



KS 2

RSE Solution

Resource for teaching
Relationships and Sex Education

An Educator Solutions Teaching Resource

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Foreword

I believe it is the fundamental right of every child to receive accurate, non-judgemental relationships and sex education. As an experienced educator and national adviser of relationships and sex education (RSE), I am constantly reminded how challenging it can be to write and embed an effective RSE curriculum that meets the needs of children learning, growing and living in the modern world.

Very few teachers are specifically trained to teach this pivotal subject but simultaneously are passionate about teaching it effectively. A fear of 'getting it wrong' or 'not knowing where to start' often paralyses progress, stimulating a 'too little, too late' approach to the curriculum. Competing and demanding priorities result in a lack of time to design a spiral curriculum that is appropriately resourced and can be consistently delivered throughout the school, by multiple teachers and flexibly within the timetable. This resource does all of that and more!

Having taught RSE in a wide range of school settings, prisons, youth groups and children's homes, I have experienced first-hand the very real difference an effective RSE curriculum makes to the personal development of all pupils, including the most vulnerable. RSE can raise aspirations, develop self-esteem, confidence and resilience, and empower children to make informed, healthy choices based on accurate information and knowledge. RSE reduces barriers to teaching and learning, increases personal development, behaviour and welfare, promotes attendance and supports safeguarding.

I am passionate about making a difference through high-quality teaching of effective RSE. It has been my absolute pleasure to write this resource based on evidence-based strategies, underpinned by learning from current research, to take the headache out of RSE for you!

With the aid of this resource you can feel excited and confident to enjoy teaching RSE, knowing you are making a very real difference to the lives of your pupils; a difference that will last a lifetime.



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National PSHE Adviser

Introduction

This resource is a Relationships and Sex Education (RSE) solution for time pressured teachers, ensuring RSE is relevant to the current needs of children growing, learning and living in a modern world.

All pupils have a right to receive effective, inclusive and relevant RSE that directly meets their needs, taught through accessible resources and non-judgemental approaches. This resource has been written to meet the needs of all pupils, irrespective of their academic abilities, personal beliefs or lived experiences. It is therefore suitable to be used in a wide variety of educational settings.

Forming a complete scheme of work that utilises evidence-based teaching strategies, the resource meets national legislation and guidance requirements to support schools to teach a spiral curriculum, providing pupils with opportunities to develop their understanding of RSE in line with their age and development.

The resource guides teachers through structured learning activities that encourage pupils to rehearse the necessary skills to apply their knowledge safely in the real world. In addition, it provides opportunities for them to consider their own values, attitudes and opinions and those of their peers, so they can thrive as individuals and as productive members of society.

Assessment of RSE should be as rigorous as in any other curriculum subject to ensure that the lessons are relevant, meet the needs of all pupils and sufficient progress is being made. The challenge is to assess through implicit methods to avoid creating barriers to engagement within RSE lessons. Assessment should be experienced by pupils as participation within a learning activity. This resource provides creative assessment activities embedded within every lesson.

RSE is most effective when delivered through a whole school approach, valuing pupils as active learners, supported by parents/carers building on RSE with their values in the home environment. This resource provides comprehensive guidance on embedding RSE in your school to maximise teaching and learning opportunities and ensure consistency of approach to RSE.

Before you start



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Understanding what makes RSE effective

High quality, effective RSE is dependent on a number of factors.

It should be:

Realistic: Pupils benefit from teaching strategies and resources that reflect accurate information. Using strategies that could evoke shock, guilt or shame does not contribute to enabling pupils to make healthy choices for themselves. This resource utilises teaching strategies that draw out relevant issues by asking pupils to self-identify their knowledge, opinions and concerns relevant to each topic. The deliberate minimal use of photographic resources enables pupils to engage in the materials without viewing them as dated or irrelevant to their faith, gender or culture.

Relevant: Pupils need to be taught the information, skills and range of opinions on each topic before they are faced with a situation in which it is needed. The 'too little, too late' approach to RSE fails the basic human rights of a child or young person by leaving them vulnerable to abuse, more likely to engage in risk taking behaviours, lacking in knowledge about their rights and living with questions, concerns or worries but not knowing how to safely seek information and support.

Accessible: All pupils need to be able to engage fully with RSE lessons, irrespective of their academic abilities, preferred learning styles, lived experiences, faith, values, and special educational needs. It is important to ensure RSE lessons do not rely on literacy-based tasks, contain a range of teaching strategies and are appropriately paced to ensure pupils have the opportunity to absorb and process information, foster values and skills, whilst ensuring maximum progress is made.

