

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 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.
- about menstrual wellbeing including the key facts about the menstrual cycle.

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 young people. 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 PSHE. 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 complemented by the Unit RS6 which focuses on sexual intercourse and responsibilities of parents/carers. 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

This unit of work is intended for use with children in Year 5. It focuses on basic anatomy, reinforcing the physical differences between female and male bodies and introduces names and functions of internal organs, building on the work carried out in Unit RS3. It examines the changes that happen to people's bodies at various stages in their lives, especially at puberty. It includes learning about menstrual wellbeing. The children will learn about the benefits of carrying out regular hygiene routines, including how good hygiene is important for preventing the spread of viruses and bacteria. They will examine their own personal hygiene practices and consider new personal hygiene routines relevant to puberty. They will examine the ways in which they will have new responsibilities for their personal hygiene in the future. The main themes of this unit are 'body knowledge', 'body functions', 'body awareness/image', 'personal hygiene' and 'prevention of illness and disease'.

Learning Expectations

At the end of this unit most pupils will:

- know and understand the appropriate scientific names for the external and internal sexual parts of the body, and be able to explain basic functions.
- understand the main changes that happen at puberty, know some ways to manage them, and how it affects people differently.
- have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others.
- understand the importance of washing regularly and of maintaining other hygiene routines during puberty.
- understand ways they can prevent the spread of some bacterial and viral diseases.

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

- know scientific names and basic functions of some of the external and internal sexual parts of the body.
- understand that some words for sexual parts are not appropriate to use in some circumstances.
- understand the main changes that happen at puberty and, with support, explain some ways to manage these, including hygiene routines.
- understand that people can feel hurt when others say unkind things about their appearance.
- understand simple actions to prevent the spread of common diseases.

Some pupils will have progressed further and will:

- be able to use scientific names for the external and internal sexual parts of the body appropriately and confidently and be able to explain basic functions.
- understand how to manage the changes that happen at puberty, including the need for hygiene routines, and how it affects people differently.
- reflect on their own body image and understand some ways to support a positive self-image for themselves and others.
- understand ways they can prevent the spread of common bacterial and viral diseases, and a variety of methods of transmission.

Notes for Staff

It is important to consider the needs of the children in your school/class and when this unit would best be delivered. 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 likely 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.' So this unit is targeted at Y5, as for the majority of pupils this will be 'before onset'. A review of puberty is included in RS6. For children who need information about puberty earlier see RS3, where puberty is first introduced as a concept. If children in Y3/4 need more detail as they are on the verge of puberty, sensitive arrangements may be made, alongside parents, to select elements of this unit to deliver to these younger children. All children need information about puberty before they experience it to reduce anxiety and build body confidence.

Teachers should also 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. Teachers may feel that children will more confidently explore concerns about managing puberty in smaller, single sex groups. If you decide to offer this opportunity, you should ensure that trans children may choose their preferred group and discuss further needs with them and their parents/carers. You should ensure that trans children feel equally included in this unit, alongside their cis peers. (For an explanation of the terminology see www.youtube.com/watch?v=mtYuUL3OdUY) There may also be some children whose families 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. In our units, 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](#), insert the YouTube video into another presentation tool e.g. *Powerpoint*) If you have video resources which you find accessible for your children and which deliver on your Learning Objectives, there is no reason to stop using them, as long as they meet the criteria for use of resources in your Relationships Education Policy.

High quality RSE has been referenced by a variety of organisations (NSPCC, Barnados, Women and Equalities Committee) as supporting children to recognise abusive relationships and speak up if they are being abused. The ability to confidently use scientific vocabulary to talk about sexual body parts with trusted adults is a protective factor. Throughout our RSE Units of Work and mirrored in the Personal Safety Units of Work, teachers are provided with multiple ways to increase understanding and confidence when using scientific vocabulary to describe sexual body parts. Teachers who would like to explore this concept further and build their own confidence in describing the benefits of using scientific vocabulary should refer to [6D Use of Appropriate Vocabulary in Primary RSE](#).

The Health Related Behaviour Survey (see Sources of Information and Support below) includes questions about how and from whom children access information about body changes.

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 ... 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](#)) 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 1.4 Use this activity to assess whether the children have a good grasp of the internal structure of both males and females. Assess whether they can use the scientific terminology for internal structures.

Activity 3.4 Use this activity to assess whether children understand names for parts of the body.

Activity 3.7 Use this activity to assess whether the children have understood the basics of puberty.

Activity 5.3 Use this exercise to assess whether the children are able to make positive statements about themselves and others, especially relating to body image.

Activity 6.2 Use this activity to assess children's understanding of the impact puberty will have on their personal hygiene routines.

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/carers who are concerned about RSE.

The school may plan to issue 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, bodies and relationships with their children. Your senior leaders or PSHE leader should support you with this. Your school might choose to circulate a leaflet to families which supports them with these conversations. Or publicise websites which enable families 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/

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 details of the content of the unit before beginning the work. In order to create a positive and supportive environment for RSE, and to reduce the likelihood of inappropriate disclosures, it is best practice to create ground rules with the class, in addition to the normal class rules. Refer to RSE Toolkit [6A Teaching Methodologies in RSE](#). You might choose to provide a 'question box' and encourage the children to write their concerns. Ensure that the children are aware that they can choose to write anonymously, but you can only answer questions to the whole class which appear in 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 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 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, sexuality etc 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 is the best starting point for dealing with such questions. There is guidance on this topic in the RSE Toolkit document [6B Answering Children's Questions relating to RSE](#) and [6A Teaching Methodologies for Effective RSE](#).

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

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 **PD Planning Tool**.

Additionally, on screen users can access directly any resource shown in red type by clicking on it:

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

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

Linked Units

RS 6 Relationships and Sex Education

FF 5/6 Family and Friends

PS 5/6 Personal Safety

MC 5/6 Managing Change

HL 5/6 Healthy Lifestyles

DC 5/6 Diversity and Communities



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2. To know terminology for sexual parts appropriate for use in different situations. (BS)

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3. To know and understand about the physical changes that take place at puberty and how to manage them. (CAB)
4. To understand that physical changes affect people in a variety of ways and at different rates. (CAB)

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5. To understand how the media, families and friends can influence attitudes to their bodies.

Section D – Personal Hygiene **14**

6. To know about aspects of personal hygiene relevant to puberty and the implications of these.

Section E – Illness/Disease Prevention **15**

7. To understand that safe routines can stop the spread of viruses and bacteria. (HP)

Section F – Processing the Learning **17**

8. To understand what I have learned and be able to share it with others.

Section A - Body Knowledge

Framework question/s	What are male and female sexual parts called and what are their functions? (BS)	
Learning Objective	1. To identify male and female sexual parts confidently and describe their functions (BS)	
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> • name confidently the sexual parts outside male and female bodies • name confidently the sexual parts inside male and female bodies. 	
Teaching Activities	Points to Note	
<p>1.1 Carry out the Draw and Write Exercise using Resource 1. Use this as a baseline assessment of children's awareness of body parts and select and fine-tune subsequent activities based on your findings. A</p>	<ul style="list-style-type: none"> • Use Resource 1 Draw the Difference and refer to Draw and Write in the TG Classroom Strategies. • All children need to be able to name the body parts of both males and females confidently. Ideally, this activity will take place in a mixed group. Refer to your Relationships Education policy for further guidance. Ensure that you are aware of children who, for religious or cultural reasons, might find discussion of bodies in mixed company uncomfortable. Refer to 8L Leading Discussions in RSE for further guidance. • If you feel the children in your class lack confidence in using scientific words to describe sexual parts, you should consider doing Activity 2.1 at this point. If the children are confident in naming the external parts of the body using scientific words, consider moving straight to activity 1.3. 	
<p>1.2 Explain to the children that you are going to discuss the sexual organs of males and females that are outside the body. In groups, provide the children with diagrams of male and female external sexual organs (Resource 2 Male External Parts, Resource 3 Female External Parts) and ask them to label the diagrams using words provided e.g. foreskin, testicles, vulva, vagina (You might use vocabulary given by the children in 1.1 alongside the scientific words to build their confidence.). As a class, discuss each of the organs and its functions. Begin a class dictionary or poster of body parts. Allocate each group a different body part and ask them to decide on a short definition for that part. Collect these together for future reference, perhaps using your IWB.</p>	<ul style="list-style-type: none"> • You might consider doing activity 2.1 before this one. • Encourage the children to use these words confidently and without embarrassment. Acknowledge the other names they use, but emphasise the scientific ones. Refer to 6D Use of Vocabulary in Primary RSE for further guidance and information. • Use Resource 2 Male External Parts and Resource 3 Female External Parts. • You may refer to NSPCC Pants Rule teaching materials to focus on personal safety issues closely linked to this activity. www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/ •  All staff have a responsibility to be aware of the warning signs and symptoms that a child may be at risk of female genital mutilation (FGM) and must report a concern. 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-genital-mutilation-fgm/ for more information. 	

Section A - Body Knowledge Continued

Framework question/s	What are male and female sexual parts called and what are their functions? (BS)	
Learning Objective	1. To identify male and female sexual parts confidently and describe their functions (BS)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> name confidently the sexual parts outside the bodies of males or females name sexual parts which are inside the bodies of males and females. 	
Teaching Activities		Points to Note
1.3	Ask the children to work in groups of 3-4 where they feel comfortable. Give each group large outlines of a side-on section of an adult male and female. (Use Resource 4 What are male internal parts? and Resource 5 What are female internal parts?) Ask them to draw on to their outline the sexual parts which they think are inside the body. Ask them to add labels where possible. As a class, gather a list of the names the children know and discuss each one. Add any parts which the children have missed out and explain their function and position.	<ul style="list-style-type: none"> It is essential that all children know about the bodies of both males and females. See 8L Leading Discussions on RSE for occasions where compromises about single sex groups might enable children, whose parents are concerned, to access the learning. You might prefer to carry out this task as a class using the IWB, asking volunteers to mark on the internal features. You might choose to separate learning about the male and female sexual organs and repeat activities 1.2 and 1.3 once for male and then again for female bodies. Use Resource 4 What are male internal parts? and Resource 5 What are female internal parts? The answers to this exercise can be found in 6D Use of Vocabulary in Primary RSE.
1.4	Consolidate children's understanding by providing an unlabelled diagram of internal sexual parts of males and females for each child and asking them to label the parts using the list. A	<ul style="list-style-type: none"> Use Resource 6 Male Internal Parts and Resource 7 Female Internal Parts. Refer to 6D Use of Vocabulary in Primary RSE for the answers and diagrams complete with labels.
1.5	Ask the children to work in small groups. Allocate each group an internal body part and ask them to write a short definition of this part. Collect these together and add them to the class body parts dictionary you began in activity 1.2.	<ul style="list-style-type: none"> Refer to 6D Use of Vocabulary in Primary RSE for a list of relevant vocabulary and straightforward definitions.

