HP)
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> describe my responsibilities for my own personal hygiene explain one responsibility (for personal hygiene) I will take on in the future.
Teaching Activities	
<p>5.1 Ask the children in pairs to list all the different ways they are able to keep themselves clean. Use two different colours and highlight aspects for which they are responsible in one colour and aspects of their personal hygiene for which an adult is responsible with another colour. Ask the children to compare their lists with a partner and look for similarities and differences.</p>	<ul style="list-style-type: none"> Many children will still rely on their parents to regulate hygiene practices. Some children will be learning to take some responsibility for themselves.
<p>5.2 As a class, discuss how the children's responsibilities for keeping themselves clean will change as they become older <i>e.g. at 10, as a teenager and as an adult</i>. Ask the children to draw and label pictures of all the ways they expect to be maintaining their personal hygiene in the future. You might suggest to them different areas of personal hygiene <i>e.g. brushing teeth, washing clothes, combing hair, visiting the dentist, shampooing hair</i> and draw a time line to show when they expect to take responsibility for these different aspects. You might also take this opportunity to explore how much their parents had to do for them when they were babies and how personal hygiene was the sole responsibility of the parent. A</p>	<ul style="list-style-type: none"> Making the link with parents' responsibilities for children will be picked up again in RS 4 Relationships and Sex Education. Be aware that some children in your group may be young carers and may already be taking on such responsibilities for themselves and their family members. Refer to Young Minds youngminds.org.uk/find-help/looking-after-yourself/young-carers/

Section E - Illness/Disease Prevention

Framework question/s	How do different illnesses and diseases spread and what can I do to prevent this? (HP)	
Learning Objective	6. To understand a range of ways illness and disease, e.g. <i>colds, chickenpox, head lice</i> might be spread and how they are able to reduce this. (HP)	
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> • tell you how germs might get into the body • explain some actions I can take to make sure I don't pass on germs. 	
Teaching Activities		Points to Note
6.1	<p>Ask children for a list of illnesses which you can catch from other people <i>e.g. colds, viruses, tummy bugs, chicken pox, veruccas</i>. Ask for ideas about how these germs get into the body <i>e.g. through the nose, mouth or through cuts</i>. Explain the nature of germs/bacteria to the children and make a list of all the places bacteria might be found <i>e.g. toilets, unclean surfaces, dirty tissues, unclean skin and clothes</i>. Ask the children if they know how a virus and a bacteria are different. Make a class list of the ways a virus might spread. Which of these ways are similar to the ways bacteria spread? Depending on the abilities of the class you might also specify fungi as another cause of disease. Remind them of the importance of keeping clean to reduce the spread of disease.</p>	<ul style="list-style-type: none"> • Children might volunteer times when they have had these illnesses: common diseases spread by bacteria, <i>e.g. gum disease, tummy bugs, chest infections, conjunctivitis</i>. By viruses <i>e.g. colds, warts, chickenpox, measles</i>. By fungi <i>e.g. athletes foot, ringworm</i>. Also <i>parasites e.g. head lice, thread worm</i>. Refer to www.nhs.uk for information on all of these illnesses/conditions. • Children may have heightened awareness of viruses due the Covid19 Pandemic. Approach this topic sensitively. • Dependent on the awareness levels of the class you might also address the concept of 'immunity'. Vaccines are covered in the DE3/4 units.
6.2	<p>Read the comic strip Dirty Bertie – Catch It! Bin it! Kill It! to reinforce the important of good hygiene when you have a cold or other respiratory disease. And/or watch and recreate a soap and water experiment to show the importance of washing your hands with soap and water.</p>	<ul style="list-style-type: none"> • See Resource 5 Dirty Bertie- Catch It! Bin It! Kill It! • Dirty Bertie is also accessible here. • See Nanogirl for a clear soap and water experiment. www.youtube.com/watch?time_continue=42&v=2eqhw6yZk-c&feature=emb_title (To avoid pop ups and comments view the YouTube link through viewpure.com or safeshare.tv, or insert the YouTube video into another presentation tool e.g. Powerpoint)
6.3	<p>Discuss with the children how they care for their hair. In addition to details of how they wash their hair, encourage the children to talk about hairstyles, haircuts, why people tie their hair back and when people, like cooks and surgeons, have to cover their hair completely. Ask the children what they know about head lice and stress that anyone can get head lice. Explain how they are caught and that they are not a result of unclean hair.</p> <p>In Circle Time, ask the children to complete the sentence stem <i>I care for my hair by...</i> Ask the children to write and design an information booklet on head lice, which they can take home to share with their families. Information can include healthy preventive practices such as tying back long hair, checking regularly for head lice, using conditioner and methods of treatment such as using lice combs. The leaflet might also include some 'busted myths' about headlice.</p>	<ul style="list-style-type: none"> • Part of the purpose of this activity is to reduce stigma and name calling for those children who might have head lice. Refer to a book such as Scratch, Scratch, We Have Nits or www.nhs.uk for further information • For information about Circle Time, see the TG Circle Time.