In small groups: Pupils are more likely to engage in RSE learning if they are able to work in smaller groups. This may not be possible to achieve within a classroom environment. Dividing classes into smaller table groups whilst the lesson progresses will support pupils to engage fully with the learning opportunities. It may be helpful for a TA to deliver some elements of the RSE curriculum as targeted lessons. This will enable the resource to be appropriately facilitated for pupils with SEN, where the activities may need additional explanation, a slower pace or more concrete teaching approaches.

Positive: Pupils do not benefit from an approach that teaches RSE with a focus on risk and negative outcomes. Whilst pupils do need to have an awareness of risk, an approach that talks positively about healthy, fulfilling relationships based on trust, respect and communication are more likely to delay risk taking behaviours and first sexual encounters later in their life, ensuring pupils are better prepared and aware of the benefits of aspiring to enjoy healthy and respectful relationships.

Non-judgemental: Effective RSE does not impose values, beliefs and opinions onto impressionable children but provides a safe space for them to explore and develop their own, whilst understanding those of their peers and respecting that these may differ from their own. Faith schools may teach RSE in accordance with the tenets of their faith, without causing pupils to feel negatively about their individual opinions, family lives or lifestyle choices.

Embedding RSE through a whole school approach

A whole school approach to RSE provides the most effective model to influence change and development, involving all stake holders of the school community. It ensures improvements are embedded in a systematic way throughout the school for maximum success and longevity of cultural change.

The table below will help you to understand what the whole school approach looks like in practice, applied to RSE. The table can be used as an audit tool to help ensure you are meeting the minimum criteria to develop best practice.

Element	Minimum criteria to enable best-practice	Rating		
		✓	✓	✓
Leadership	<p>SLT give RSE high status within the school.</p> <p>There is a named PSHE/RSE lead with responsibility for RSE who has adequate planning and preparation time.</p>			
Policy	<p>The school has a RSE policy that has involved consultation with staff, parents and pupils.</p> <p>The policy has been reviewed within the last three years.</p> <p>The policy is written using accessible language for the whole school community and is made publicly available on the school website.</p> <p>Staff are confident in the contents of the policy and fully understand how it empowers them to deliver RSE in school.</p>			
Curriculum and resources	<p>The school has a spiral RSE curriculum that is timetabled for every year group.</p> <p>The RSE curriculum has been developed in consultation with staff, pupils and parents.</p> <p>The curriculum is reviewed annually to ensure it remains relevant and needs-led.</p> <p>The RSE resources are reviewed before use to ensure that they continue to meet the current needs of pupils at the school.</p> <p>RSE resources are fully inclusive and accessible to all pupils, including vulnerable pupils and those with SEND.</p>			



Element	Minimum criteria to enable best-practice	Rating		
Teaching and learning	<p>RSE is taught by teachers who are trained, confident and comfortable to teach RSE.</p> <p>Teaching is fully inclusive and relevant to the age and stage of the pupils.</p> <p>RSE is taught with a minimum of two staff present.</p> <p>RSE is taught in mixed gender classes (unless single sex school).</p> <p>Opportunities to embed cross-curricular RSE teaching are maximised. The RSE curriculum is aligned to the teaching of RSE in science and other relevant subjects.</p> <p>External visitors are used to enhance the teaching of RSE lessons where appropriate.</p>			
School ethos and environment	<p>RSE is taught in accordance with the school ethos and values.</p> <p>The school ensures a fully inclusive environment, embracing all forms of diversity through policy and practice. Visual displays and resources e.g library books, show a range of diverse families, identities and challenge gender norms.</p> <p>Discriminatory language and behaviour is actively addressed by all staff using a consistent approach.</p> <p>Opportunities to celebrate special events e.g LGBT history month are maximised.</p>			
Pupil voice	<p>Pupils create their own learning agreement for the purposes of RSE lessons.</p> <p>RSE lessons allow for pupils to share their views and learn from the views of others.</p> <p>Pupils are fully involved in assessing the impact and effectiveness of RSE lessons.</p> <p>Pupils participate in an annual pupil consultation activity to ensure that the curriculum remains needs-led and regularly evaluated for effectiveness.</p> <p>Pupil voice responses are shared with staff, parents and school governors as appropriate.</p>			