Section A - Body Knowledge Continued

Framework question/s	How can I talk about sexual body parts confidently and appropriately? (BS)	
Learning Objective	2. To know terminology for sexual parts appropriate for use in different situations (BS)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • understand which words for sexual parts are acceptable for use in the classroom • understand that some words for sexual parts are rude. 	
Teaching Activities		Points to Note
<p>2.1. Individually, ask the children to make two lists of words on a piece of paper. The first list should include any words they know for female sexual parts. The second list should give any words they know for male sexual parts. Emphasise that the words can be any words they know. (Reassure them that spelling doesn't matter and that you won't be marking their work.) Once they have made their lists, ask the children to:</p> <ul style="list-style-type: none"> • put a tick by any words they think a doctor might use (or scientific words) • put a line under words they think would be okay to use at school • put a cross by any words they think must not be used in school • ask them to circle words they could define. <p>Once they have annotated their lists, ask the children for any words which a doctor might use to describe male and female bodies and collect these together in a list on the board, consolidating children's understanding of the functions of each named part. Ask the children to throw away their lists, giving them the message that you have acknowledged the words they know for sexual parts and that only some of these are appropriate to use in the classroom. Explain that these are the words that you will be using. Keep the agreed class list to hand.</p>		<ul style="list-style-type: none"> • You might consider doing activity 2.1 at the very start of your unit of work to address any 'giggleness' the children might feel. Some children will include words you consider inappropriate or even rude. Emphasise that the purpose of the activity is to establish an acceptable list of words which everyone understands, to be used in class. Allow children some 'giggle' time. • Allow children who do not feel confident to say scientific words out loud to show you their written list. Acknowledge children who are confident to say the words aloud and remind all the children that we all need to be confident to say the words to trusted adults. •  Be sensitive to those children whose parents might regularly use sexual swear words in conversation. Avoid upsetting children by saying that their parents are wrong to do this, but do emphasise the language which is acceptable in school and that some people can be very upset and offended by the use of sexual swear words.
<p>2.2 You might also ask the children to think why you are not going to use the words they have crossed out. Whilst emphasising that they should not say any of the words they have crossed out, explain that sometimes people find certain words for sexual body parts rude and offensive. The parts themselves are not rude or dirty, but the words are sometimes called 'dirty' words. Explain that it is best to stick to the scientific or 'doctor' words when describing body parts, as these are not rude or dirty.</p>		<ul style="list-style-type: none"> • It is essential to reassure children that sexual parts are not 'dirty' and that they can talk to people they trust about them. This is a protective factor against sexual abuse and might prompt a child who is already at risk to ask for help. In adult sexual relationships, the ability to discuss body parts confidently assists people to ensure they have their partner's consent.
<p>2.3 Ask the children if they can explain what a 'taboo' subject is? Ask the children to talk to partner about the subjects which might be 'taboo'. Ensure that children understand that the things families find hard to talk about can vary, due to the different experiences of the people in the family. 'Taboos' will be different in different families. Read Mummy Never Told Me (if you have a copy). In small groups, ask the children to come up with reasons why adults don't talk to children about some of the suggested taboo subjects <i>e.g. they are embarrassed; they want to keep some things private; they think children are too young</i>. Explain that sometimes adults are embarrassed to use some of the scientific words for sexual parts or to explain about sex and babies. Ask the children for ideas of why this might be the case <i>e.g. they weren't taught them when they were young; they were told not to talk about them by their parents; they were told they are dirty words</i>. Emphasise to the children that the scientific words are not 'dirty' and that it is not wrong to talk about sexual parts, sex and babies. Do ensure that children understand that adults might prefer to talk about these topics in a relatively private place, rather than in the supermarket!</p>		<ul style="list-style-type: none"> • This might be a good opportunity to introduce the use a question box for queries relating to your RSE topic. See 6A Teaching Methodologies in RSE and 6B Answering Children's Questions about RSE for further guidance. •  Some children may have seen explicit and/or pornographic images online. They may have been unable to talk to a trusted adult about these, perhaps through embarrassment. Be prepared to talk to individuals or groups who raise questions about such images, and follow your Safeguarding Policy. See www.nspcc.org.uk for more information. Also see 6H Consent, Pornography, Sexting for the primary school contexts.

Section B: Body Functions and Changes

Framework question/s	What happens to different bodies at puberty? (CAB)
Learning Objective	3.To know and understand about the physical changes that take place at puberty and how to manage them (CAB)
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> describe some of the changes that will happen to male and females during puberty name some common misconceptions about puberty and know how to correct them.
Teaching Activities	
Points to Note	
<p>3.1 In pairs, ask the children to discuss all the ways that they have changed since they were babies. Ask the children to draw and write about these changes, organising their responses into different categories e.g. appearance, personality and what they can do now that they could not do before. As a class, make a list of changes from each category that we can do something about and those which we cannot control. Read Zagazoo and ask the children for their ideas of how all the different stages the Zagazoo went through relate to real life.</p>	<ul style="list-style-type: none"> Read Zagazoo. Alternatively, read Tadpole's Promise to support reflection on changes which we cannot avoid.
<p>3.2. In pairs, ask the children to make a definition of 'puberty'. Discuss the definitions as a class. Ask the pairs to discuss the changes that happen during puberty and make a list of their ideas e.g. <i>breasts begin to grow, hair gets greasy, sperm starts to be produced</i>. Ask pairs of children to compare their lists and spot the differences, adding to their own lists. As a class explore the BBC Science Tool and ask the pairs to add further to their lists.</p> <p>Give the children outlines of the male and female body. Use the Resource 8 Male and Female Bodies Entering Puberty. In groups, ask the children to put arrows to all the places where changes at puberty take place for females and males. Ask the groups to share their responses with the rest of the class and add to the original list of changes. You might prefer to do this collectively on the IWB.</p>	<ul style="list-style-type: none"> Use Resource 8 Male and Female Bodies Entering Puberty. Refer to www.bbc.co.uk/science/humanbody/body/interactives/lifecycle/teenagers/ for animations of puberty taking effect. Refer to www.nhs.uk/live-well/sexual-health/stages-of-puberty-what-happens-to-boys-and-girls/#First for a summary of changes for males and females. All children need to know about both male and female puberty. Ideally the children would select their own partner and explore the puberty of both males and females. You may need to make compromises for those children who are uncomfortable discussing puberty in mixed company and make suitable adjustments. See 8L Leading Discussions on RSE for further guidance.
<p>3.3 Provide each group with a set of cards with statements describing the physical differences which occur in puberty. Use Resource 9 Before During and After Puberty. Ask the children to decide whether the statement is true for a child, someone going through puberty or an adult. As a class, talk through the physical development statements and ensure that the children can identify the progression and different stages of development. Ensure that children are aware of the changes that are associated with puberty. Watch the Ask Lara Film Bad Hair Day to explore feelings about body changes during puberty.</p>	<ul style="list-style-type: none"> Refer to Resource 9 Before, During and After Puberty When discussing puberty, use positive terms such as 'managing puberty' rather than 'coping with puberty'. Use What's Happening to Me? (boys' and girls' versions) for teacher information about changes at puberty. Young people often reflect that they did not learn enough about wet dreams, vaginal discharge and pubic hair during preliminary lessons on puberty. You may wish to check that your children feel they know enough about these. Ask Lara - Bad Hair Day www.bbc.co.uk/programmes/p07v1bd4

Section B: Body Functions and Changes Continued

Framework question/s	What happens to different bodies at puberty? (CAB)	
Learning Objective	3.To know and understand about the physical changes that take place at puberty and how to manage them (CAB)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> describe some of the changes that will happen to male and females during puberty name some common misconceptions about puberty and know how to correct them. 	
Teaching Activities		Points to Note
3.4	Give each child a copy of Female Through Puberty and Male Through Puberty and ask them to label as many features of the body before, during and after puberty as they can. A	<ul style="list-style-type: none"> Refer to Resource 11 Female Through Puberty and Resource 12 Male Through Puberty.
3.5	Give small groups of 3-4 children cards cut up from Puberty – Boys, Girls or Both . Ask the children in groups, to organise the statements under the headings of 'It only happens to boys' 'It only happens to girls' 'It happens to both boys and girls.' Invite the groups to visit another group and compare their sorted cards and discuss any differences. Discuss each of the changes with the whole class.	<ul style="list-style-type: none"> Refer to www.childline.org.uk/Explore/puberty/Pages/Puberty.aspx for suggestions on inclusions here. Alternatively use What's Happening to Me? (girls) and What's Happening to me? (boys) as a reference. See Resource 13 Puberty - girls, boys or both?
3.6	<p>Explain to the children that you are going to focus on a big change which happens for females at puberty. Ask the children to talk to a partner and write down any phrases they have heard which refer to periods. Gather some of the phrases and explain that some of the ways people talk about periods are very negative and that this can increase worry about them. Explain that everyone, including males, need to know about periods and how to be positive and sensitive about them. Learn more about the menstrual cycle by working through Periods - what are they anyway? from Betty for Schools as a class. (Or more swiftly, using the alternative video link.) Ensure that all the children understand that periods are normal, they are sign a body is healthy and half of all people have them.</p> <p>Ask the children for ideas of what it might feel like to have a period and collect ideas on the board. Ensure that you highlight responses that it might be a bit painful for a day or two when the bleeding is heaviest or that people might feel more emotional just before their period. Ask the children to make a list of things menstruators might do to help them manage their period <i>e.g a hot bath or hot water bottle to ease cramps, gentle exercise, talking to someone if they feel down</i>. Ensure that the children know that if pain or heightened emotions make it difficult to carry on with everyday tasks the menstruator might need to see their doctor.</p> <p>Ask the children to give an example one new thing they have learned about periods.</p>	<ul style="list-style-type: none"> In this lesson, and more widely if you can, refer to 'people who have periods' or 'menstruators'. Not all 'girls/women' have periods and trans men may have periods. The term 'menstruators' is more inclusive. Use the Betty for Schools lesson about periods to ensure all children have the facts they need about periods. bettyforschools.co.uk/resources/8-11-year-olds An alternative video explaining menstruation can be found here www.youtube.com/watch?v=vXrQ_FhZmos Part of this lesson reflects the need to teach about menstrual wellbeing. For more information on positive message about periods visit periodpositive.wordpress.com/
3.7	Use Puberty Myths for statements about puberty which may be true/false. Ask the children to respond with thumbs up/down, or by moving to one side of the room if they feel the statements are true or false. Discuss the truth of each situation and ask the children for other statements they think might be true or false. Ensure that any myths surrounding puberty are dispelled. As a plenary, ask the children to complete the sentence stem <i>Something new I have learnt about puberty is...A</i>	<ul style="list-style-type: none"> Refer to www.childline.org.uk/Explore/puberty/Pages/Puberty.aspx for suggestions on inclusions here. Alternatively use What's Happening to Me? (girls) and What's Happening to me? (boys) as a reference. See Resource 10 Puberty Myths.