Section F - Processing the Learning

Framework question/s	What have I learned?	
Learning Objective	7. To understand what I have learned and be able to share it with others.	
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> • explain what I have learned. 	
Teaching Activities		Points to Note
8.1	Ask the children to decide on three things they have learnt about their bodies <i>e.g names of body parts, difference between boys and girls, how amazing their body is or how to keep clean and prevent the spread of diseases</i> . Ask them to write a postcard to a health professional connected with the school explaining these three things.	<ul style="list-style-type: none"> • You might approach the local GP, school nurse or another health professional who can be a 'real' audience for this message and who might be prevailed upon to send the children a response. • For assessment grids and activities for this unit see Assessment.

Resources to Support this Unit

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

The following resources are included in the RS 3 Resource Pack linked to this unit:

1. Draw the Difference – Draw and Write Exercise
2. Adult Male Body Images
3. Adult Female Body Images
4. Body Part Labels
5. Dirty Bertie – Catch It! Bin It! Kill It!
6. Hands - Brian Levison (poem)
7. Hygiene Statement Cards

These resources are directly referenced within this unit:

Let's Talk about Where Babies Come from Robie H. Harris

The Great Big Body Book Mary Hoffman

All Kinds of Bodies Emma Brownjohn

Keeping Clean Katie Woolley

Scratch, Scratch, We Have Nits Miriam Moss

These may also support work on this unit:

Let's Talk about Sex Robie H. Harris

Keeping Clean Cath Senker

Why Do I Wash My Hands Angela Royston

The Oxford First Encyclopaedia Series – My Body

Let's Talk About Girls, Boys, Babies, Families and Friends Robie H Harris

Sources of Information and Support

Cambridgeshire RSE Toolkit

In the [RSE 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 Health Related Behaviour Survey is used 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 further 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.

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

Speak Out Stay Safe is a session provided free of charge to all primary schools in the UK. It provides:

- whole school assemblies and then targeted workshops for older children
- a clear understanding of abuse in all its forms, including bullying and sexual abuse
- knowledge of how to protect themselves
- an awareness of how to get help and support through ChildLine and other support networks.

Links to Support Parents

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

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

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

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

Programmes to support and enhance Drug and Health Education in primary schools. This work is predominantly delivered through a visit from the LEC classroom with trained educators. The Year 3 and Year 4 LEC programmes both encourage the children to reflect upon how amazing their bodies are.

Cambridgeshire and Peterborough – contact Cambridgeshire PSHE Service – 01480 376256

NHS Website www.nhs.uk/conditions

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

Stonewall www.stonewall.org.uk

The charity promoting LGBT+ rights 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

FREE www.stonewall.org.uk/resources/free-film

As part of the Celebrating Difference resources, FREE is a film for pupils that follows the stories of four children as they explore family, friendship and what it means to be yourself. FREE challenges homophobic bullying and language, and shows the importance of celebrating difference.

Cambridgeshire Oral Health Improvement

Dental service, Oral Health Department, or your local Oral Health Promotion service. This service offers 'My Smile Programme' for schools and Early Years. cambridgedental.fatwordpress.co.uk/services/oral-health-improvement/ email ccs.dentalohcamb@nhs.net Tel 01223 723128



Cambridgeshire Primary Personal Development Programme

Healthy and Safer Lifestyles • RS 3 Relationships and Sex Education

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Click on the title of the resource you require.

Resource 1 - Draw the Difference

This activity is designed to allow you to gauge the awareness your children have of male and female bodies and (at KS2) how bodies change at puberty. It is designed for use at the beginning of an RSE Unit of Work and different versions are provided for use with KS1 and KS2 pupils. Refer to 'Health for Life' for further 'Draw and Write' activities.

