

RSHE Parent Information Session

4th October 2024

PSHE
Association

Aims:

Our aim this afternoon is to give parents an overview of

- What is RSHE?
- Why do we teach RSHE?
- What does RSHE look like at St Mary's?
- Your rights as parents

What is RSHE?

- Relationships, sex and health education
- a statutory part of the curriculum since 2020
- Primary schools MUST teach Relationships and Health Education
- Secondary schools MUST teach Relationships, Health and Sex Education
- Sex Education in Primary schools is recommended but not compulsory



Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

Relationships Education

'The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.' - DfE statutory guidance

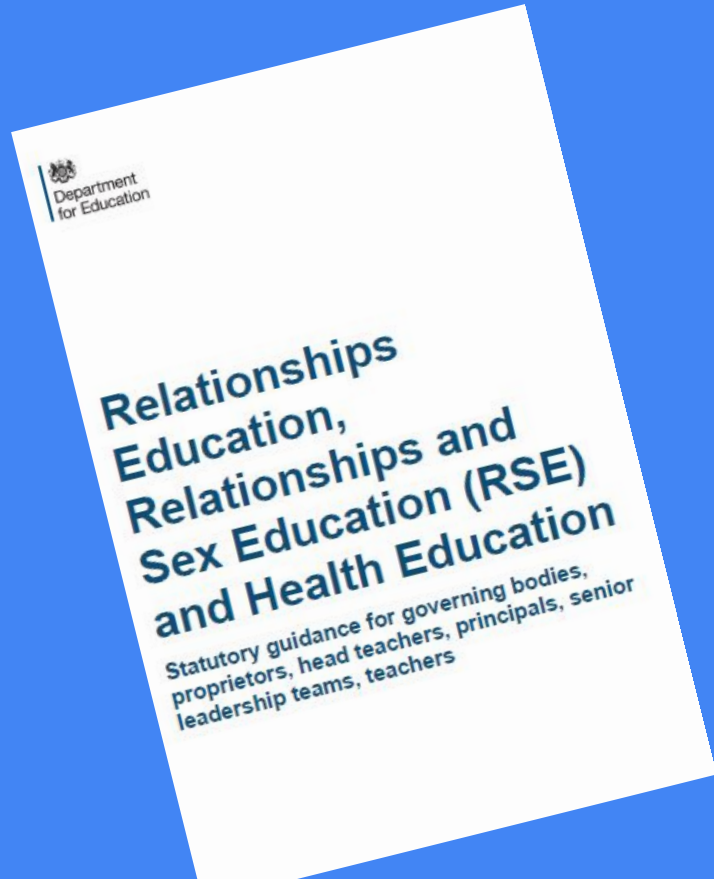
- Families and people who care for me
- Caring friendships
- Respectful Relationships
- Online Relationships
- Being Safe



What children at Primary School should know about relationships

1. What a positive, healthy, caring, safe relationship looks and feels like
2. How to speak up and get help when a relationship does NOT feel healthy/positive/safe
3. How to make and maintain positive relationships
4. Relationships can be online and offline

Schools must comply with The Equalities Act 2010



‘Schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment...or sexual orientation (protected characteristics)

‘Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated’

PSHE is a key part of this. All children are valued and included.

What are the expectations for Primary Health Education?

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body



What should children know about puberty?

- Correct names for parts of the body, including genitalia
- How their bodies will change during puberty
- How to manage these changes/ practicalities
- Why these changes need to happen
- How and where to ask for help if needed

What about sex education?

- The statutory requirements do not extend to **sex education** at KS 1 and 2 (beyond the biological/reproductive aspects schools are already required to cover in science)
- However, the Department for Education *‘continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils’*
- Where schools provide sex education at key stages 1 and 2, parents have the right to withdraw their child from sex education but not from statutory Relationships Education or Health Education

Science & Sex Education in Primary School

Key Stage 1

identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

notice that animals, including humans, have offspring which grow into adults

Key Stage 2

describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

describe the life process of reproduction in some plants and animals

describe the changes as humans develop to old age

learn about the changes experienced in puberty

At St Mary's we define Sex Education as...

Human reproduction - sexual intercourse, conception, pregnancy and birth

Sex Education is NOT about sexual activity!