Section B: Body Functions and Changes Continued

Framework question/s	What happens to different bodies at puberty? (CAB)
Learning Objective	3. To know and understand about the physical changes that take place at puberty and how to manage them (CAB)
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> describe some of the changes that will happen to male and females during puberty name some common misconceptions about puberty and know how to correct them.
Teaching Activities	Points to Note
<p>3.8 Gather together a selection of different types of menstrual products to show the children, include tampons, pads and recyclable products such as menstrual cups and period pants. Ask the children to sort the products into a Venn diagram where the sets are 'internal', 'external', 'disposable' and 'reusable'. Ask the groups to examine the products and discuss their purpose and effectiveness by giving the groups topics to discuss such as 'The advantages and disadvantages of the different ones', 'Absorbency', 'How best to carry them around'. Reinforce correct information and dispel myths about periods. Ask the groups to recommend a product for menstruators at different ages or doing different activities e.g going swimming, camping, shopping, dancing. Ensure that the children are aware of the school's facilities for accessing menstrual products and helping menstruators to manage their periods in school.</p>	<ul style="list-style-type: none"> Visit www.citytosea.org.uk/campaign/plastic-free-periods/rethink-periods/ for more information about sustainable menstrual products. If you arrange for the school nurse to give a talk and answer children's questions, ensure outside visitors are familiar with the school's Relationships Education policy. Refer to 6C Working with Visitors in RSE. Be aware that children often gain the wrong impression of the speed at which a tampon increases in size if it is placed directly in a glass of water as a demonstration. Instead, drip water on to it. An average amount of blood to be lost by an adult female is 60ml, about 4 spoonfuls. The government now runs a scheme to provide period products free of charge for all learners who need them in their place of education, to ensure education is not disrupted. Visit www.gov.uk/government/publications/period-products-in-schools-and-colleges for details of how to set up an account for your school.
<p>3.9 Whilst being aware of children in the class who do not belong to particular faith, ask children for examples of ways people of different religions mark the change from childhood to adulthood at puberty. You might choose examples such as the Hindu Upanayana ceremony for some boys and the Ritusuddhi ceremony for girls, in Islam young people become responsible (Mukallaf) at puberty and are obliged to pray five times a day, in Judaism the Bar Mitzvah ceremony for boys and the Bat Mitzvah ceremony for girls and in Sikhism boys may celebrate the Dastar Bandhi or turban tying ceremony. Share examples of relevance to the members of your class. As a class, ask the children to pick out the main themes of these ceremonies e.g. <i>greater responsibility, greater understanding, greater expectations to behave in adult way</i>. Ask the children to devise a ceremony which they would like to participate in to mark the progression from childhood to adulthood.</p>	<ul style="list-style-type: none"> In some cultures FGM is practiced as girls reach puberty. FGM is not a religious practice, but a cultural one and it is illegal in the UK. All staff have a responsibility to be aware of the warning signs that a girl may be at risk of FGM and must report a concern that a girl is at risk. The summer between primary and secondary school is key time in some cultures when FGM might be carried out.

Section B: Body Functions and Changes Continued

Framework question/s	What happens to different bodies at puberty? (CAB)	
Learning Objective	4. To understand that physical changes affect people in a variety of ways and at different rates (CAB)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • give a reason for people starting puberty at different times • explain some worries that different people might have about puberty • explain some coping strategies for people who have worries about puberty. 	
Teaching Activities		Points to Note
4.1	<p>Read Hair in Funny Places. As a class, make a list of all the physical changes that happened to the two parents, caused by Mr and Mrs Hormone. Ask the children to reflect on the female character's concern that she was not developing at the same rate as her friends. Explain how hormones are activated at different times for different people and that this is the reason why changes at puberty occur at different rates in both males and females. Refer to the Robert Winston clip to ensure that children understand the role of hormones.</p>	<ul style="list-style-type: none"> • Refer to Hair in Funny Places. • Refer to this Robert Winston clip regarding hormones and puberty. • Be aware that some children may be worried about beginning puberty because they don't want it to happen at all. This may be due to fears around FGM or perhaps gender identity questions. • Alternatively Ask Lara - Having Words explores the effects of hormones in cartoon format.
4.2	<p>Discuss with the children possible worries and concerns about starting puberty, including children worried about not growing up as quickly as their peers. In pairs, ask the children to make a list of some of these concerns. Ask each pair to choose one worry and write a letter from an imaginary child of their own age, who is experiencing this concern and needs some help. Ask the pairs of children to swap letters and to write a letter back giving advice and comfort and dispelling any misconceptions the imaginary person may have. Discuss the worries and replies with the children. Alternatively, you may want to present the children with a problem scenario that they can reply to, e.g. <i>Gareth is worried that he is developing slowly, because recently his two best friends have become much taller and bigger than him. Their voices have also changed and they are now much deeper. Gareth feels embarrassed because he has a high voice and he thinks he should look stronger, like his two friends.</i></p>	<ul style="list-style-type: none"> • Ensure letters are appropriate in content and language and that the children are aware of how they can get help and support if they have any concerns or worries e.g. parent/carer, friend, teacher, school nurse. • It may be helpful to remind children of their Network of Support, which was developed in Unit BB 5/6 Beginning and Belonging. •  Be aware that some children's worries about puberty and their own rate of growth might be exacerbated by comments from adults, including their parents/carers. Consider discussing a response the children can use to respond to such negative comments e.g. <i>We all change at different rates you know.</i>
4.3	<p>Explain to the children that you are going to look at the worries some people might have about periods in particular. Explore Keira's Story from Betty for Schools. This film gives the children options at key points in the story, which they may select. Small groups may explore the story on multiple devices, if you have them. You may also watch Ask Lara – Oh No its Here for another perspective on a first period. Ask the children to discuss some common worries that people might have about periods and how to manage them.</p>	<ul style="list-style-type: none"> • From Betty for Schools, refer to Keira's Story. • Refer to Ask Lara – Oh No it's Here. • For children with special needs refer to Susan's Growing Up from www.booksbeyondwords.co.uk
4.4	<p>Explain to the children that you are going to explore an element of male puberty that some people might worry about. Ensure that the children understand the term 'erection'. Explain that it is when the penis fills with blood and becomes hard. Ask pairs of children if they have heard the term 'wet dream'. Ask pairs to have ago at explaining what one is. Collect some ideas and ensure that the correct answer is understood. It is sperm coming out of the penis at an unexpected time – sometimes when a male is asleep. Both erections and wet dreams are one way the male body gets ready for being an adult. Watch the Ask Lara - Sticky Situation film. Ask the children to discuss reasons why Gabriel felt awkward about his wet dream. What advice would they give him next time?</p>	<ul style="list-style-type: none"> • Refer to Ask Lara - Sticky Situation.

Section C - Body Awareness and Body Image

Framework question/s	What might influence my view of my body?	
Learning Objective	5. To understand how the media, families and friends can influence attitudes to their bodies	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • explain some possible effects of focusing on appearance in the media and social media • understand that the media drives fashion for profit • understand that some people's choices about clothes are influenced by their friends and the media. 	
Teaching Activities		Points to Note
<p>5.1. Ask the children what they think would happen in the rest of the school if their whole class decided to start a new fashion, e.g. wearing different coloured socks or turning up the bottom of their trousers, turning their collars up. Consider whether other younger children would follow the fashion and why.</p> <p>Discuss the idea of fashions. Ask the children</p> <ul style="list-style-type: none"> • who begins fashions and trends <i>e.g. shops and fashion designers, celebrities,</i> • who promotes them <i>e.g. newspapers, TV, magazines, vloggers</i> • who follows them. <p>Brainstorm ideas of why people want to follow fashions and how it makes them feel to be fashionable, <i>e.g. they like having new clothes, they want to be noticed, they want to be like their friends, it makes them feel grown up.</i> Ask the children to talk in pairs about what can go wrong when people focus on fashion, brands and appearance and share ideas together, <i>e.g. some people don't have money to buy lots of new things, some people like to wear different things, people are sometimes rude about the things that other people wear, people think they have the right to comment on other people's appearance.</i> Complete the activity with the message that the clothes we wear are not the whole of who we are. We might choose certain clothes to show a little of our personalities and interests, but whatever we wear or however we look, the most important thing is what we are like on the inside. Ask the children to explore the phrase 'Don't judge a book by its cover' or 'Don't judge by appearances'. They may illustrate the phrase, make a poster, create a story which shows that it's what's on the inside that counts.</p>		<ul style="list-style-type: none"> •  You should be sensitive to those children in the class for whom negative pressure to follow fashion and unattainable desire to look fashionable are an issue. You might choose to point out that the fashion and cosmetics industries make their money from selling clothes and products – so it is in their interests to make people want to buy them, by increasing the desire to look a particular way. Often advertisers use fear or 'fear of missing out' to create a demand for a product. • Refer to Unit BI5/6 Body Image. • Search for images related to the phrase 'Don't judge a book by its cover' which prompt children to challenge stereotypes about appearance.
<p>5.2 Explain that, as a class, you are going to think about the concept of body image. Describe body image as the way we see our bodies and the way we think other people see our bodies. Ask the children to write a question they have about body image down on a piece of paper. Collect the questions. Watch The Big Talk – Body Image What is Perfect? Which of their questions were answered in the programme? Discuss the children's ideas for some principles to support positive body image. As a class, make a poster collecting the ideas. Emphasise that we should all try to be positive and say kind things to each other about our personal qualities, resilience, cheerfulness, kindness etc rather than focusing on appearance.</p>		<ul style="list-style-type: none"> • Body Image What is Perfect? Ensure that you watch the programme yourself before showing it to the class. • Refer to Unit BI 5/6 Body Image for further activities. • Be aware that children may have negative body images, reinforced by friends and family members. These can be damaging to self-esteem and may have connections with the development of eating disorders. Visit www.b-eat.co.uk for more information.

Section C - Body Awareness and Body Image Continued

Framework question/s	What might influence my view of my body?	
Learning Objective	5. To understand how the media, families and friends can influence attitudes to their bodies	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • explain some possible effects of focusing on appearance in the media and social media • understand that the media drives fashion for profit • understand that some people's choices about clothes are influenced by their friends and the media. 	
Teaching Activities		Points to Note
<p>5.3 Set up an Agree/Disagree line and ask the children to show 'where they stand' on the statement 'People are more likely to comment on other people's appearance online than face to face'. 'Some people just post pictures because they want people to say they look nice.' 'Photos show people how they want to be seen, not how they normally look.' Gather some views from different places in the line about whether these are true and why. In small groups, ask the children to come up with responses to posts of photographs which do not focus on appearance. 'It looks like you had a great time.' 'You all look so happy.' 'Great that you got to spend time together.' A</p>		<ul style="list-style-type: none"> • Use an internet search engine to find images which children might share with friends on social media <i>e.g. family outings, friends going out together, sports events etc.</i> • Refer to TG Classroom Strategies for further information about Continuums. • Take the opportunity to remind children of ways to share images safely. • For further guidance in teaching about Body Image refer to www.pshe-association.org.uk/curriculum-and-resources/resources/key-standards-teaching-about-body-image

Section D Personal Hygiene

Framework question/s	How can I keep my growing and changing body clean? (HP)	
Learning Objective	6. To know about aspects of personal hygiene relevant to puberty and the implications of these (HP)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • name personal hygiene products relevant to puberty • name parts of the body which need to be washed regularly during puberty. 	
Teaching Activities		Points to Note
6.1	In groups ask the children to look at a range of items that have something to do with hygiene e.g. <i>detergents, razor, toothbrush, spot cream, menstrual products, shampoo</i> . Ask the children to discuss what you have given them and record their opinions under the following headings: What is it? What is it used for? Is it for male or female use or both? Is it for children or adults or both? Is it important to use or not? As a class discuss each item and gather feedback from each group.	<ul style="list-style-type: none"> • Refer to What's Happening to Me? (boys and girls) for details about the physical changes at puberty which have an impact on personal hygiene. • Use Resource 8 Male and Female Bodies Entering Puberty. • If you use a razor ensure it has no blade, a safety cover or use an electric razor.
6.2	Give each child a front-on outline image of a boy and girl. Use Resource 8 Male and Female Bodies Entering Puberty . Ask the children to think about people who are going through puberty. Ask them to shade in the areas that need to be washed every day in one colour and those parts which need to be washed less frequently in another colour. When the children have completed their shading, ask them to compare their ideas, first with a partner and then with a group. Ask the children to look for similarities and differences between their ideas. Feedback their ideas asking for those things each group agreed on and those areas where there were differences. Explain that during puberty certain places need washing more frequently e.g. underarms, genitals, feet. This is due to sweat glands producing more sweat in these areas. Watch the Ask Lara film Oh No BO Ensure that children know about deodorants and antiperspirants and explain the difference. A	<ul style="list-style-type: none"> • Use Resource 8 Male and Female Bodies Entering Puberty. • Antiperspirants use aluminium salts to reduce the flow of sweat from your sweat glands. Deodorants kill the bacteria on your skin, which reduces the 'body odour' smell. • Ask Lara - Oh No BO.
6.3	Explain to children why spots are more likely to occur during puberty. Ask the children for ideas about how they can prevent spots. Ensure that ideas such as eat a healthy diet and wash regularly are included in their ideas. Watch the Ask Lara film A Spot of Bother . Ask each child to design an information card or poster aimed at people who have started puberty explaining how to cope with and prevent spots and how people can support their friends.	<ul style="list-style-type: none"> • Refer to What's Happening to Me (Boys and Girls). • Ask Lara - A Spot of Bother.