Carrying Out 'Draw the Difference'

- Choose which response sheets you are going to use. Response Sheet 1 is designed for KS1 and Response Sheet 2 for KS2, but you may choose depending on the information you are looking for.
- You may prefer to give children a response sheet without the body outline, in which case you may amend it. It is included to ensure that children concentrate on naming body parts rather than drawing. It also avoids children drawing clothes to describe male/female differences.
- Explain the activity to the children, emphasising that they should both 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/Prefer not to say' 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 emphasise 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 'Draw the Difference' 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' papers.

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 opened 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 DSL as soon as possible, following your school's Safeguarding 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 names for body parts are unacceptable.)
- Children should draw and write as much as they can and give names to as many parts of the body as possible.
- 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 30 minutes.

Reviewing the Responses

Review your class' response sheets by recording the vocabulary the children have used in different categories. Refer to the Primary PSHE Scheme of Work for ideas on how to plan the curriculum to develop your children's knowledge and understanding.

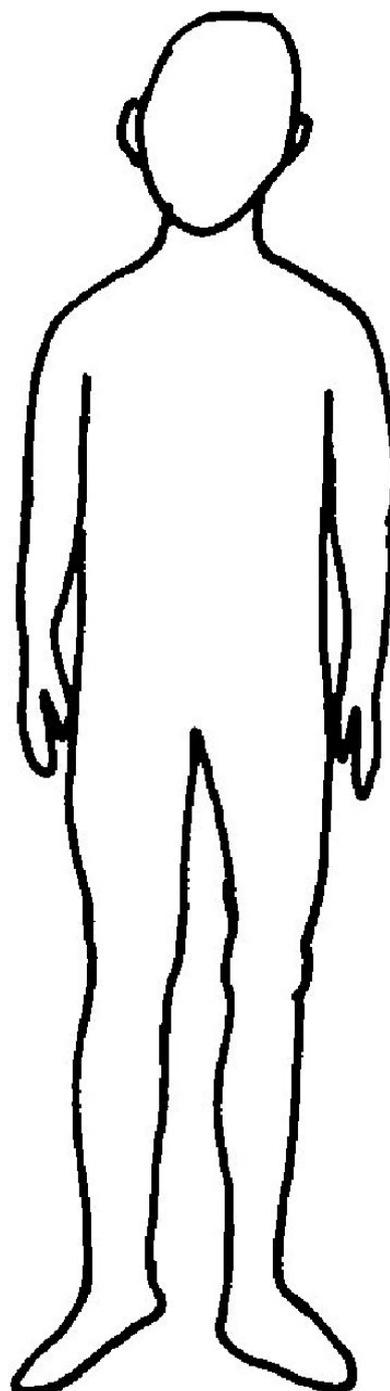
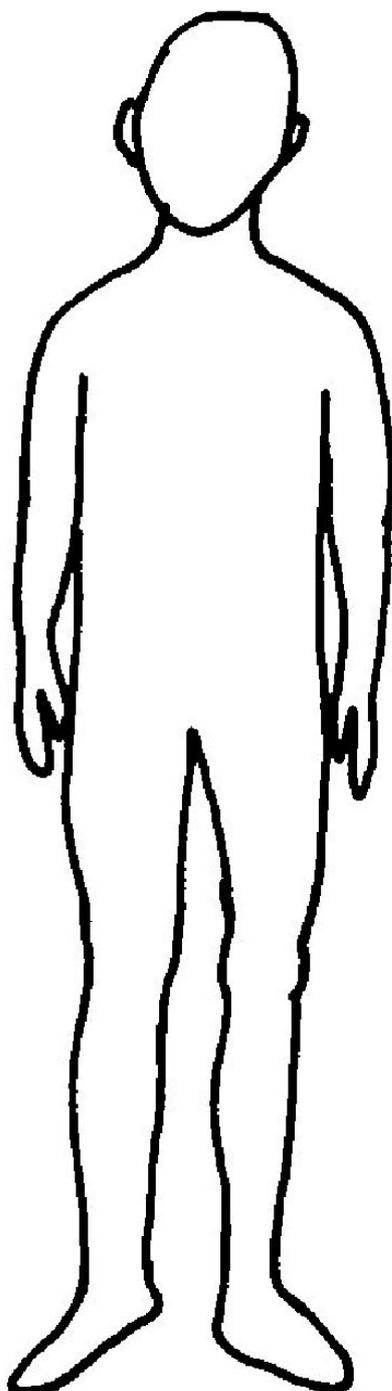
Pupil Response Sheet 'Draw the Difference' KS2

Are you a boy/girl/prefer not to say?