Sex Education is delivered in Years 5&6 in partnership with the School Health Team

Why is this all so important?

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline.

In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.



There is compelling evidence that PSHE education —which includes relationships, sex & health education— helps keep children and young people safe, mentally and physically healthy and prepared for life and work.

PSHE and Safeguarding

**Keeping
children safe
is everyone's
responsibility**



PSHE education is a critical component of safeguarding in schools.

The Department for Education (DfE) recognised PSHE education's importance to safeguarding when it introduced statutory RSHE in 2020.

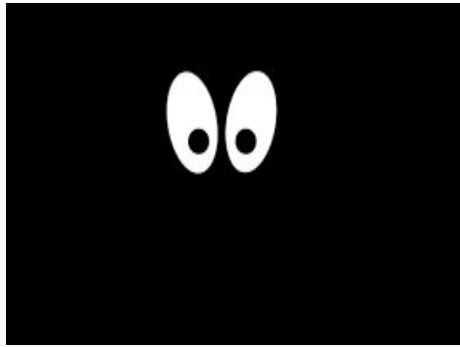
The statutory guidance, *Keeping Children Safe In Education*, states that '*Schools and colleges play a crucial role in preventative education*' and stresses the importance to this of '**a planned programme of evidence-based RSHE delivered in regularly timetabled lessons**'

Why is this all so important?

When it comes to relationships and sex, children's heads are probably not empty – but they may be full of myths and half-truths.



What is the best approach to RSE?



Don't forget...

We are educating children and young people to live in the real world, with all its contradictions.

We mustn't let our adult knowledge of relationships and sex prevent us seeing things from a child's perspective

Our focus should be on building healthy attitudes and positive relationships, not just fighting off perceived threats

What does RSHE look like at St Mary's?



PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Example teaching plans and resources

- Families
- Mental Health & Emotional Wellbeing
- Changing & Growing Up

Families - KS1

FAMILIES | KS1

Lesson 1: What makes a family?

This is the first of two lessons about families for key stage 1 pupils. This lesson focuses on identifying what a family is and how family members can care, and show love, for each other. Pupils also learn about ways to show care for those family members who live further away.

No lesson should be taught in isolation, but always as part of a planned, developmental PSHE education programme. These lessons would work well as part of wider learning about relationships.

Learning objective

To learn about what makes a family

Learning outcomes

Pupils will be able to:

- Describe what a family is
- Identify who might be in a family

Key words

Family, family tree, care, family member (dad, aunt, stepmum, grandad, cousin)

Lesson summary

Activity	Description	Timing
Introduction	Introduce learning objective and outcomes and revisit ground rules	5min
Baseline assessment	Pupils demonstrate their prior understanding about families by completing a 'draw and write' or a whole class mind map	10min
Esmá's family	Pupils are introduced to a fictional family and complete a family tree, then as a class they come up with a sentence that describes what a family is	10min
Family freeze frames	Pupils discuss the relationship between Esmá and her grandad, and then demonstrate ways to show love and care, through a freeze frame	15min
Showing we care	Pupils are shown ways someone can show care for family they live with and also for those living further away, using a venn diagram	10min
Reflection and endpoint assessment	Pupils add to their baseline assessment to demonstrate their new learning about families	5min
Signpost support	Pupils are reminded about who they can talk to if they have any worries about family	5min

FAMILIES | KS1

Lesson 2: Different families

This is the second of two lessons about families for key stage 1 pupils. This lesson focuses on different types of families and who can make up a family group. Pupils explore the differences and similarities between families, as well as how they spend time together.

No lesson should be taught in isolation, but always as part of a planned, developmental PSHE education programme. These lessons would work well as part of wider learning about relationships.