Element	Minimum criteria to enable best-practice	Rating		
Provision of support	<p>Pupils are signposted to relevant internal and external support at the end of every RSE lesson.</p> <p>The school displays posters to signpost pupils to support services.</p> <p>All staff are fully informed when RSE is being taught, including what topics so they can prepare for any disclosures.</p> <p>All staff are able to signpost to specialist LGBTQ services and support, if appropriate.</p>			
Staff CPD	<p>Staff are provided with RSE training at least every three years to ensure RSE is delivered by confident and trained staff.</p> <p>Staff are encouraged to 'team teach' to share good practice and improve RSE teaching.</p> <p>Staff are provided with support to, but not made to, deliver RSE if they are unwilling.</p>			
Partnership with parents/ carers	<p>Parents/carers are provided with a letter to inform them when the school will be teaching RSE and what topics will be covered.</p> <p>The school holds an annual RSE consultation/ information session for parents/carers.</p> <p>The school supports parents to build on RSE in the home environment by sharing teaching resources. RSE home learning opportunities are provided.</p> <p>The school website signposts parents/carers to information, advice and guidance in talking to their child about RSE related topics.</p>			
Assessment, recording and reporting	<p>RSE lessons include assessment of learning to ensure a needs-led curriculum.</p> <p>RSE progress is assessed by pupils and teachers.</p> <p>RSE impact is reported to SLT and monitored by school governors.</p> <p>Parents are informed of RSE progress in school reports.</p>			

Identifying cross-curricular links

To maximise the impact of your RSE curriculum, your school will benefit from developing an emphasis that ensures pupils are able to extend and apply their learning across a range of subjects. Exploring cross-curricular links can help to engage the whole-staff team within the school ensuring consistency in terms of language and positive affirmation of equality is achieved. Below are some ideas but ask your subject specialist staff to identify more!

English	Explore themes of love, identity, different relationships and emotions through poetry and story books. Include learning vocabulary and spellings related to these topics. Poetry, creative writing and comparing gendered language in marketing material all provide rich material to stimulate discussion and debate.
Science	Learn about plants, animals and human bodies. Naming parts of the body, how they change, grow and develop.
RE	Consider similarities and differences in religious attitudes towards marriage and different types of relationships.
Languages	Include vocabulary terms related to gender, love and relationships.
Art and design	Produce creative and visual resources such as how to resist peer pressure, posters to promote developing an inclusive ethos or to celebrate events such as anti-bullying week. Analyse themes of gender in art. Look at gendered clothing in textiles and fashion. Explore gendered toys and advertising.
Music	Examine relational themes and emotions across music genres from classical to contemporary compositions.
Computing	Explore the negative impact of cyberbullying. Raise awareness of risky online relationships.
Design and technology	Design and make advertising products that challenge stereotypes and cultural expectations, including toys, houseware products and cars. Think about environmental design such as gender-neutral toilets.
All subjects	Recognise and celebrate pioneering LGBT contributors. Include a diverse range of family types and challenge gender stereotypes in the characters and scenarios used within subject material.

Establishing a shared vision for RSE

Agreeing an overarching vision statement, underpinned by supporting principles, will help your school to provide consistently effective delivery of RSE within the established aims and values of your school. Identifying how RSE can support your school mission statement is helpful in aligning policy, curriculum and teaching, contributing to whole school improvement.

The aims of your school RSE can encompass the core values and principles that ensure high-quality, effective RSE: An example of this is below:

Relationships and sex education (RSE) in this school is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if it is needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE empowers children to build self-esteem, offer positive and open views and support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- ✓ Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.
- ✓ Providing an inclusive learning environment which is safe and empowering for everyone involved.
- ✓ Teaching non-biased, accurate and factual information that is positively inclusive.
- ✓ Developing character skills to support healthy and safe relationships, ensuring comfortable communication about emotions, bodies and relationships and using appropriate terminology.
- ✓ Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- ✓ Providing protection from shock or guilt.
- ✓ Actively involving pupils as evaluators to ensure relevance.
- ✓ Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.



Policy

The RSE policy should reflect the vision and agreed principles, and echo the bespoke ethos and values of your school.

The policy will serve two main purposes:

1. For those outside your school it makes it clear how you deliver RSE, including when topics will be taught.
2. For those inside your school, including external contributors to your RSE curriculum, it provides a clear framework about what and how topics should be taught, ensuring consistency of approach, teaching methodology and assessment.

A robust RSE policy will empower teachers to teach RSE effectively, with confidence and without fear of backlash from any source.

The template policy provided should be personalised to reflect the teaching of your school's RSE curriculum, where required.