Which year are you in? _____

This is Bert. Bert is a boy. He is the same age as you. Draw and write about Bert's body. Label the parts which make him different from a girl. You can draw or write about parts inside his body too.

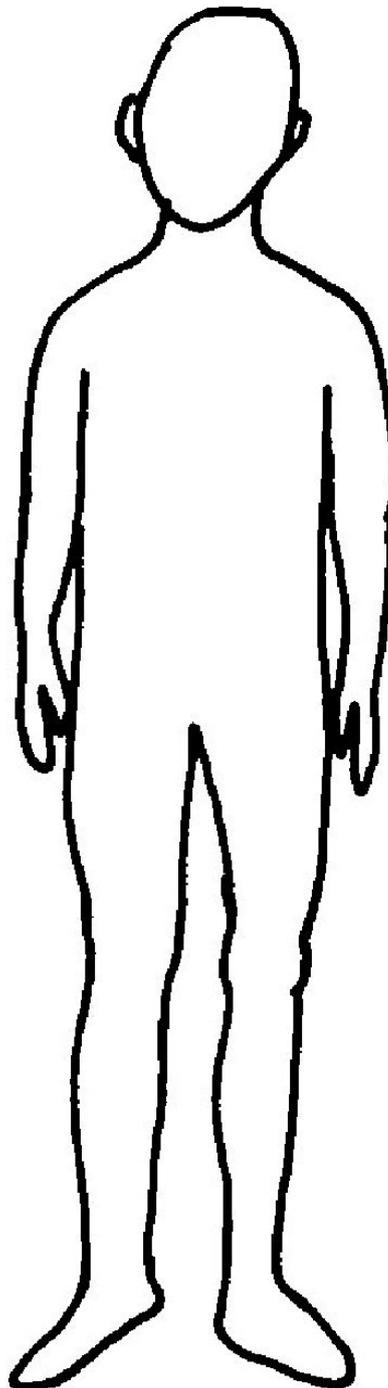
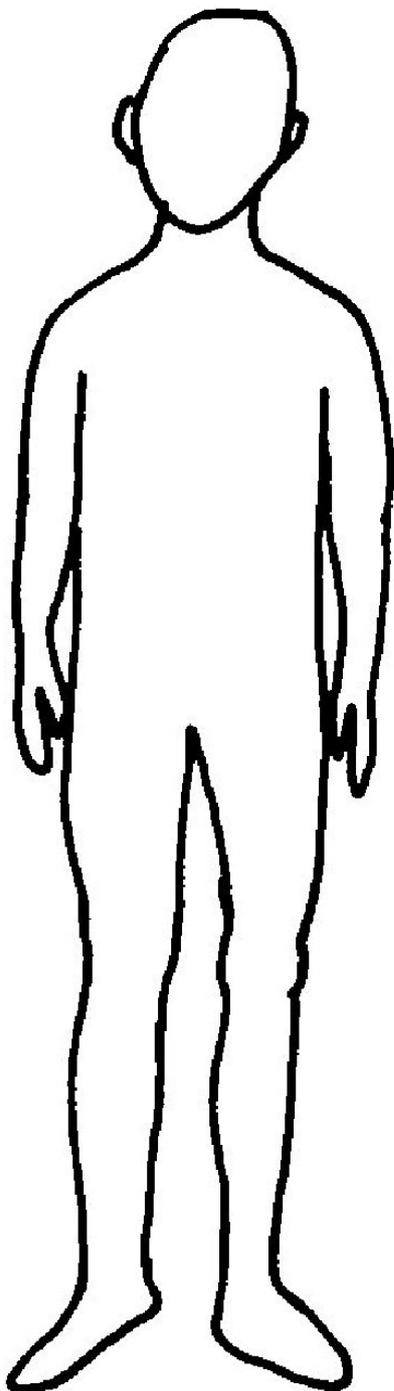
This is Betty. Betty is a girl. She is the same age as you. Draw and write about Betty's body. Label the parts which make her different from a boy. You can draw or write about parts on the inside of her body too.