Learning objective

To learn about different types of families

Learning outcomes

Pupils will be able to:

- Recognise that there are different kinds of families
- Describe some differences between families
- Identify some things that families have in common, including what they do and enjoy together

Key words

Parent, children, family members, including mum, dad, stepmum, stepdad, grandma, grandad, brother, sister

Lesson summary

Activity	Description	Timing
Introduction	Introduce learning objective and outcomes and revisit ground rules	5min
Baseline assessment	Pupils complete a 'draw and write' or a whole class mind map about different families	10min
Family photos	Pupils create pictures of different families based on descriptions	10 min
Same and different	Pupils discuss the differences and similarities between different families	15min
Spending time together	Pupils think about how families might spend time together and discuss how to stay in touch with a family member	10min
Reflection and endpoint assessment	Pupils add to their baseline assessment to demonstrate their new learning and then suggest changes to their sentence about families	8min
Signpost support	Pupils are reminded about who they can talk to if they have any worries about family	2min



KS1

Families

Lesson Plans
& Resources

Lesson Plans

- Lesson 1: What makes a family?
- Lesson 2: Different families

Page 2

Page 7

Families - KS1

Families KS1 | Lesson 1 | Pupil resources

Resource 2. Ways to show love and care cards - support

Reading stories together

Picking Esma up from school

Giving hugs

Helping with schoolwork

Playing games together

Looking after Esma if she is ill

X

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Resource 1. Family descriptions cards



1. Ray's family

- one mum and one dad living in different houses
- two children



2. Mercy's family

- one grandma and one grandpa
- one mum and one aunt
- one child
- two dogs and one cat



3. Albie's family

- two children
- two mums
- two cats and one hamster



Alex and Amy's family

- two adults
- one dog



5. Jamila's family

- four children
- one stepdad
- one mum



6. Astrid's family

- one dad
- two children
- one cat



7. Josh's family

- one child
- two dads



8. Kaleb's family

- one mum
- one dad
- three children

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Resource 2. Same and different

Different

Same

Families - KS2

FAMILIES | KS2

Lesson 1: Family Relationships

This is the first of three lessons about families for key stage 2 pupils. This lesson focuses on family relationships, including how families spend time together and support each other. Pupils also consider what is most important when it comes to being in a family.

No lesson should be taught in isolation, but always as part of a planned, developmental PSHE education programme. These lessons would work well as part of wider learning about relationships.

Learning objective
To learn about family relationships

Learning outcomes

- Pupils will be able to:
- Recognise features of family life
 - Identify the qualities of different family relationships
- Explain how families can support and care for each other
- Describe positive aspects of belonging to a family

Key words

Family, relationship, brother, sibling, nephew, uncle, stepdad, relative

Lesson summary

Activity	Description	Timing
Baseline assessment	Pupils complete a graffiti wall to demonstrate their understanding of families.	10min
Introduction	Introduce learning objective and outcomes and revisit ground rules. Pupils are introduced to a fictional family and describe their relationships.	5min
Always, sometimes, never	Pupils complete a grid about families, considering whether 'always', 'sometimes', or 'never' applies to each statement.	10min
Nish's family	Pupils read a short story about Nish's family and discuss what they do together.	10min
Families Diamond 9	Pupils discuss what is important in families, and create a Diamond 9 before ranking their ideas.	15min
Facing a challenge	Pupils give advice to a family member facing a challenge.	5 min
Reflection/ endpoint assessment and signposting support	Pupils revisit the graffiti walls from the baseline activity and add to or amend their ideas. Pupils are reminded about who they can talk to if they have any worries about family.	5min

FAMILIES | KS2

Lesson 2: Diverse Families

This is the second of three lessons about families for key stage 2 pupils. This lesson supports pupils to identify different family structures, explore the differences and similarities between them, and recognise how they are all equal and should be valued and celebrated.

No lesson should be taught in isolation, but always as part of a planned, developmental PSHE education programme. These lessons would work well as part of wider learning about relationships.

Learning objective

To learn about different family structures

Learning outcomes

- Pupils will be able to:
- Describe different family structures
 - Identify what families have in common and how they can differ
- Recognise that all family types should be valued and celebrated

Key words

Blended family, extended family, step family, nuclear family, foster family, adoptive family, single parent family, stereotype, challenge

Lesson summary

Activity	Description	Timing
Introduction	Introduce learning objective and outcomes and revisit ground rules.	5min
Baseline assessment	Pupils respond to a question to gauge their prior learning about different families.	10min
Families Hunt	Pupils match images of different families to their corresponding descriptions and come up with different family definitions.	10 min
Give me 5	Pupils discuss what families can have in common, as well as how they can differ.	15 min
Unique families	Pupils consider what makes families unique and write some affirming statements about families.	10 min
Reflection and endpoint assessment	Pupils add to their baseline assessment to demonstrate their new learning about different families.	5min
Signpost support	Pupils are reminded about who they can talk to if they have any worries about family.	5min

FAMILIES | KS2

Lesson 3: Family changes

This is the last of three lessons about families for key stage 2 pupils. This lesson explores some of the changes that can happen in families. Pupils identify the feelings associated with change and consider strategies to manage changes in a family. The lesson also provides an opportunity to introduce the concept of conflict in families.