The **'Before you start'** section of the RSE Solution will provide guidance to support the preparation and implementation of your policy.

RSE policy

This relationships and sex education policy covers **[insert name of school]** approach to teaching relationships and sex education (RSE). It was produced following thorough consultation with the whole school community including pupils, parents/carers, staff, school governors and, where relevant, appropriate members of the wider community such as medical professionals and faith leaders.

It will be reviewed every three years, or sooner if the RSE curriculum is amended, in response to emerging themes, changing pupil needs, or introduction of new legislation and guidance.

Parents will be informed about the policy through annual RSE consultation events, referencing in the school prospectus and a link from the school website. If a hard-copy of the document is required the school will be happy to provide this upon request. The school will work with parents requiring the policy in an alternative format, ensuring equitable accessibility for all.

Values, aims and objectives:

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

RSE is taught in a way which is complementary to the wider ethos, values and principles of our school. RSE in this school is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

RSE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- ✓ Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.
- ✓ Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- ✓ Teaching non-biased, accurate and factual information that is positively inclusive.



- ✓ Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.
- ✓ Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- ✓ Providing protection from shock or guilt.
- ✓ Actively involving pupils as evaluators to ensure relevance.
- ✓ Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

The RSE curriculum has been planned following pupil consultation. This ensures the needs of all pupils can be met through the delivery of an age and stage-appropriate curriculum. The curriculum addresses traditional and emerging issues, and relevant challenges as identified by pupils. Consultation with pupils will be conducted on a regular basis. This will inform the RSE curriculum review, ensuring it remains responsive to emerging needs.

Some elements of the RSE curriculum are a statutory requirement to teach in order for the school to meet **(insert date of latest government RSE guidance)** and The Equalities Act, 2010. It is important to teach RSE through a spiral curriculum. This means pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. RSE will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world.

Our intended RSE curriculum is detailed as follows but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case parent/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross-curricular links.



Y₃

Year group three

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.	Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.	Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.	Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.	Pupils understand the right to protect their body from unwanted touch.	Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.

Y₄

Year group four

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.	Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.	Pupils recognise differences and similarities between people arise from a number of factors Inc. family and personal identity.	Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.	Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.



Y5

Year group five

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can anticipate how their emotions may change as they approach and move through puberty.	Pupils can anticipate how their body may change as they approach and move through puberty.	Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.	Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.	Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.	Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk about what they have seen.

Y6

Year group six

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise how images in the media, including online do not always reflect reality, and can affect how people feel about themselves.	Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female organs.	Pupils realise the nature and consequences of discrimination, including the use of prejudice based language.	Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).	Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help prevent this.	Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.



The RSE programme will be led by **(insert name of RSE lead)**, and taught by **(insert as appropriate, for example form tutors /year group heads, TAs)** and supported by **(insert as appropriate, for example school nurses, visitors and outside agencies)**. All staff involved in the delivery of RSE have received specialist training ensuring pupils are taught with consistent approaches to RSE throughout their time at **(insert name of school)**.

RSE will be taught using a range of teaching methodologies including story-telling, drama, discussions, individual private reflection, quizzes, fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles. Distancing techniques, such as the use of characters within RSE, avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At **(insert name of school)** we actively celebrate the diversity of our pupils, their families and the wider whole school community. RSE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community.

At the end of every lesson, pupils will be provided with an opportunity to ask questions as a class and can also ask anonymous questions through the use of an 'ask it basket'. Teachers will answer questions as fully as they feel age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. Teachers may ask a pupil to wait for a response to a question if they need time to consult with a colleague, or the school leadership team, to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate. Teachers will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons for this decision clearly explained. The teacher will work with the pupil to identify suitable sources of information, where they can safely obtain an answer to their question.

At the end of every lesson, teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the schools' pastoral system to advise of topic coverage. This will ensure the school can be responsive to pupils' pastoral needs, and safeguarding arrangements can be actioned efficiently if required. If the school has any reason to believe a pupil is at risk of harm, we are required to respond in accordance with the school's safeguarding policy.

Pupils' learning will be assessed at the end of every topic. This will ensure that pupils are making sufficient progress building on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

RSE is most effective when it is a collaboration between school and home. The school will provide support to parents and carers through an annual event, providing a valuable opportunity to develop awareness of emerging RSE topics, meet RSE teachers, review the resources being used and consider ways to build on RSE at home. The school operates an open-door policy enabling parents to discuss RSE at relevant times throughout the school year.