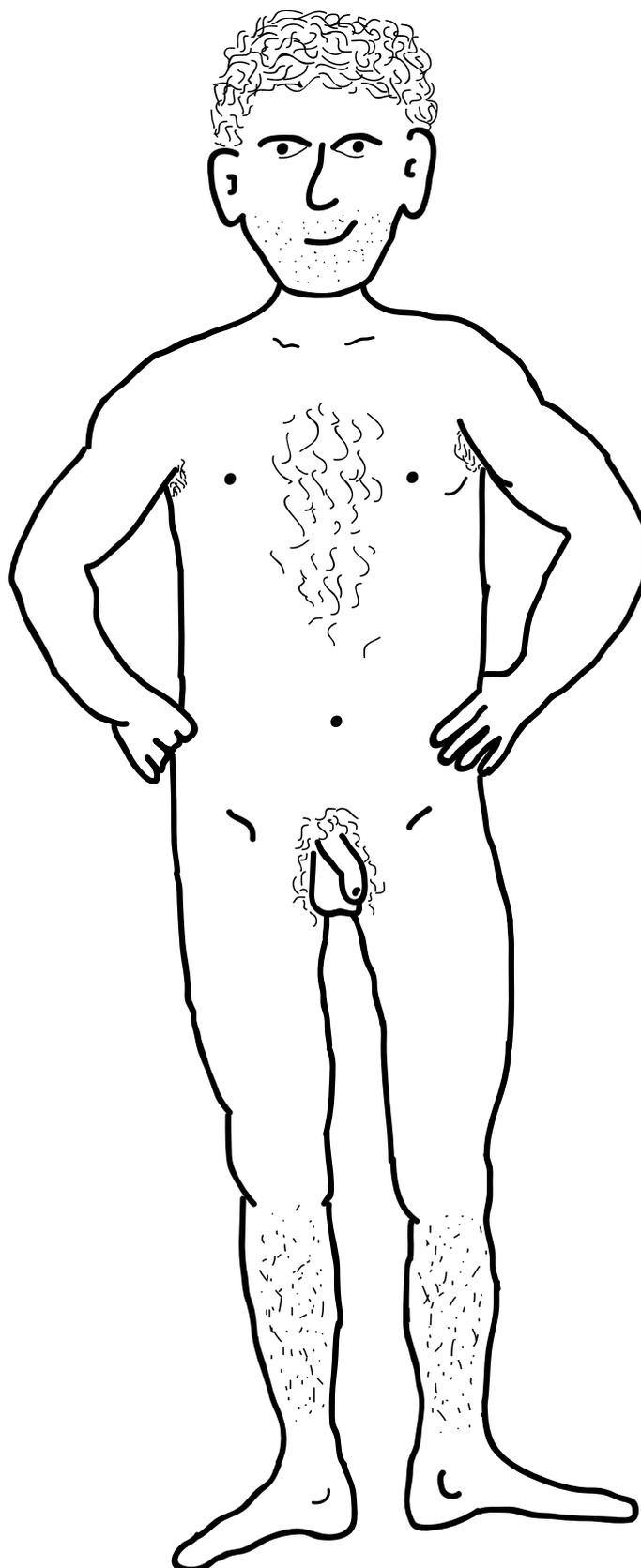
Pupil Response Sheet 'Draw the Difference' KS2

Bert is now 15. Draw and write about how his body has changed and what might be happening to his body.