No lesson should be taught in isolation, but always as part of a planned, developmental PSHE education programme. These lessons would work well as part of wider learning about relationships.

Learning objective
To learn about change in families

Learning outcomes

- Pupils will be able to:
- Describe some changes that can happen in a family
- Recognise how changes in a family can make someone feel
- Identify ways to manage changes in a family, some strategies for resolving conflicts, and who can help if feeling worried or unhappy

Key words

Change, hope, worry, conflict

Lesson summary

Activity	Description	Timing
Introduction	Introduce learning objective and outcomes and revisit ground rules.	5min
Baseline assessment	To demonstrate their current understanding, pupils consider the possible 'hopes' and 'worries' about a change in Nish's family and what might help him to manage the change.	10min
Family change scenarios	Pupils discuss different examples of changes in families and suggest ways to manage them.	10min
Nish and Anik	Pupils explore a conflict within a family and consider how this might make them feel.	10min
Managing conflict	Pupils complete a 'do's and don'ts' card sort and create a list of strategies for resolving conflicts.	10 min
Reflection and endpoint assessment	Pupils complete sentences starters to further reflect on and demonstrate their learning about families over the three lessons.	10min
Signpost support	Pupils are reminded about who they can talk to if they have any worries about family.	5min

KS2

Families

Lesson Plans & Resources

Lesson Plans

- Lesson 1: Family relationships. Page 2
- Lesson 2: Diverse Families. Page 7
- Lesson 3: Family changes. Page 12

Families - KS2



Resource 2. Family changes scenarios

Jasmine's mum has started a new job and has been working away from home. Jasmine has been staying at home with her dad and grandma, and although she enjoys spending time with them, she is really missing her mum when she is away.

Andriy's dad has a new job in a different town and the family are all moving there soon. They will have a bigger house, close to the beach, and Andriy and his sister will go to a new school.

Jessie has a stepbrother, Azfar. They often play games like football or chase at each other's houses. Soon, Azfar and his dad will be moving in with Jessie and her mum at their house.

Sidney lives with their mum, grandad, and older brother Henry. Henry has been saving up to move out and find his own flat. Henry is nearly ready to move out, his new flat is nearby and has a big TV!

Ade and Abigail are going to be living between two houses, half the time with their mum and half the time with their dad. The two houses are close together and they have their own rooms at each.

Resource 4. Conflict cards

stay calm

listen to each other

use a friendly voice

take turns to speak

use kind words

explain how you feel:

I feel _____ because _____

place all the blame on the other person

use hurtful words

criticise the other person

shout

ignore the other person

use an angry tone of voice

DO...

DON'T....

Resource 5. Sentence starters

A family is _____

Some different types of family are _____

I think the most important things about being in a family are _____

Differences between families can be that _____

Things that families have in common can be _____

Some ways to manage changes are _____

Some ways to manage conflict are _____

Mental Health & Emotional Wellbeing - KS1

KS1: Year 1/2 Lesson 2 Resource 3a: My feelings frame

How do I feel about...			Not sure
...the dark			
...visiting family			
...starting a new club			
...going to a party			
...answering questions in class			
...standing up in assembly			
...playtime			
...talking to someone I don't know			
...spiders			
...riding on rollercoasters			
...rain			



LESSON PLANS & RESOURCES

Mental Health and Emotional Wellbeing

KS1

Lesson plans..... 2

Lesson 1: We all have feelings..... 2

Lesson 2: Good and not so good feelings..... 2

Lesson 3: Big Feelings..... 10

Lesson 4: Change and loss..... 14

Mental Health & Emotional Wellbeing - KS1

KS1: Year 1/2 Lesson 3 Resource 2: Sorting feelings

happy	scared	calm
angry	peaceful	excited
glad	sad	relaxed
frustrated	confident	sleepy
confused	exhausted	

KS1: Year 1/2 Lesson 4 Resource 2: Scenarios



Scenario 1

Mateo's pet cat went missing a month ago and they still haven't found her. His mum has been really sad, so he tells her jokes on the way home from school to cheer her up. Mateo doesn't feel very sad until he goes to bed - then he misses his cat sleeping on his floor.