This policy complements the following policies:

- Anti-bullying
- E-safety
- Equality
- Inclusion
- PSHE
- Safeguarding
- Teaching and learning

Staff development

It is important that RSE is taught by educators who are confident, competent and trained to teach RSE effectively and safely. RSE is most effective when every staff member understands the principles and purpose of the curriculum. Pupils benefit from consistent approaches to RSE, ensuring lessons have a 'familiar' feel to establish confidence, enabling active participation in lesson activities. Schools should strive to adopt a strategic approach to training, which will empower school staff to teach RSE effectively.

To ensure consistent approaches, it is useful to devote time for whole-staff training. The training should include generic skills and strategies for teaching RSE that remain relevant irrespective of the topic being taught. This could include:

An overview of local health data about RSE related behaviours, including incidents of child sexual exploitation etc. It should also include summarised anonymous information from pupil consultation work.

Familiarisation of the RSE policy

- Clarification of key elements
- Demonstration of how the policy is translated into practice to ensure compliance.

How to create a safe and democratic classroom environment for RSE.

- Working agreements: benefits of, and methods to create.
- Use of correct language and terminology, including the rationale for this.
- Consideration of distancing methods and the benefits of using them to safeguard pupils.

Encouraging and answering questions

- Strategies such as an 'ask it basket' and talk cards.
- Permission not to answer every question; including strategies for this.

Keeping it non-judgemental (an opportunity to identify and reflect on own bias, as well as an awareness of the need to keep personal views out of RSE teaching).

The importance of confidently **using correct biological language**.

An agreed **protocol for assessment** of teaching and learning in RSE.

A reminder of the school **safeguarding policy** and procedure (awareness that RSE can prompt disclosures due to pupils being equipped with the knowledge, skills, values, language and emotional literacy to make disclosures).

Top tips for effective RSE professional development

One-off staff training events rarely embed good practice: Annual sessions offer an opportunity to refresh skills and revisit challenging elements. Follow up your staff training with opportunities for staff to share learning, identify new initiatives and discuss ways to overcome challenges and enable progress.

Do not leave one member of staff to champion the cause: Collaboration as a team produces a wider range of exciting and dynamic ideas. Teamwork can also help embed effective RSE across the school to create a wider impact. This approach ensures that expertise is not consolidated into a single member of staff, which could leave your school vulnerable to ineffective RSE if they leave.

Do not do it all in-house: In-house training can have a positive impact in terms of consistency and upskilling, but may lead to 'recycling' ideas that are not the most effective, or up-to-date with current needs. Outside experts can ensure training is fresh and dynamic.

Network with other schools: Inviting other schools to share in RSE training can provide opportunities to share good practice, enable time to be used as efficiently as possible, gain support in overcoming shared challenges and capitalise on successes.



Pupil consultation

Conducting regular pupil consultation on RSE is essential. It will help your school to review and develop RSE to continually meet the current needs of all pupils, including vulnerable groups. It is important to have a variety of methods of pupil consultation, to enable all pupils to have equal opportunity to fully participate and promote their views. Pupil consultation work provides further development of character skills that help engagement in RSE and being active members of society.

Pupil consultation methods can include:

Graffiti board: Cover a display board and add a title that describes what you would like to consult on, for example 'In RSE I would like to learn more about...'. Pupils can write their ideas with board markers attached to string and pinned onto the board or write on post-it notes to be stuck on. If inappropriate content is added, simply cover with black marker or remove the post-it note.

Tell the box: Decorate a sealed box, with a letter-box sized posting hole. Leave slips of paper and pens for pupils to write their responses to your consultation question. The question can be written on the box or left as a sign next to it.

Survey: These can be conducted using a variety of methods including online, anonymous electronic voting tools or a simple 'heads down, hands up' style approach to questions read out by the teacher. Ideally, pupils could generate the questions through a steering group or at school council, ensuring the vocabulary and questions are pupil centred.

Discussion: The insightfulness of informal ad-hoc discussions should not be underestimated. Structured discussions can also be beneficial. The 'goldfish bowl' technique promotes engagement and can help facilitate a discussion. In this model, four pupils sit on a smaller centre-facing inner circle of five chairs (this leaves an empty chair). The remaining pupils stand or sit on a larger centre-facing outer circle. Only the pupils on the chairs can discuss the topic/statement you have provided. When a pupil on the outer circle wishes to join the discussion, they sit on the vacant central chair, stimulating a centre circle pupil to voluntarily re-join the outer circle. This ensures a controlled discussion within a less intimidating format, promoting more active listening than a whole class discussion.