Section E - Illness/Disease Prevention

Framework question/s	How can I reduce the spread of a wider range of viruses and bacteria? (HP)	
Learning Objective	7. To understand that safe routines can stop the spread of viruses and bacteria (HP)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • name some infectious/contagious diseases • name ways in which illnesses can be spread • explain how I can reduce the spread of common diseases. 	
Teaching Activities		Points to Note
7.1	In Circle Time, ask the children to complete the sentence stem <i>An illness I had was...</i> Create a list. Discuss with the children which of the illnesses mentioned are the common ones and which can be spread from one person to another.	<ul style="list-style-type: none"> •  Ensure that you are sensitive to those children who suffer from or whose family members suffer from any of the diseases or illnesses you discuss, including those who have chronic or mental health conditions. Refer to the NHS website www.nhs.uk/conditions for further information. • For information about Circle Time see TG Circle Time.
7.2	Brainstorm a list of illnesses that people of all ages might have. Check for omissions and ensure you have a range of illnesses spread in a variety of ways. Check the children know the meaning of the terms infectious and contagious. Ask the children in groups to separate these illnesses into infectious/contagious and non-infectious/non-contagious diseases. As a class, collect the children's ideas.	<ul style="list-style-type: none"> • Illnesses on your list might include HIV, Covid19, depression, cancer, heart disease, 'flu, asthma, chickenpox. • Infectious – a disease which can be spread by air or water. • Contagious - a disease which might be spread by close contact. •  As this activity uses the brainstorming technique, see TG Discussion Strategies, the children may offer unexpected suggestions and ask questions that you are unable to answer immediately. Be prepared to research into this and/or seek further guidance.
7.3	In groups ask the children to make a list of all the ways in which illnesses can be spread e.g. droplets (coughs and sneezes), blood and other body fluids e.g. 'spit', flies and insects, animals, touch, through infected water and food. Ask the children if they can come up with explanations for the following terms: 'germ', 'virus', 'bacteria'. Collect ideas and correct any misunderstandings.	<ul style="list-style-type: none"> • Germ - a micro-organism, especially one which causes disease • Bacteria - a unicellular microorganism which has cell walls, some can cause disease, some are beneficial • Virus - a molecule in a protein coat, smaller than a bacteria, able to multiply only within the living cells of a person, animal or plant

Section E - Illness/Disease Prevention Continued

Framework question/s	How can I reduce the spread of a wider range of viruses and bacteria? (HP)	
Learning Objective	7. To understand that safe routines can stop the spread of viruses and bacteria (HP)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • name some infectious/contagious diseases • name ways in which illnesses can be spread • explain how I can reduce the spread of common diseases. 	
Teaching Activities		Points to Note
<p>7.4. In groups, ask the children to make a lists of ways in which they can stop infections from spreading <i>e.g. washing hands, covering mouth, wearing a mask, staying in bed, not sharing toothbrushes, covering cuts and grazes, practising good food hygiene</i>. Ask groups to join together to compare their lists and identify similarities and differences. Assure the children that the body has its own defence system designed to fight infections and can be helped in a number of ways <i>e.g. eating a healthy diet, medicine, vaccinations</i>.</p>		<ul style="list-style-type: none"> • Refer to www.gov.uk and search for the latest material form the Catch It, Bin It, Kill It campaign. • Some children might recall the Covid19 pandemic. Be sensitive to those children who have been affected by this. • See DE5/6 Drug Education for further learning about vaccination and immunisations.
<p>7.5. Explain that some diseases are spread by blood. Set a familiar context for the prevention of transmitting blood borne disease by discussing the use of plastic gloves during first aid and sending players off the sports field if they have a blood injury. Give HIV and malaria as examples of blood borne illnesses. Ask the children to think of one thing they think they know about malaria and one thing they think they know about HIV. Gather some ideas and correct any misunderstandings. Watch the film Melissa's Story. Ensure that the children understand that some people are prejudiced against people who have conditions like HIV and discuss how these prejudices are damaging and unfair. Read Home Now to encourage some insight into the effects of HIV/AIDS across the world.</p>		<ul style="list-style-type: none"> • Many children will already have awareness of HIV and you may find misunderstandings and prejudiced attitudes. Refer to www.nat.org.uk/teachers-resources further information and support. • Watch the video Melissa's Story. • Refer to Home Now. • Children may mention the use of condoms as a method of preventing the transmission of disease. It is important to acknowledge that they are correct and follow up with individuals if appropriate. You should refer to your school's Relationships Education policy and the activity introducing the idea of contraception in Unit RS6 Relationships and Sex Education.

Section F - Processing the Learning

Framework question/s	What have I learned?	
Learning Objective	8. 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"> • identify a possible worry about puberty • identify one thing I have learned more about. 	
Teaching Activities	Points to Note	
<p>8.1 In Circle Time, remind the children of the areas of learning you have covered in this unit. Read out the children's questions from the framework to jog their memories. Ask each child to say one thing they knew about already, one thing they have learned more about during the unit and one thing they still need to know more about. Finally ask the children to think about the children in the year group below who will do this piece of work next year. Ask each child to complete the sentence ' Don't worry about, because....' Collect these sentences on the IWB or a poster.</p>	<ul style="list-style-type: none"> • The collected sentences might be held for next year's children and shared with them when they come to do the unit. They may also be used in communication with parents or governors about children's experience of this unit. • Complete the Self Assessment sheet for this unit if appropriate. Ask your PSHE leader for access to this through the online platform. • For information about Circle Time see the TG Circle Time. • 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 RSE policy. You may refer to [7A Checklist for Selecting Resources](#), part of the RSE Toolkit.

The following resources are included in the RS5 Resource Pack linked to this unit:

1. **Draw the Difference**
2. **Male External Parts**
3. **Female External Parts**
4. **What are male internal parts?**
5. **What are female internal parts?**
6. **Male Internal Parts**
7. **Female Internal Parts**
8. **Male and Female Bodies Entering Puberty**
9. **Before, during and after puberty**
10. **Puberty Myths**
11. **Female through Puberty**
12. **Male through Puberty**
13. **Puberty - girls, boys or both?**

These resources are directly referenced within this unit:

Mummy Never Told Me Babette Cole

Zagazoo Quentin Blake

Tadpole's Promise Jeanne Willis, Tony Ross

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

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

Hair in Funny Places Babette Cole

Changes Anthony Browne

Home Now Lesley Beake

Betty for Schools www.bettyforschools.co.uk/

Resources for building positive and confident attitudes towards periods and puberty.

City to Sea www.citytosea.org.uk/campaign/plastic-free-periods/rethink-periods/

Resources to developing a understanding of positive approaches to periods and sustainable choices around period products.

NHS www.nhs.uk/conditions

NHS website for up-to-date information about conditions and processes such as puberty.

Beat www.b-eat.co.uk

Information and support for people with eating disorders and their families.

Ask Brook www.brook.org.uk

BBC Ask Lara Series www.bbc.co.uk/programmes/b01j18r6/clips

Animated drama for nine to 13-year-olds following the journey of Lara and her friends on the rocky road to puberty.

BBC Teach RSE The Big Talk Series www.bbc.co.uk/teach/class-clips-video/pshe-ks2-the-big-talk/zn8f7nb

Children from across the UK pose anonymous questions provided by their peers around relationship and sex education to a number of trusted adults.

National AIDS Trust www.nat.org.uk/teachers-resources

Support for teachers in delivering lessons on HIV/AIDS including World Aids Day.

These may also support work on this unit:

DfE Statutory Guidance

The Equality Act 2010 and Schools: Departmental Advice

Let's Talk about where Babies Come From Robie H. Harris

Sources of Information and Support

Cambridgeshire RSE Toolkit

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

Health Related Behaviour Survey

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

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

Sex Education Forum www.sexeducationforum.org.uk

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

ChildLine www.childline.org.uk

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

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

Speak Out Stay Safe is a session provided free of charge to all primary schools in the UK. It gives Year 5 and 6 pupils:

- 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.

They deliver an assembly followed by an interactive workshop.

Links to Support Parents

www.fpa.org.uk/help-mums-dads-and-carers

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

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

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

Programmes to support and enhance Drug and Health Education in primary schools. This work is predominantly delivered through a visit from the LEC classroom with trained educators.

Cambridgeshire and Peterborough – contact Cambridgeshire PSHE Service – 01480 376256

NHS Website www.nhs.uk/conditions

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

Stonewall www.stonewall.org.uk

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

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

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

Cambridgeshire Primary Personal Development Programme

Healthy and Safer Lifestyles • RS 5 Sex and Relationships

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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. You may feel that 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.

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

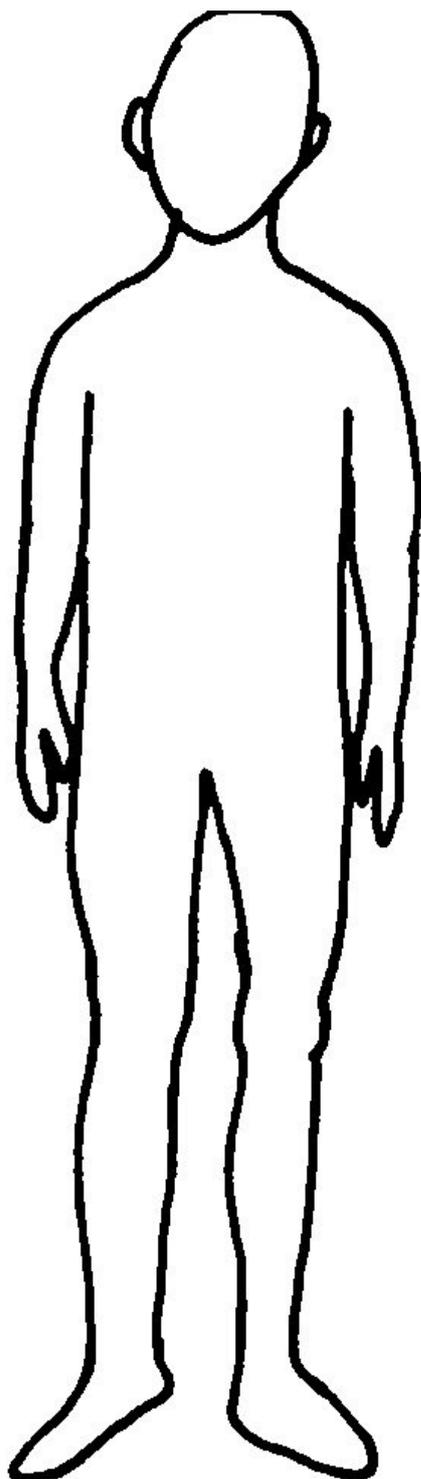
Review your class' response sheets by recording the vocabulary the children have used in different categories. Refer to the Primary PSHE Scheme of Work for ideas on how to plan the curriculum to develop your children's knowledge and understanding.