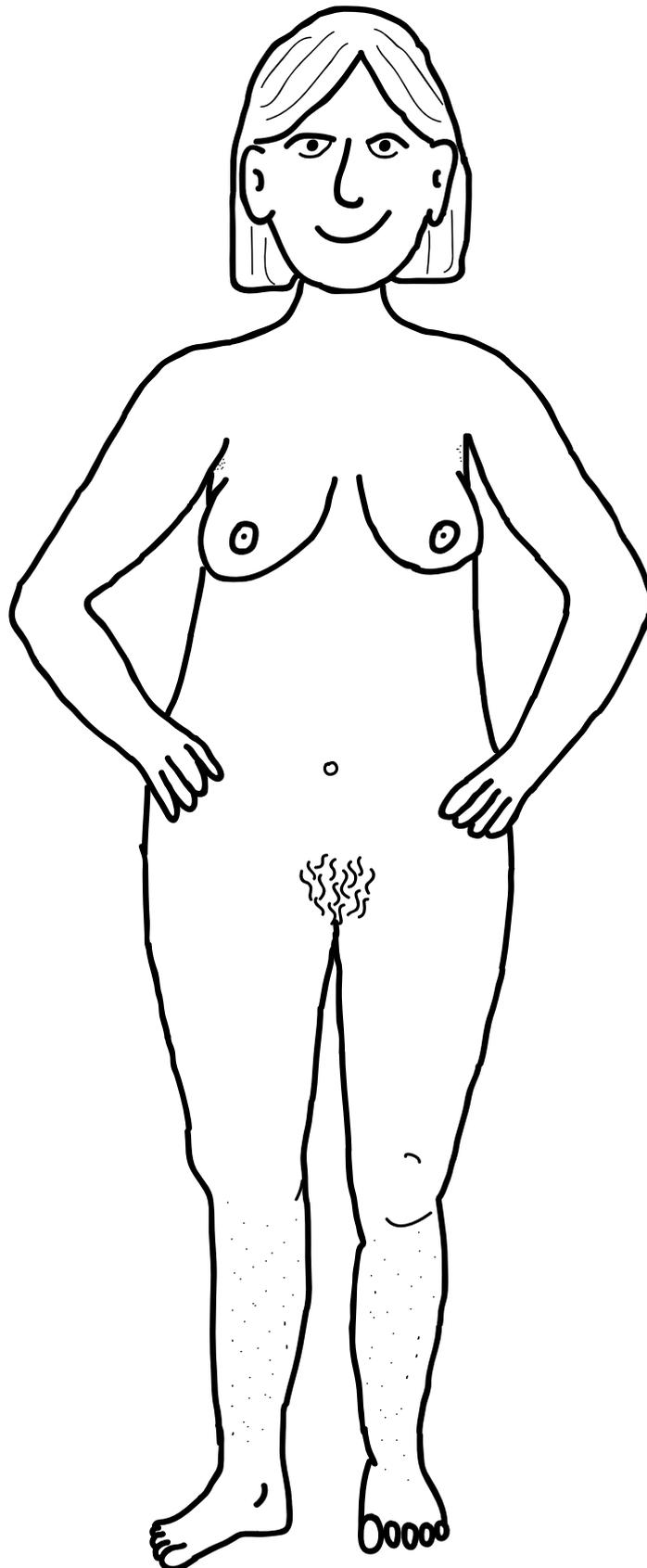
Betty is now 15. Draw and write about how her body has changed and what might be happening to her body.



Resource 2 - KS2 Adult Male Body



Resource 3 - KS2 Adult Female Body



Resource 4 - Body Part Labels

penis	testes*	testicles*
thorax	vagina	vulva
bottom	leg	anus
chest	scrotum	arm
nipple	breast	shoulder
toe	foot	elbow
finger	eyebrow	eyelash
wrist	lips	ear
nose	eye	mouth
hair	skin	shin
toenail	cheek	chin
palm	sole	ankle
back	calf	heel

* Use whichever word you have agreed to use in your school.
Refer to **6D Use of Vocabulary in Primary RSE** for guidance.