Scenario 2

Jessica moved home last week, but she isn't sure she likes her new house. She has a garden now which she enjoys, but her new house smells different and at night she can hear lots of creaking noises. Last night she couldn't sleep - she really wants to go back to their old flat but doesn't want to make her parents angry by telling them.

Scenario 3

Jude's grandma was very ill and recently died. He really misses her. She used to make up games for them to play and she always baked him special cupcakes when he visited. He doesn't want to go to their house anymore - seeing his grandad without his grandma makes him very upset.

Mental Health & Emotional Wellbeing - KS2



LESSON PLANS & RESOURCES

Mental Health and Emotional Wellbeing

KS2 Year 3-4

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Lesson 1: Everyday feelings.....	2
Lesson 2: Expressing feelings.....	2
Lesson 3: Change, loss and grief.....	10
Lesson 4: Managing feelings.....	15



LESSON PLANS & RESOURCES

Mental Health and Emotional Wellbeing

KS2 Year 5-6

Lesson plans.....	2
Lesson 1: Mental health and keeping well.....	2
Lesson 2: Managing challenges and change.....	2
Lesson 3: Managing loss and bereavement.....	12
Lesson 4: Feelings and common anxieties when transitioning to secondary school.....	17

Mental Health & Emotional Wellbeing - KS2

Year 3 / 4: Lesson 1 Resource 3: Sammi's blog post

Get the good feels!

Feeling good every day

Different things happen every day that make us feel good and not so good. For example, I missed the bus this morning and was late. I felt worried about it so that was a not so good feeling. But then I got a star for my art-work and I felt proud, so that was a good feeling.

There are ups and downs all the time. But there are some things we can do to help us have more of the good feels - simple ideas of things you can do every day...

- Go outside! Get some fresh air.
- Run around or play - do something active that gets your body moving
- Have you got a hobby that you enjoy? Learn something new!
- Hang out with your family or friends
- Doing something nice for someone else
- Helping others - it feels good for you too!
- Read books you like
- Listen to your favourite music - sing and dance!
- Have a good night's sleep
- Relax

What to do if something feels not so good

If things happen that make us feel not so good... don't worry! There are things you can do to feel better. Here are some ideas...

- Talk to someone about it
- Take your mind off it - do something else
- Take some deep breaths
- Count to 10!
- Know that this moment will pass
- Choose something from the list above
- If it feels very bad or not right... tell a trusted adult - they can help you!

I hope this blog helps you to get more of the good feels!



By Sammi Clarke
Basketballer, Teenage blogger, Big Brother, Lover of Fruit Milkshakes

Year 3/4: Lesson 3 Resource 2: Scenarios (#1)

Scenario 1

Jemal and his family moved to the UK recently, leaving their house and some of their family and friends behind. Jemal just started at his new school. The teachers and pupils are all nice to him, but everything is very different and Jemal doesn't know how to act. He used to be loud and make lots of jokes with his friends, but now he stays quiet in lessons and doesn't sit with anyone at break time. He feels very alone.

What might they be grieving for?

How are they behaving?

How might they be feeling now?

How might they feel in a year's time?

What could they do to help manage their feelings?