Pupil Response Sheet 'Draw the Difference' KS2

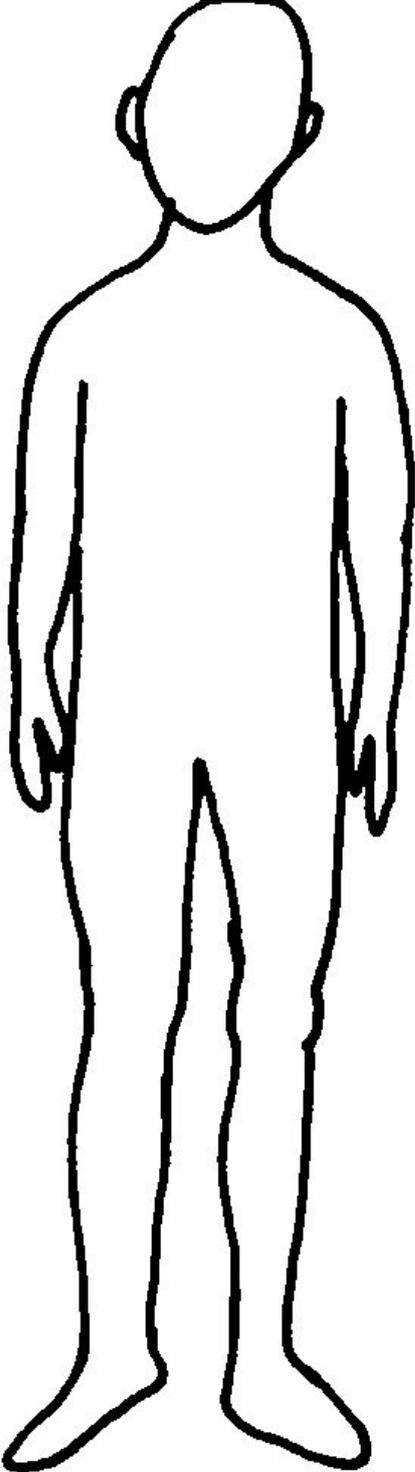
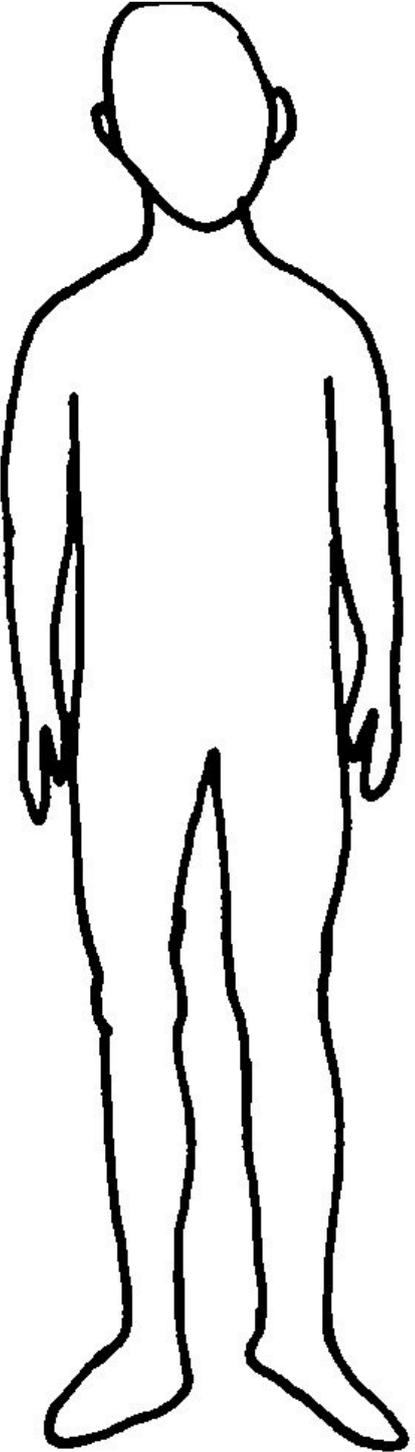
Are you a boy or a girl? Boy/Girl/prefer not to say Which year are you in? _____

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

<p>Bert is now 15. Draw and write about how his body has changed and what might be happening to his body.</p>	<p>Betty is now 15. Draw and write about how her body has changed and what might be happening to her body.</p>
	

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Healthy and Safer Lifestyles • RS 5 Relationships and Sex Education

Reviewing Children's Responses to 'Draw the Difference' at KS2

The 'Draw the Difference' activity will provide a wide range of information about the level of knowledge your children have about male and female bodies and the changes which occur at puberty. A formal review of their responses will allow you to gain a clear picture of the areas which need to be covered in your SRE lessons.

Look at each sheet in turn and enter the vocabulary used in the relevant category. Use the drawings to confirm your understanding of the words used. Record each word/phrase just once. You may wish to keep a tally of the number of occurrences of each word/phrase. Eg.

General body parts	Gender specific body parts (Slang)	Gender specific body parts (scientific)	Changes at puberty
Arm 6 Leg 12	Fanny 13 Boob 7	Vagina 11 Breast 16	Periods start 12 Breasts get bigger 8

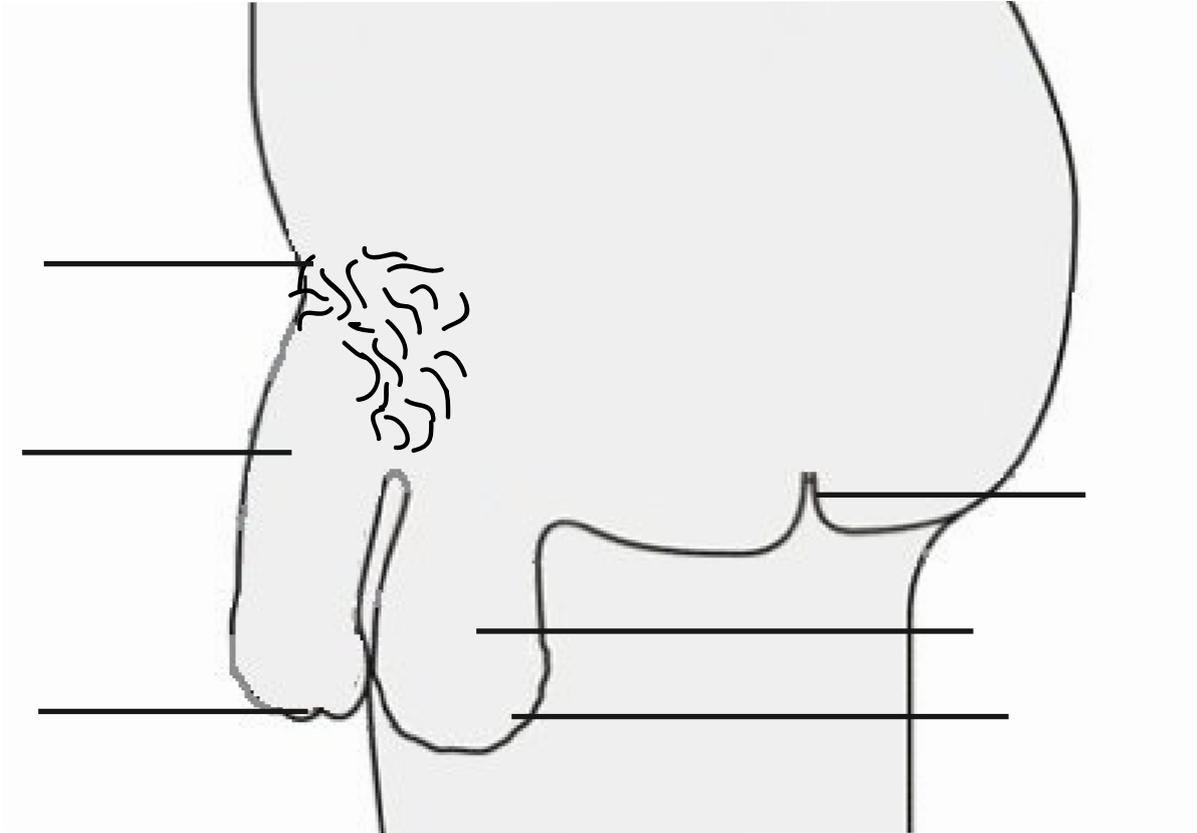
Bert

General body parts	Gender specific body parts (Slang)	Gender specific body parts (scientific)	Changes at puberty

Betty

General body parts	Gender specific body parts (Slang)	Gender specific body parts (scientific)	Changes at puberty