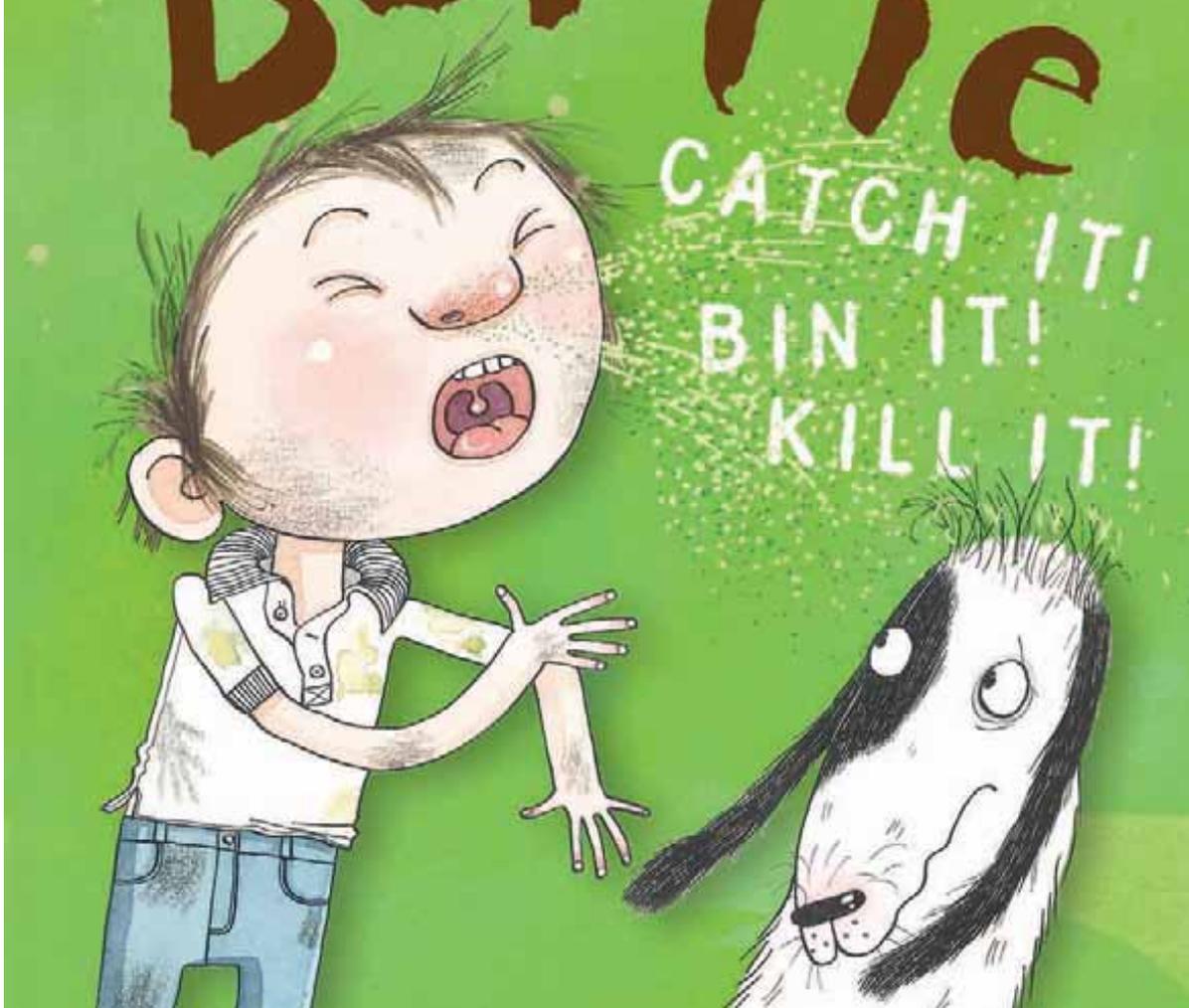
Resource 5 - Dirty Bertie

This is Dirty Bertie. He has revolting habits...



Dirty Bertie

CATCH IT!
BIN IT!
KILL IT!



One day, Bertie caught a cold. *Drip, drip, drip*, went his nose. *Sniff, sniff, sniff*, went Bertie. He coughed and spluttered, sniffled and sneezed. He was even more revolting than usual.

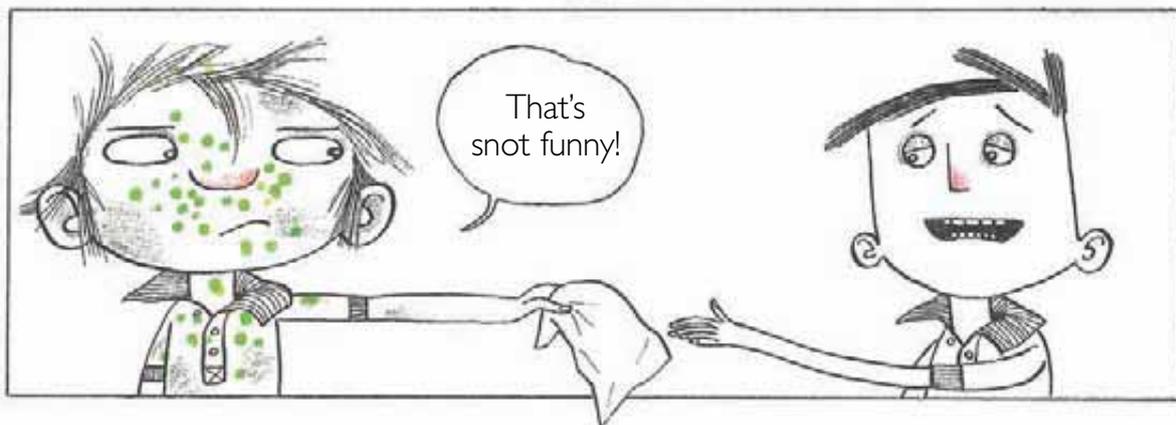
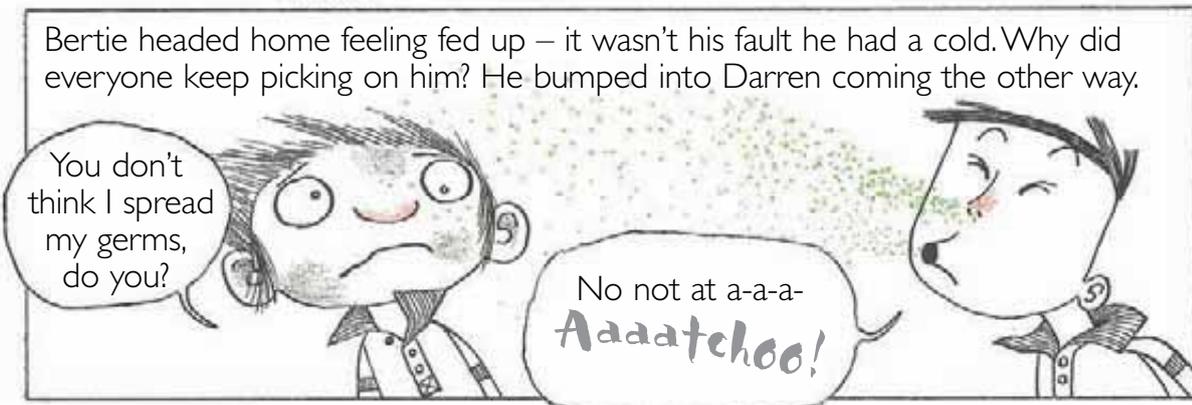