Year 3/4: Lesson 4 Resource 2: Match the feeling

Match the behaviours to the feelings and emotions

surprise

anger

sadness

excitement

fear

disappointment

jump up and down

shout at someone

scream

shake head

cry

hug someone

kick something

hit something

hide

be quiet

back away

smile

punch

stamp feet

say something bad

face goes red

Mental Health & Emotional Wellbeing - KS2

Year 5/6: Lesson 1 Resource 2a: Activities for health cards (Continued on next page)

Taking medicine	Spending time with friends	Eating a balanced diet that includes plenty of fruit and vegetables
Washing and keeping your body clean	Drinking water regularly	Swimming, dancing or indoor sports
Helping an elderly neighbour with their shopping	Having fun with your family	Stroking a pet
Taking rest/relaxing, quiet time	Going outside, fresh air	Talking about problems to a doctor, nurse or counsellor
Playing board games	Playing active games outdoors	Joining a sports club
Drawing, painting or making something	Listening to music	Playing on the computer
Thinking of happy times	Offering to do a chore at home	Taking the dog for a walk

Year 5/6: Lesson 3 Resource 2a: Responses to loss

Sadness	Feeling nervous	Denial (pretending it isn't happening)	Worried
Anger	Confusion	Feeling guilty	Loneliness
Feeling numb	Feeling anxious	Blaming themselves	Can't concentrate

Year 5/6: Lesson 3 Resource 3: Card sort

Join a support group to meet people who have had similar experiences	Visit a counsellor or therapist who can listen and offer support	Talk to teachers or other members of staff at school	Talk to family, friends or other trusted adults
Draw, paint, or use music to express feelings	Write in a diary/journal letters to express feelings	Collect photos and put them into a special album or create a collage	Create a memory box of different things associated with a person/place
Spend time with friends or family socially (e.g. go to the park, cinema etc.)	Follow a routine - eat, sleep, go to school	Cry, scream, shout	

Year 5/6: Lesson 4 Resource 2: Message to self

Dear...

Good luck for starting KS3!

Remember to ...

You know that ...

You can always ...

Changing & Growing Up - KS1

Changing and growing up

Lesson plans and resources for Year 1-2



Lesson plans.....2

Lesson 1: My special people.....2

Lesson 2: Growing up — the human life cycle.....3

Lesson 3: Everybody's body.....10

Changing & Growing Up - KS1

Lesson 1: My special people

KS1 Year 1-2

This is the first of three lessons on the theme of growing and changing for key stage 1 pupils. This lesson focuses on early learning about healthy, happy relationships, which is later built on in key stage 2.

Learning objective	We are learning: <input checked="" type="checkbox"/> about the special people in our lives and how we care for one another
Learning outcomes	<input checked="" type="checkbox"/> I can identify who special people might be <input checked="" type="checkbox"/> I can explain what makes someone 'special' and important <input checked="" type="checkbox"/> I can describe the different ways special people care for us <input checked="" type="checkbox"/> I can recognise how we can care for them in return
Resources required	<input checked="" type="checkbox"/> Box or envelope for anonymous questions <input checked="" type="checkbox"/> Children's story: <i>Grandfather and I</i> by Helen E Buckley (a video of this being read is available online) <input checked="" type="checkbox"/> Resource 1: Special people spidergram (1 per pupil) <input checked="" type="checkbox"/> Resource 2: Caring for each other (1 per pupil) <input checked="" type="checkbox"/> Resource 2a: Caring for each other (support, 1 per pupil requiring additional support)

Activity	Description	Time
Introduction	Introduce learning objectives and outcomes and revisit ground rules.	2
Baseline assessment	Pupils demonstrate their understanding by completing the sentence: A special person is...	5
Read the story	Pupils listen to and discuss the story of <i>Grandfather and I</i> by Helen E Buckley.	15
Special people spidergram	Pupils identify some special people in their own life.	10
Writing about someone special	Pupils discuss what makes a 'special person' and write some sentences about their own special person.	10
Caring for each other grid	Pupils complete a grid to explain how special people can care for each other.	10
Reflection and endpoint assessment	Pupils revisit the baseline assessment activity and reflect on how their thinking has changed.	5
Signpost support	Pupils are reminded that if they ever feel uncomfortable or unsure about something involving a special person, they should tell another adult they trust.	3

Lesson 2: Growing up — the human life cycle

KS1 Year 1-2

This is the second of three lessons on the theme of growing and changing, for key stage 1 pupils. This lesson introduces the concept of the human life cycle. Pupils begin to understand how we grow and change as we get older.