Resource 2 - Male External Parts

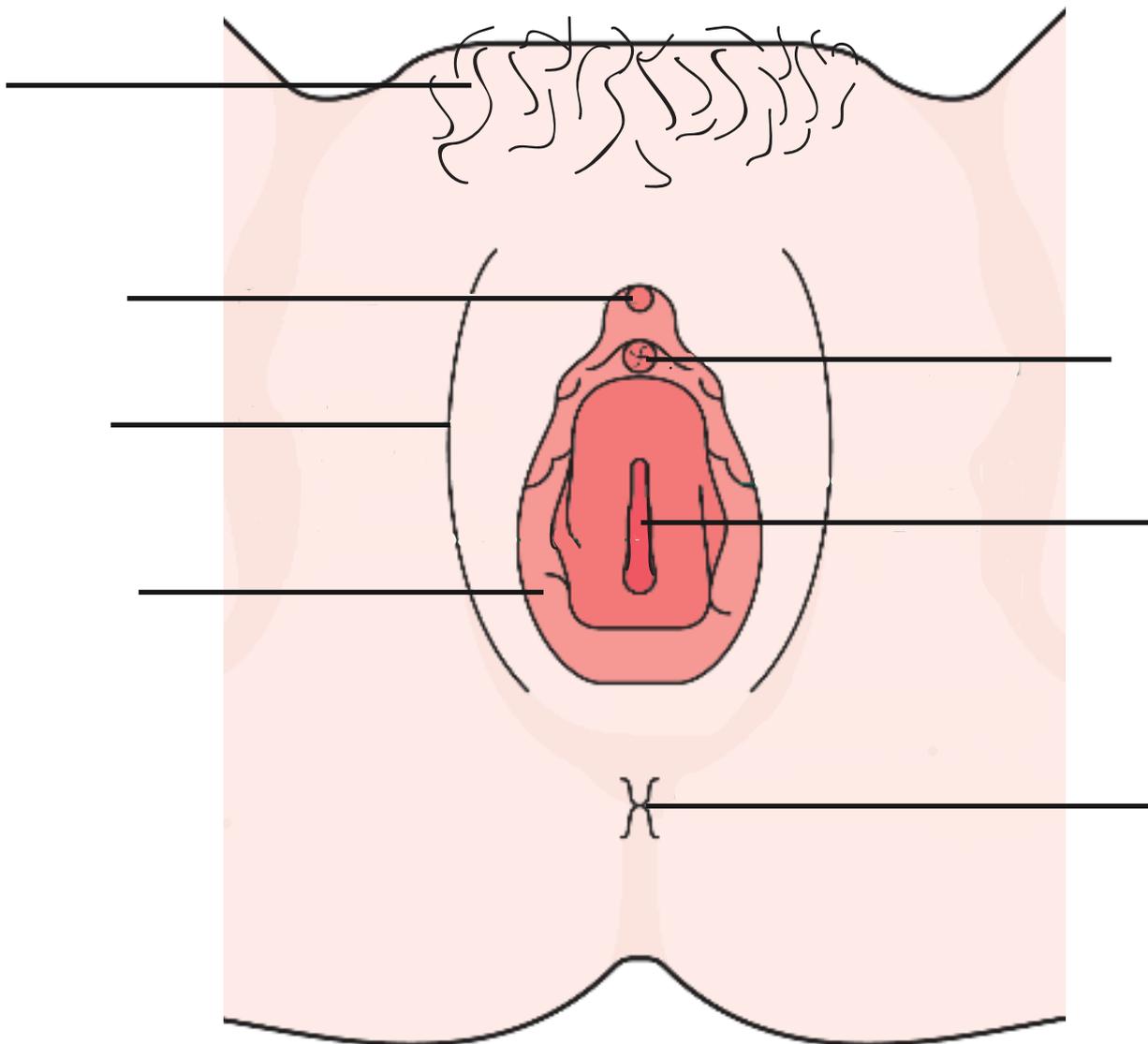


penis	anus
testicle	pubic hair
scrotum	opening to the urethra

Image courtesy of www.macmillan.org.uk

Resource 3 - Female External Parts

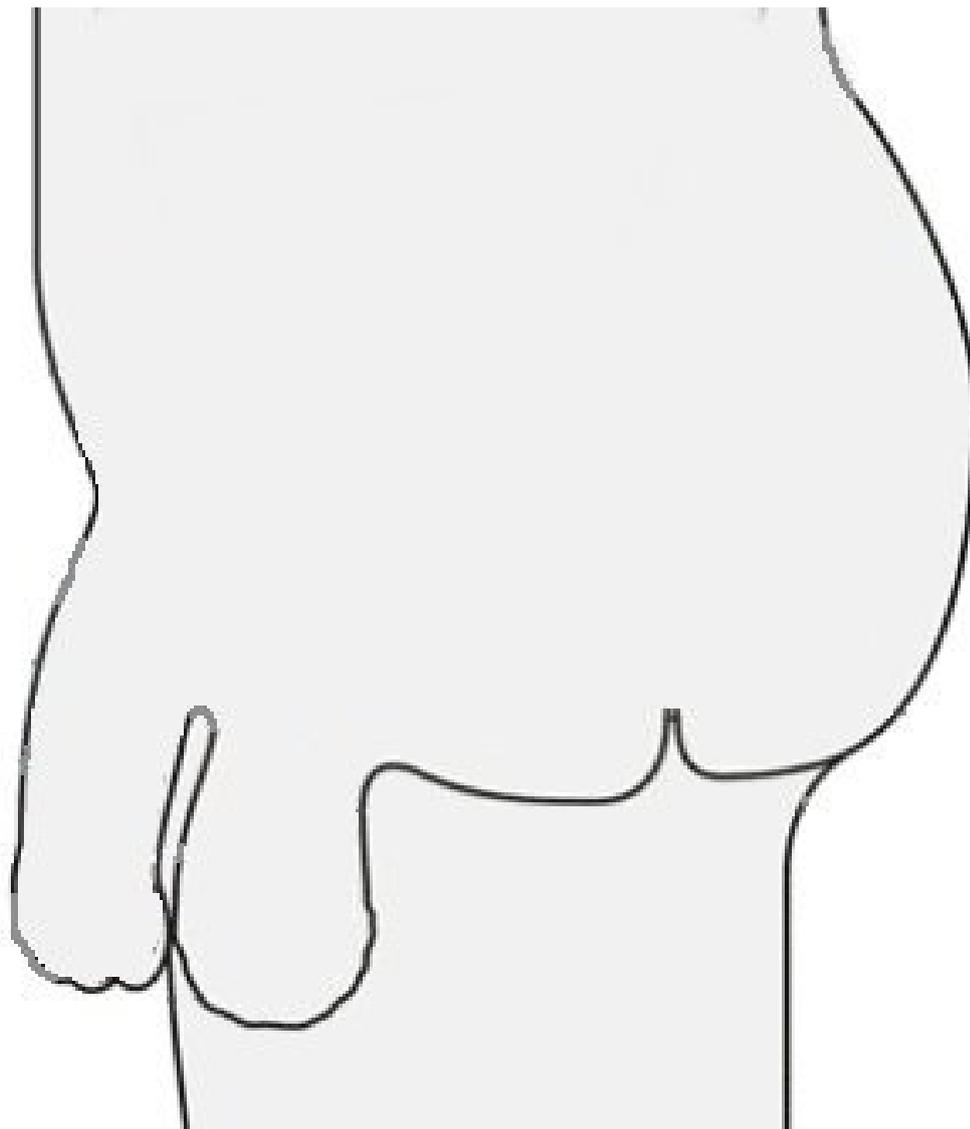
The whole area is called the _____



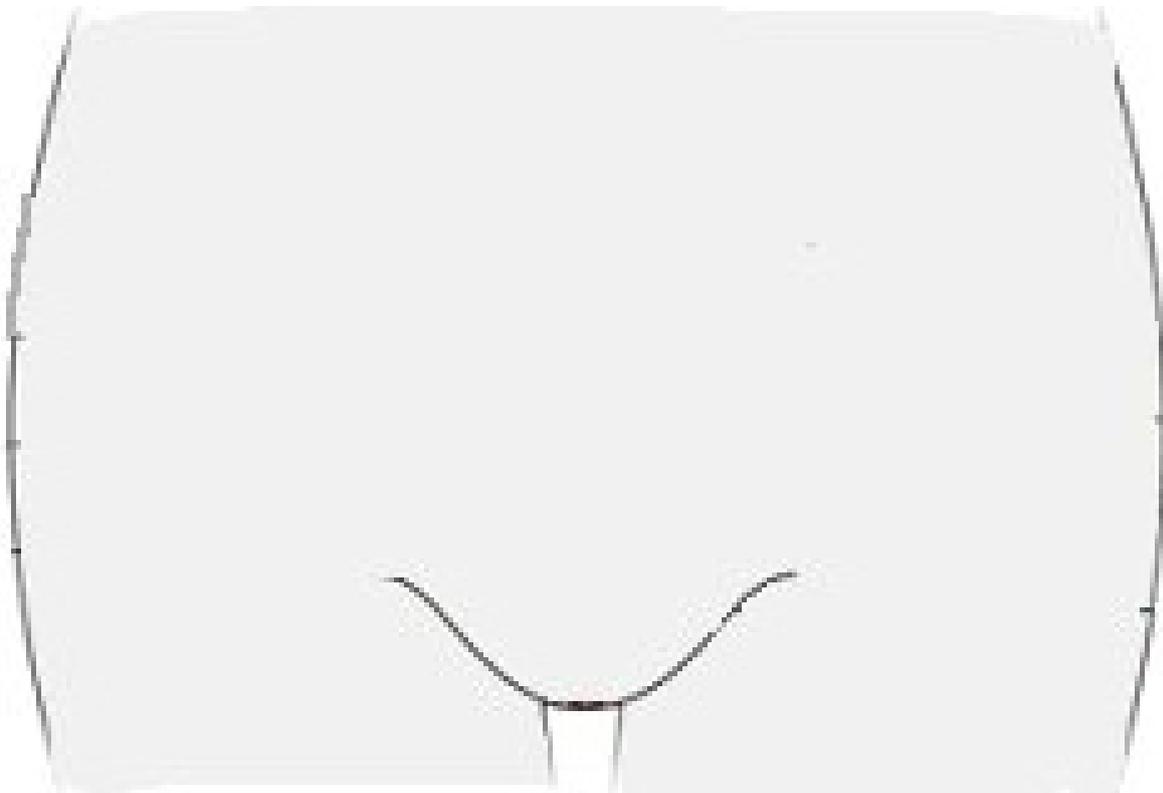
Outer Labia	Clitoris	Anus	Opening to the urethra
Inner Labia	Pubic hair	Vulva	Opening to the vagina

Image courtesy of www.macmillan.org.uk

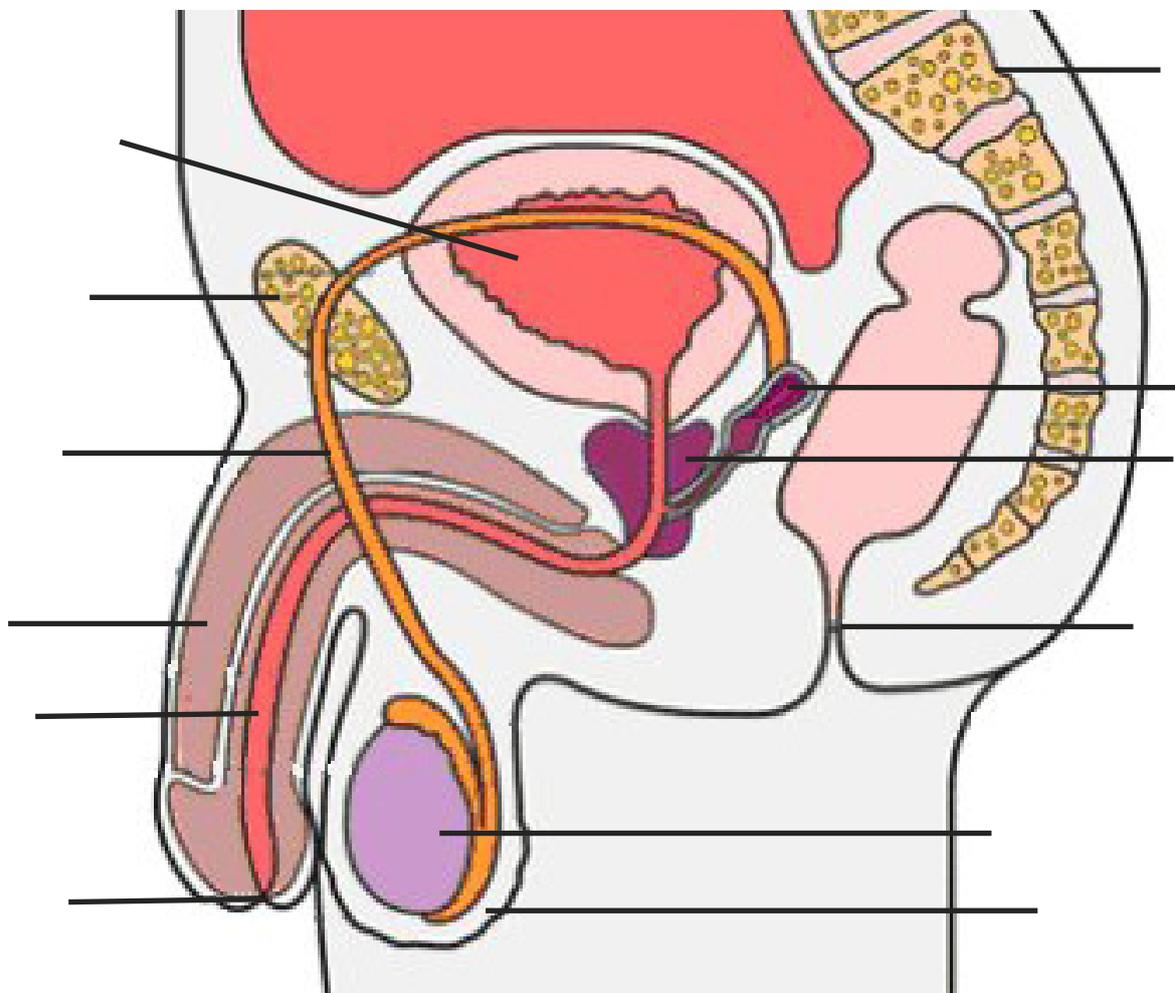
Resource 4 - What are male internal parts?