Mum handed Bertie a tissue. He stuffed it in his pocket and went on slurping his cereal. But before long he felt the next sneeze brewing...



At school that day, Bertie sat next to Donna. *Drip, drip, drip*. His nose dripped like a tap. Bertie wiped it on his sleeve.





Dirty Bertie still has revolting habits –
but at least he's learned to keep his germs to himself.



CATCH IT 
BIN IT 
KILL IT 

The Department of Health's **CATCH IT, BIN IT, KILL IT** campaign aims to encourage correct respiratory and hand hygiene practice to help reduce the spread of germs leading to colds, flu and other illnesses.

By following three simple steps, the spread of illness could be reduced:

CATCH IT  Germs spread easily. Always carry tissues and use them to catch your cough or sneeze.

BIN IT  Germs can live for several hours on tissues. Dispose of your tissue as soon as possible.

KILL IT  Hands can transfer germs to every surface you touch. Clean your hands as soon as you can.

For more information, please visit www.dh.gov.uk/catchit where you will also find a brand new nursery rhyme about coughs and sneezes, available to download.

Dirty Bertie character created by David Roberts.
Story written by Alan MacDonald and illustrated by David Roberts.
Dirty Bertie books are published by Stripes Publishing Ltd (www.stripespublishing.co.uk).
Illustrations copyright © David Roberts 2008; text copyright © Alan MacDonald 2008.

Resource 6 - Hands Poem

Hands

They have so many uses
Like keeping on your gloves,
Or making shapes on bedroom walls
Like wolves or ducks or doves.
In the bath I zoom them like a plane
Or dive like a submarine;
There's only one thing I can't do
And that is keep them clean.

I can twiddle them like dancers,
I can lunge them like a sword,
Or salute them like a soldier,
Or shake hands like a lord.
I can clap them, I can flap them,
I can wave them like a queen,
There's only one thing I can't do
And that is keep them clean.

Brian Levison

Resource 7 - Hygiene Statement Cards

**Using
deodorant
keeps your
clothes clean.**

**If you blow your
nose in a tissue
you should put it in
the bin and get a
new tissue.**

**Brushing your
teeth will stop
them falling
out.**

**You should brush
your teeth twice a
day, after breakfast
and before bed.**

**Headlice only
live in dirty
hair.**

**You should wash
your hands after
going to the toilet
and before you eat.**

**You only need
to wash your
hands twice a
day.**

**Everyone should
have a bath every
day.**

Class:

Teacher:

Term: Autumn/Spring/Summer

Healthy and Safer Lifestyles • RS3 Relationships and Sex Education		R	A	G	Notes
Section A - Body Knowledge					
1. To know scientific names for male and female sexual parts and use them confidently.					
Section B - Body Functions and Changes					
2. To understand times to talk about private body parts, how they change and identify trustworthy and approachable adults.					
Section C - Body Awareness and Image					
3. To value their own body and recognise its uniqueness.					
Section D - Personal Hygiene					
4. To understand the benefits of carrying out regular personal hygiene routines.					
5. To consider who is responsible for their personal hygiene now, and how this will change the future.					
Section E - Illness/Disease Prevention					
6. To understand a range of ways illness and disease, e.g. <i>colds, chickenpox, head lice</i> , might be spread and how they are able to reduce this.					
Section F - Processing the Learning					
7. To understand what I have learned and be able to share it with others.					