Learning objective	We are learning: <input checked="" type="checkbox"/> about how we change as we grow.
Learning outcomes	<input checked="" type="checkbox"/> I can recognise the main stages of the human life cycle (baby, child, adult) and that the process of growing takes time <input checked="" type="checkbox"/> I can describe what changes when people grow from young to old <input checked="" type="checkbox"/> I can identify ways children our age might be more independent now than when they were younger
Resources required	<input checked="" type="checkbox"/> Box or envelope for anonymous questions <input checked="" type="checkbox"/> Resource 1: Writing frame (1 per pupil who needs support) <input checked="" type="checkbox"/> Resource 2: Things we do now (and in the future) (1 per small group / pair) <input checked="" type="checkbox"/> Children's story: <i>The Growing Story</i> by Ruth Krauss and Helen Oxenbury (a video of this being read is available online)

Activity	Description	Time
Baseline assessment	Pupils demonstrate their current understanding by listing the things that change as children grow.	5
Introduction	Introduce learning objective and outcomes and revisit ground rules.	5
Spot the difference	Pupils identify some differences between babies and children.	15
Class discussion: different needs	The class discuss what babies need and compare this to the needs of people at different stages of the life cycle.	10
Thinking about responsibilities	Pupils work in groups to identify things they are responsible for now and things they will be responsible for in the future.	15
Reflection and endpoint assessment	Pupils revisit the baseline assessment activity to demonstrate how their understanding has changed or developed.	7
Signpost support	Pupils are reminded about speaking to a trusted adult at home or at school if they have worries about growing and changing.	3

Lesson 3: Everybody's body

KS1 Year 1-2

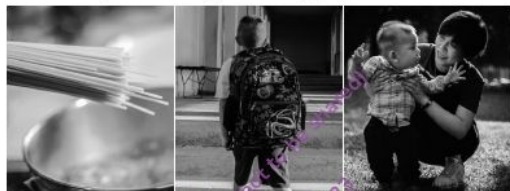
This is the last of three lessons on the theme of growing and changing, for key stage 1 pupils. In this lesson, pupils learn the correct terminology for male and female genitalia. It is important for younger pupils to know how to name body parts correctly as this contributes to safeguarding – helping them to take care of their bodies and keep themselves safe. The learning in this lesson is built on in key stage 2, when pupils learn about puberty and the changes that occur when growing from children to adults.

Learning objective	We are learning: <input checked="" type="checkbox"/> to name different parts of the body, including genitalia
Learning outcomes	<input checked="" type="checkbox"/> I can describe similarities and differences between myself and others <input checked="" type="checkbox"/> I can recognise and use the correct names for main parts of the body <input checked="" type="checkbox"/> I can recognise that some parts of the body are private
Resources required	<input checked="" type="checkbox"/> Box or envelope for anonymous questions <input checked="" type="checkbox"/> Two anatomically correct body dolls (one male and one female) dressed identically. If not available, slides 7 and 8 can be used. <input checked="" type="checkbox"/> Different coloured pom poms or bean bags (1 per pupil and at least two of each colour, so pupils can pair with someone who has the same colour as them) <input checked="" type="checkbox"/> Resource 3: Body parts labels (1 set per small group) <input checked="" type="checkbox"/> Resource 4: Body outlines (1 per small group, printed A3 size)

Activity	Description	Time
Introduction	Introduce learning objectives and outcomes and revisit ground rules.	2
Baseline assessment	Pupils draw and write about boys and girls to demonstrate their current understanding.	10
Pom pom game	Pupils play a game to introduce, or recap, the concept of similarities and differences.	8
Naming body parts	Teacher introduces names of body parts, including external genitalia, using baby dolls as a stimulus.	10
Labelling body outlines	Pupils work in small groups to label body outlines with male and female body parts.	15
Private body parts	Pupils identify private body parts and guess the body part described in a riddle.	5
Reflection and endpoint assessment	Pupils repeat the baseline assessment activity and see how their understanding has changed.	5
Signpost support	Pupils are introduced to, or reminded about the NSPCC's underwear rule and sources of support.	5

Changing & Growing Up - KS1

Year 1-2 Lesson 1 | Resource 2a: Caring for each other (support)



making food

helping me get ready for school

cuddling



putting toys away

taking me places, like the park

reading together



helping at home

listening

helping me when I'm sad

Year 1-2 Lesson 2 | Resource 1: Writing frame

When they were a baby...