Resource 5 - What are female internal parts?



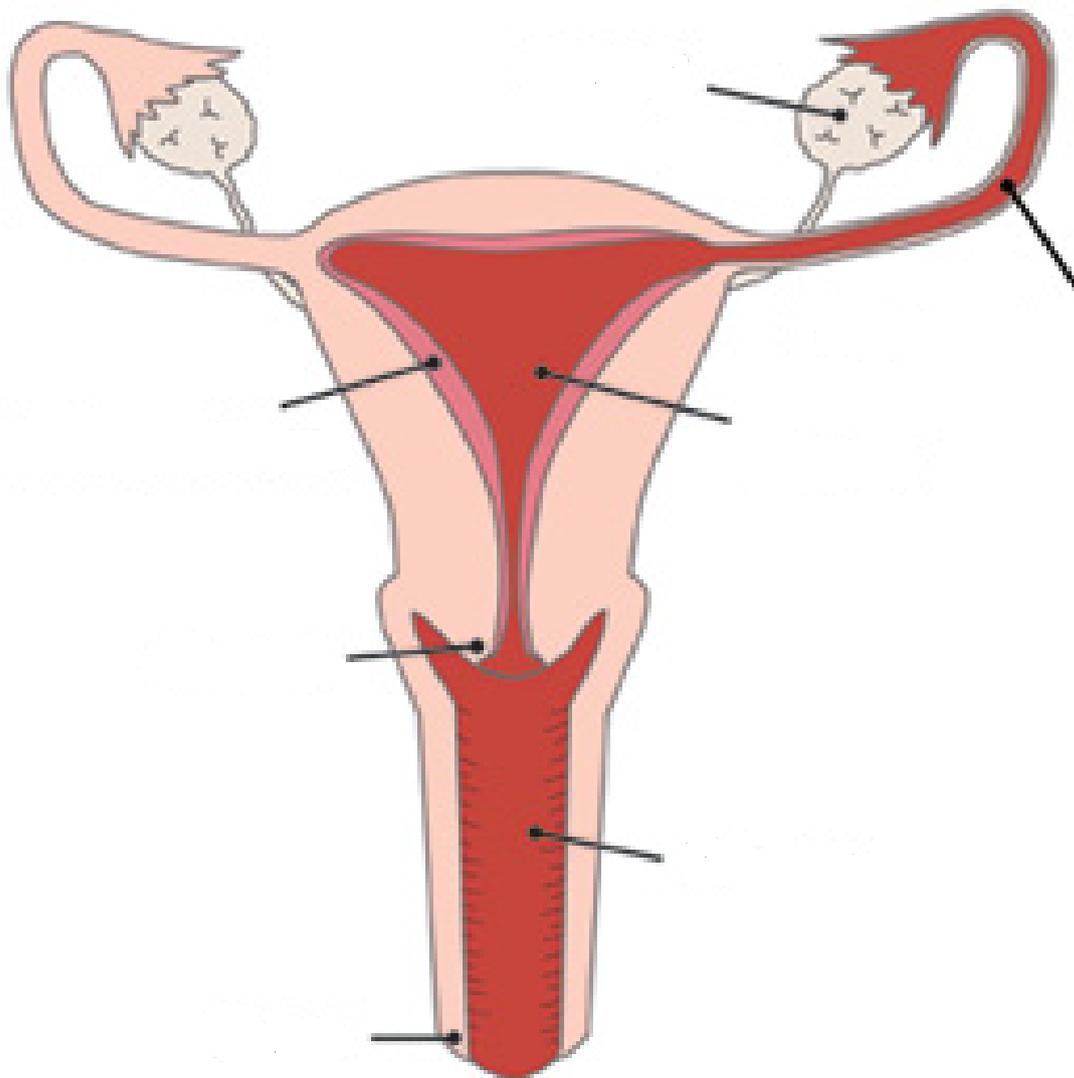
Resource 6 - Male Internal Parts



Testicle	Sperm Duct	Penis
Bladder	Spine	Urethra
Pubic Bone	Anus	Opening to Urethra
Prostate Gland	Scrotum	Seminal vesicle

Image courtesy of www.macmillan.org.uk

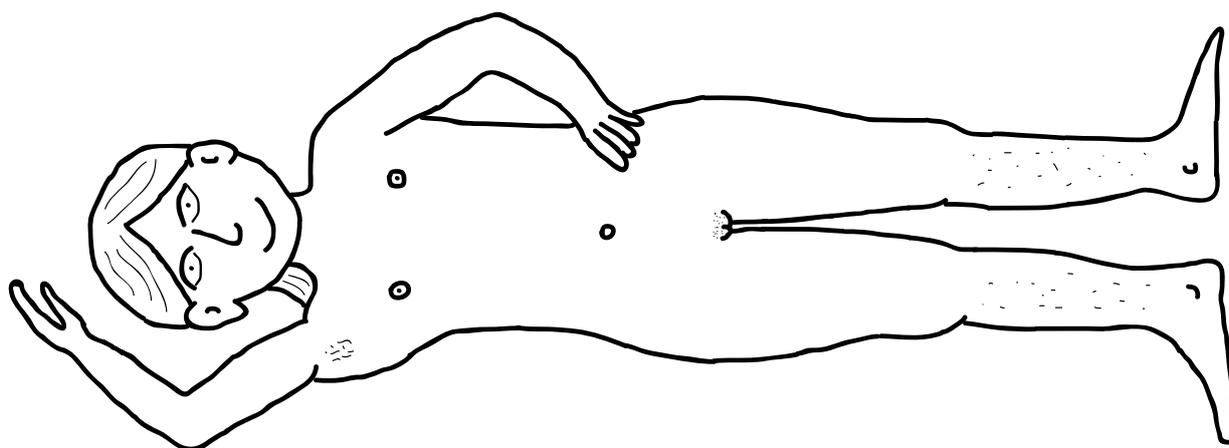
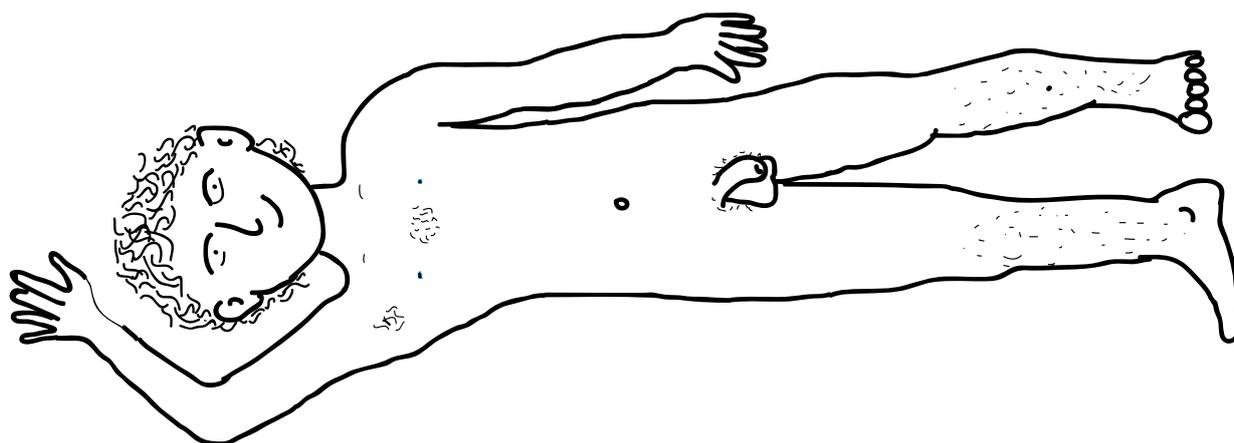
Resource 7 - Female Internal Parts