Spectrum: Pupils move up and down a spectrum marked out with signs for 'Agree', 'Don't know' and 'Disagree' in response to statements read out by the teacher.

Diamond nine: Pupils write nine topics that they would like to learn about in RSE, ranking them in order of importance to create a diamond shape, with the most important at the top, and the least important at the bottom.

It is important to consider how the responses from pupil consultation activities will be communicated, including to whom (SLT, parents, governing body etc) and how they will be responded to, so that pupils feel valued and respected for sharing their views.



Parental engagement

Relationships and sex education is more effective if parents are involved and empowered to build on the learning in the home environment. Engaging with parents can take a variety of forms but as a minimum your school should aim to:

Send a letter home to inform parents prior to RSE being taught. This could **provide tips** to help parents discuss RSE topics with their child.

Ensure the **RSE policy is made available to parents**. Include a link to this on your school website. Make sure your policy is written in an accessible format using language that parents will be able to understand.

Invite parents to attend a **consultation** to help inform curriculum planning and to gain views on your proposed scheme of work.

Offer a **parent information evening** to include:

- How the school RSE curriculum is meeting their child's needs, based on what you know about current pupil population related behaviours.
- An overview of what and how the school will deliver RSE.
- Meeting RSE teachers.
- An opportunity for parents to view the resources that you are intending to use.
- How parents can build on the learning at home e.g. using correct biological language, following up with discussion etc.
- Address any questions that may arise.



Letter to Parent/Guardian

Dear Parent/Guardian

Our school prides itself on delivering effective, age-appropriate relationships and sex education (RSE) that meets the needs of all our pupils within an inclusive and supportive learning environment; using non-biased resources. RSE is taught by experienced and skilled teaching staff who are committed to preparing your child to live and learn safely in the modern world, negotiating the transition into increasing independence with the development of knowledge, values and skills to make positive, healthy and safe choices.

RSE will deliver a spiral curriculum that enables pupils to build on their prior learning by revisiting some themes to further develop knowledge, values and skills in an age and stage-appropriate manner. As such, some themes are repeated to enable a deeper exploration of the related issues. Please see overleaf for RSE Curriculum.

I would like to take this opportunity to reassure you that none of the teaching materials or strategies should shock pupils. All lessons will be taught in a strictly non-judgemental and non-biased manner, to allow your child the opportunity to consider the information and develop their own values, attitudes and opinions about the topic. We would encourage you to discuss your child's relationships and sex education with them at home. This is an opportunity for you to share your family values in relation to the topics, building strong channels of communication about emotions, the human body and relationships with your child.

If you would like to know more information about our programme of relationships and sex education, please attend our parent's information session, familiarise yourself with the RSE policy and read the 'Top tips for talking to your child' overleaf.

Please feel free to contact the school if you would like to discuss our programme of relationships and sex education on an individual basis.

Yours sincerely

(name of Head Teacher)



	My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Y ₃	Identify personal strengths and set aspirational goals, understanding how this builds high self-esteem.	How their body may change as they grow and develop.	The attributes of positive, healthy relationships.	Challenging gender stereotypes.	The right to protect their body from unwanted touch.	The differences between secrets and surprises, knowing when it is right to break confidence and share a secret.
Y ₄	Recognising a wide range of emotions. Responding to their own, and other people's emotions.	Anticipate body changes, understanding that some are related to puberty.	Acceptable and unacceptable physical behaviours and how to respond.	That differences and similarities between people arise from a number of factors including family types and personal identity.	That marriage is a commitment freely entered into.	Knowing when to ask for help to manage a situation, and how skills to ask for help.
Y ₅	How emotions may change as they approach, and move through puberty.	Anticipate how their body may change as they approach, and move through puberty.	Healthy relationships, including the skills to manage and maintain healthy relationships.	Correct terms to describe gender and sexual orientation, including the unacceptability of homophobic and transphobic bullying.	Strategies for keeping safe online; knowing personal information can be shared easily.	How to manage accidental exposure to upsetting online material, including who to talk to about this.
Y ₆	That images in the media, including online do not always reflect reality, and can affect how people feel about themselves.	That sexual intercourse leads to reproduction. The scientific terms to describe the male and female sexual organs.	The nature and consequences of discrimination, including the use of prejudice based language.	That some cultural practices are against British law, including Female genital mutilation (FGM).	That some infections can be shared during sexual intercourse, and that a condom can help to prevent this.	Knowing when, who and how to ask for help independently or with support.