They ate _____ and drank _____

They wore _____

They liked _____

They could _____



Now they are older...

They eat _____ and drink _____

They wear _____

They like _____

Now they can _____



In the future...

How will they be similar when they grow up to be an adult?

How will they be different when they grow up to be an adult?

Year 1-2 Lesson 3 | Resource 1: Body parts labels

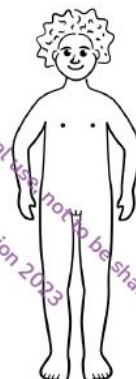
ankle	testicles	penis
vulva	elbow	mouth
tummy	eye	shoulder
knee	bottom or buttocks	neck
wrist	chest	ear
nipple	hand	foot



Lesson 1 | Resource 2: Changes during puberty



male



female

Changing & Growing Up - KS2

Changing and growing up

Lesson plans and resources for Year 3



Lesson plans.....2

Lesson 1: What makes a good friend.....2

Lesson 2: Falling out with friends.....6

Changing and growing up

Lesson plans and resources for Year 4-5



Lesson plans.....2

Lesson 1: Time to change.....2

Lesson 2: Menstruation and wet dreams.....6

Lesson 3: Personal hygiene.....11

Lesson 4: Emotions and feelings.....16

Changing and growing up

Lesson plans and resources for Year 6



Lesson plans.....2

Lesson 1: Puberty recap.....2

Lesson 2: Puberty: Change and becoming independent.....6

Lesson 3: Positive, healthy relationships.....10

Lesson 4: How a baby is made.....15

Changing & Growing Up - KS2

Year 6 Lesson 2 | Resource 1: Life stages

Child



Likes to do:

Roles or responsibilities:

Wants to achieve:

Year 6 Lesson 2 | Resource 1: Life stages

Teenager



Likes to do:

Roles or responsibilities:

Wants to achieve:

Year 6 Lesson 2 | Resource 1: Life stages

Adult



Likes to do:

Roles or responsibilities:

Wants to achieve:

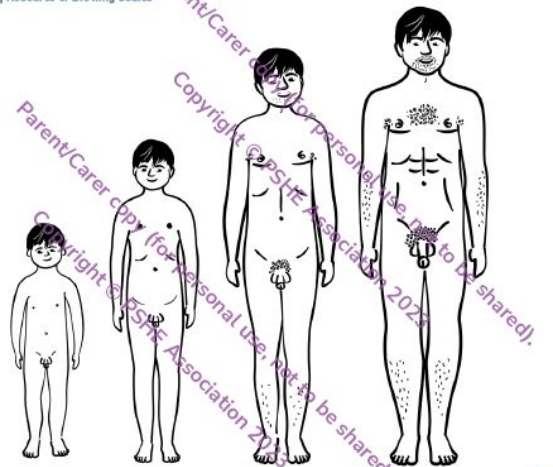
Changing & Growing Up - KS2

Year 4-5 Lesson 2 | Resource 3a: Menstrual cycle - support



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1 | Resource 3: Growing bodies



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Year 4-5 Lesson 3 | Resource 1: Personal hygiene labels - support

Hair	<p>Why: During puberty, hair becomes oilier.</p> <p>How: Washing hair with warm water and shampoo.</p> <p>How often: Regularly.</p>
Armpits	<p>Why: During puberty, more sweat is made, and it can make armpits smell.</p> <p>How: Washing armpits with soap or shower gel, using deodorant and wearing clean clothes.</p> <p>How often: Every day.</p>
Feet	<p>Why: During puberty, more sweat is made and can make feet smell.</p> <p>How: Bathing or showering and wearing clean socks.</p> <p>How often: Every day.</p>
Genitals (vulva)	<p>Why: To stop secretions building up and becoming smelly, itchy or sore.</p> <p>How: Using just water or unpurified soap to wash the area around the vulva.</p> <p>How often: Every day.</p>
Genitals (penis and testicles)	<p>Why: To stop secretions building up, which can become smelly or infected.</p> <p>How: Using plain, mild soap to wash the penis and testicles. If the penis has a foreskin, clean gently underneath.</p> <p>How often: Every day.</p>