Vagina	Ovary	Endometrium
Fallopian tube	Uterus	
Opening to vagina	Cervix	

Image courtesy NHS Shropshire www.shropshireivf.nhs.uk

Resource 8 - Male and Female Bodies Entering Puberty



Resource 9 - Before, during and after puberty

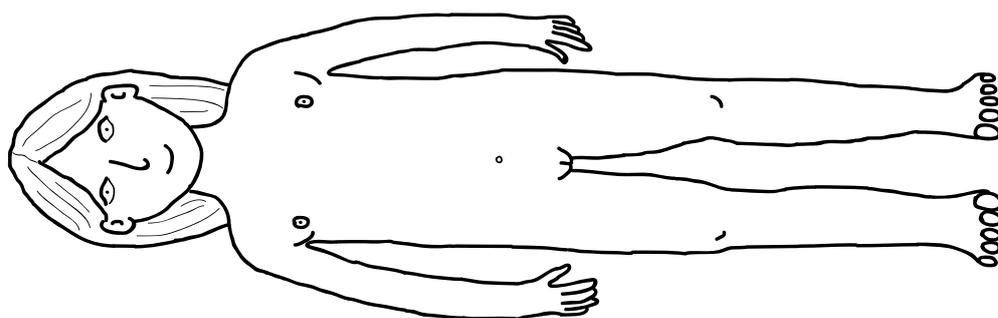
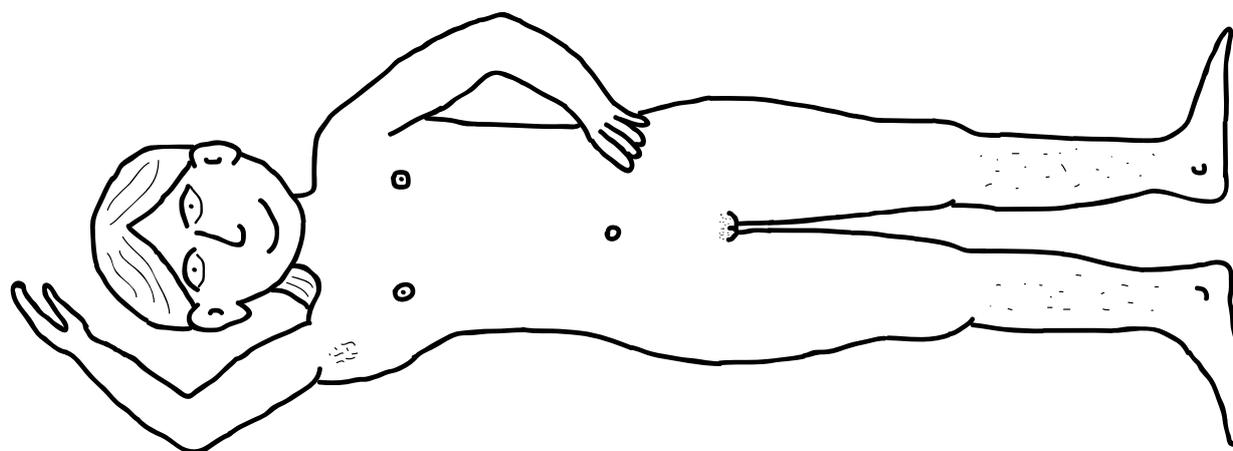
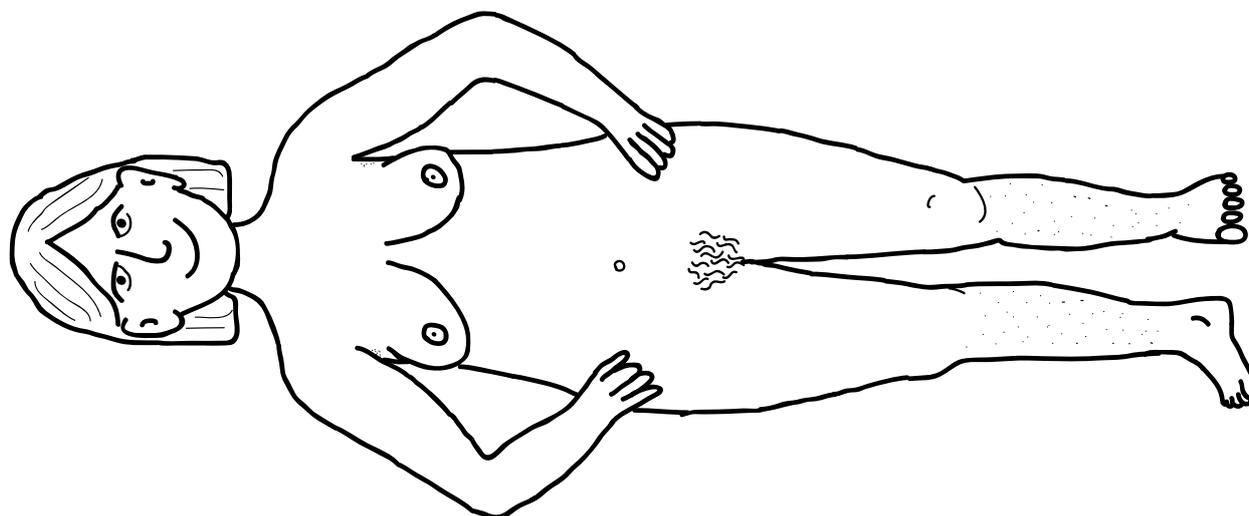
My chest is flat.	My breasts are beginning to grow.	My breasts are fully grown.
I have no visible hair around my vagina.	Pubic hair is starting to grow around my vagina.	My vagina has pubic hair.
I have no visible hair under my arms.	Pubic hair is starting to grow under my arms.	I have pubic hair under my arms.
I don't have periods.	My periods are starting.	I have regular periods every month.
My hips are the same as a boy's.	My hips are starting to get wider.	My hips are wide.
My labia are small.	My labia are starting to get a bit bigger.	My labia are a bit bigger.
My clitoris is very small.	My clitoris has begun to get bigger.	My clitoris has finished getting bigger.
No liquid comes out of my vagina.	Sometimes white or clear liquid comes out of my vagina.	Sometime white or clear liquid comes out of my vagina.
I have not started to store more body fat.	My body has started to store more fat.	My body stores more fat.
My hair does not get greasy.	My hair sometimes gets greasy.	My hair does not get greasy.
My skin is clear of spots.	I sometimes get spots.	My skin is usually clear of spots.
I only sweat a little bit.	I am starting to sweat more and need to use deodorant.	I sweat and need to use deodorant.
My moods are usually stable.	My moods can change quickly.	My moods are usually stable.

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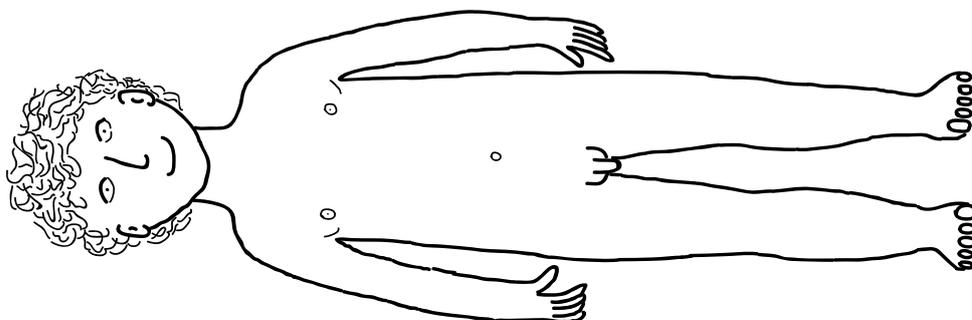
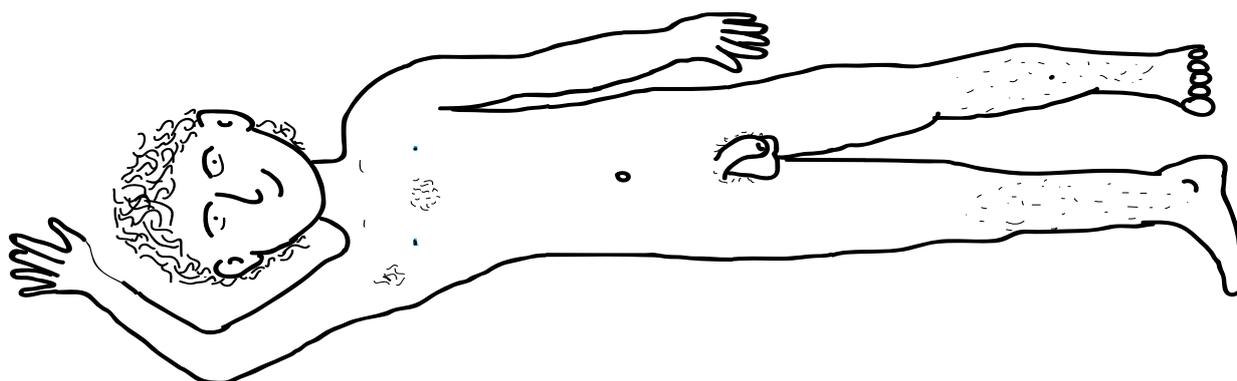
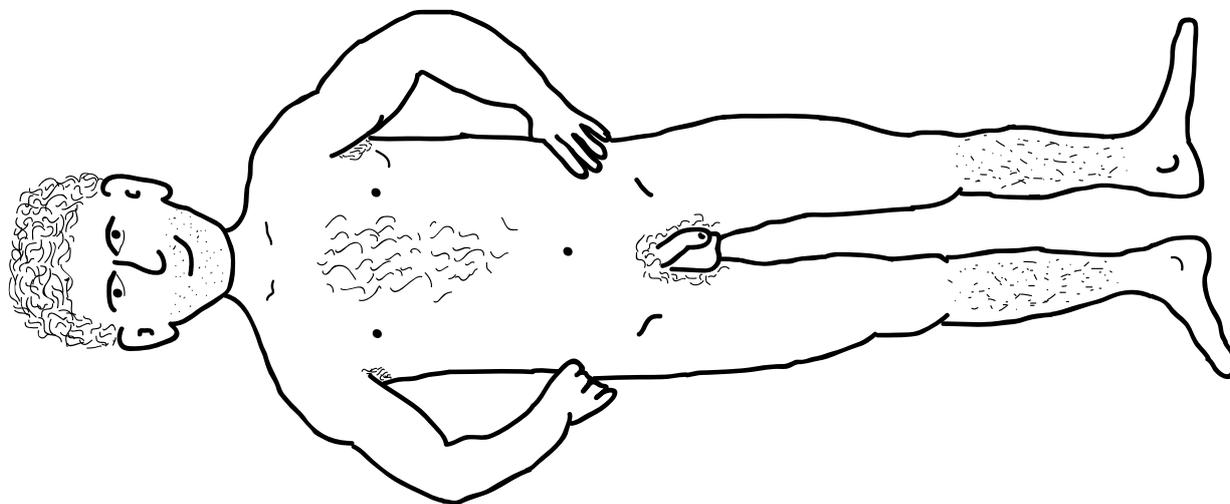
Healthy and Safer Lifestyles • RS 5 Relationships and Sex Education

You can't see the hairs on my legs.	The hairs on my legs are getting more visible.	The hairs on my legs are visible.
I have no visible hair under my arms.	Visible hair is starting to grow under my arms.	I have visible hair under my arms.
I have not had a growth spurt yet.	I am having a growth spurt.	I have stopped growing taller.
I don't have sexual feelings towards other people very often.	My sexual feelings may be getting stronger.	I can identify my sexual feelings towards other people well.
I have no visible hair around my penis.	Pubic hair is starting to grow around my penis.	I have pubic around my penis.
My voice sounds the same as a girl's.	My voice has started to break.	My voice is deeper than a woman's.
I have no visible hair on my face.	Visible hair has started to grow on my face.	Hair grows on my face.
My penis and testicles are small.	My penis and testicles are starting to get bigger.	My penis and testicles have got bigger.
I have no visible hair on my chest.	Visible hair is starting to grown on my chest.	I have some visible hair on my chest.
I am not very muscly.	My muscles are starting get bigger.	My muscles are bigger.
I don't have wet dreams.	Sometimes semen comes out of my penis when I am asleep. I sometimes have wet dreams.	I usually don't have wet dreams any more.
My testicles don't produce any sperm.	My testicles are starting to produce sperm.	My testicles produce sperm.

Resource 11 - Female through Puberty



Resource 12 - Male through Puberty



Resource 13 - Puberty - girls, boys or both?

My breasts are beginning to grow.
Pubic hair is starting to grow around my vagina.
Pubic hair is starting to grow under my arms.
My periods are starting.
My hips are starting to get wider.
My labia are starting to get a bit bigger.
My clitoris has begun to get bigger.
Sometime white or clear liquid comes out of my vagina.
My body has started to store more fat.
My hair sometimes gets greasy.
I sometimes get spots.
I am starting to sweat more and need to use deodorant.
My moods can change quickly.

The hairs on my legs are getting more visible.
Visible hair is starting to grow under my arms.
I am having a growth spurt.
My sexual feelings may be getting stronger.
Pubic hair is starting to grow around my penis.
My voice has started to break.
Visible hair has started to grow on my face.
My penis and testicles are starting get bigger.
Visible hair is starting to grown on my chest.
My muscles are starting get bigger.
Sometimes semen comes out of my penis when I am asleep. I sometimes have wet dreams.
My testicles are starting to produce sperm.

Cambridgeshire Primary Personal Development Programme • Monitoring Coverage

Class:

Teacher:

Healthy and Safer Lifestyles RS5 Relationships & Sex Education	R	A	G	Notes
Section A – Body Knowledge				
1. To identify male and female sexual parts confidently and describe their functions. (BS)				
2. To know terminology for sexual parts appropriate for use in different situations. (BS)				
Section B – Body Functions and Changes				
3. To know and understand about the physical changes that take place at puberty and how to manage them. (CAB)				
4. To understand that physical changes affect people in a variety of ways and at different rates. (CAB)				
Section C – Body Awareness and Image				
5. To understand how the media, families and friends can influence attitudes to their bodies.				
Section D – Personal Hygiene				
6. To know about aspects of personal hygiene relevant to puberty and the implications of these.				
Section E – Illness/Disease Prevention				
7. To understand that safe routines can stop the spread of viruses and bacteria. (HP)				
Section F – Processing the Learning				
8. To understand what I have learned and be able to share it with others.				