Top tips for talking to your child...

Talking to your child about their feelings, relationships and changing body is important. Building good channels of communication throughout childhood can help your child to communicate with you as future issues of increasing seriousness arise.

Your child needs to know that it's OK to talk, and that you're happy to talk. They will learn this through your body language, tone and manner when you talk so try to behave as you would in any other topic of conversation.

Below are simple strategies to make talking about feelings, relationships and the body more comfortable:

- ✓ Start by talking about something that you both find comfortable, such as feelings and emotions.
- ✓ Ask your child what they think their friends know/think about the topic, as this provides a way to talk about your child's views indirectly.
- ✓ Avoid 'The Chat'. Talk about these topics little and often over everyday events like playing, drawing, whilst driving in the car or watching TV. This can help to normalise the conversation, easing uncomfortable feelings.
- ✓ Reading a story book containing relevant content is a helpful way to stimulate discussion with your child.
- ✓ Don't leave it too late. Start talking about relevant topics before you feel your child is approaching a level of curiosity about it, so you establish strong channels of communication in readiness.
- ✓ Be prepared to listen. Your child will want to have their voice heard without feeling judged. Feeling listened to will encourage your child to talk about issues in the future.
- ✓ If your child asks you a question you are not sure how to answer, don't panic! Let them know that you will answer it at another time, making sure you remember to. Sometimes a simple answer can provide a sufficient response.
- ✓ Try to listen calmly, even if what they say surprises or concerns you. Remember that it is good that they are comfortable to discuss issues with you. They need to trust that you will not respond negatively.

Make sure your child knows they can always talk to you anytime, about anything.









Getting started









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Y₃ Year group three







 <p>My feelings</p>	 <p>My body</p>	 <p>My relationships</p>	 <p>My beliefs</p>	 <p>My rights and responsibilities</p>	 <p>Asking for help</p>
<p>Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.</p>	<p>Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.</p>	<p>Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.</p>	<p>Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.</p>	<p>Pupils understand the right to protect their body from unwanted touch.</p>	<p>Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.</p>

Y₄ Year group four







 <p>My feelings</p>	 <p>My body</p>	 <p>My relationships</p>	 <p>My beliefs</p>	 <p>My rights and responsibilities</p>	 <p>Asking for help</p>
<p>Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.</p>	<p>Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.</p>	<p>Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.</p>	<p>Pupils recognise differences and similarities between people arise from a number of factors including family and personal identity.</p>	<p>Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.</p>	<p>Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.</p>



Y5 Year group five

 <p>My feelings</p>	 <p>My body</p>	 <p>My relationships</p>	 <p>My beliefs</p>	 <p>My rights and responsibilities</p>	 <p>Asking for help</p>
<p>Pupils can anticipate how their emotions may change as they approach and move through puberty.</p>	<p>Pupils can anticipate how their body may change as they approach and move through puberty.</p>	<p>Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.</p>	<p>Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.</p>	<p>Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.</p>	<p>Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk about what they have seen.</p>

Y6 Year group six

 <p>My feelings</p>	 <p>My body</p>	 <p>My relationships</p>	 <p>My beliefs</p>	 <p>My rights and responsibilities</p>	 <p>Asking for help</p>
<p>Pupils can recognise how images in the media, including online do not always reflect reality, and can affect how people feel about themselves.</p>	<p>Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female organs.</p>	<p>Pupils realise the nature and consequences of discrimination, including the use of prejudice based language.</p>	<p>Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).</p>	<p>Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help prevent this.</p>	<p>Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.</p>



Using this resource

This resource offers a comprehensive approach to RSE. It provides schools with concise guidance, templates and tools to develop a robust framework for the teaching of effective RSE. It is designed for use by new and experienced educators of RSE, requiring minimal preparation or additional resources.

This resource can help maximise the approach that fits into the constraints of the school's existing timetable. The flexible yearly programme of six lessons can be taught as a complete developmental curriculum, as stand alone lessons, amalgamated to provide the contents of a drop down RSE focus day, or broken into the individual activities contained within each lesson plan to teach during shorter teaching times.

The materials contain and build on evidence based teaching strategies, setting a gold standard that centralises pupil responses within the teaching and learning, to ensure an effective, relevant and needs-led RSE lesson that remains age and stage-appropriate. This innovative and new approach empowers pupils to:

- Acquire knowledge relevant to their individual age and stage.
- Consider, challenge and critique their views and those of their peers, family, wider society and the media.
- Develop their own values and skills to put their learning into practice in the real world.
- Make safe choices and healthy decisions in accordance with their own moral framework.

Each year group has its own scheme of work, enabling you to visualise the progressive acquisition of knowledge, values and skill development pupils will achieve throughout the six lessons.



Each lesson guide details:

- Lesson aim.
- Learning outcomes.
- Resources required.
- Key words.
- Teacher notes: To consider before you start teaching to keep the learning accurate, safe and inclusive; clear guidance for teaching.
- Suggested questions to stimulate discussions, promote inclusivity and foster the development of positive values and skills.
- Answers to factual information and suggested focus areas for opinion based answers.
- An extension activity to enable you to adjust the lesson plan to the length of your lesson and the needs of your learners.
- Highlighted assessment opportunities from within the lesson activities.

The lesson guides provide three connected activities and an extension activity. The teaching resources follow immediately after the teaching guide for ease of lesson preparation. The resource is colour coded by year group and has consistent for each section, easing navigation within the resource.



Working with outside agencies and visitors to support RSE

RSE educators cannot be expected to be experts in all areas of RSE, and may seek contributions from outside agencies and visitors to bring specific expertise, experience or to bridge a gap between pupils and the service that is provided by the outside agency. External contributions should always form part of the planned RSE curriculum and not be experienced as a tick box activity or out-of-context addition, in which pupils would not be provided with appropriate opportunities to reflect and explore their own personal views, values and opinions in response to the input. Outside agencies and visitors should never be used as a substitute for an embedded RSE curriculum.

When properly coordinated, outside agencies and visitors can offer a very positive and enjoyable enhancement to the RSE curriculum, enabling pupils to extend their experience and understanding.

The following checklist can help your school ensure that all outside agencies and visitors will adhere to the appropriate framework of ensuring a safe and positive learning experience for pupils.

It is important to follow-up any RSE visits with a teacher and pupil evaluation to assess if the session has achieved the agreed learning outcomes, had the required impact and whether the school would like them to return or feels able to recommend to other schools.

Questions to consider may include:

- Did the visitor deliver the session as agreed?
- Did the visitor communicate appropriately towards pupils in a way they could relate to?
- Did pupils respond positively towards the visitor including being given a chance to ask questions and interact within the session?
- Were the needs of all pupils, including vulnerable pupils, met within the session?
- Did the visitor demonstrate a competent knowledge of the topic they were speaking about including exploring a full range of values and opinions relevant to the topic? If not, it is important to offer a follow-up session to balance any messages and provide pupils with the full range of values and opinions, ensuring non-biased RSE is achieved.



Checklist



1	Safeguarding	The visitor has been provided with the appropriate policies and the school has agreed the safeguarding and confidentiality protocols should a disclosure be made, including who will be responsible for subsequent reporting and liaising with the pupil(s) concerned.	
		If necessary, the visitor has supplied evidence of up-to-date security disclosures and/or will remain with a member of school staff at all times.	
2	Session aims	A member of staff has met/discussed with the visitor the contents of the session. Learning outcomes have been agreed.	
		The visitor has been provided with the school RSE policy and scheme of work to ensure that the session is delivered within the context of this.	
		The teaching strategies and resources are evidence based and demonstrate good practice.	
		The visitor has appropriate qualifications/training/experience to deliver the session effectively and safely.	
3	Inclusion	The visitor promotes equal opportunities and celebrates diversity and will provide an inclusive learning experience for all pupils.	
		The needs of vulnerable pupils have been considered and can be appropriately met.	
4	Prior to the session	Practical aspects have been appropriately agreed in advance of the session, such as identification of any equipment required, who will be providing hospitality to the visitor (registration, welcome, refreshments etc), booking appropriate space for the session, agreed contingency plan in case of unforeseen circumstances and how fees will be paid.	
5	Session delivery	A member of staff will be available to remain in the session at all times.	
		Roles, responsibilities and boundaries have been agreed including behaviour management.	
6	Session follow-up	Feedback arrangements are in place between the school and the visitor to allow comprehensive evaluation of the input taking into consideration the views of pupils.	



Creating a working agreement

Establishing a working agreement with your class for RSE is essential. The value of the working agreement is dependent on the time and process taken to create it. Once established, it will provide pupils with a clear understanding of what behaviours, including language are acceptable. It can support a safe, democratic and empowering learning space for pupils, promoting confidence to fully engage in RSE lessons without fear of 'getting it wrong'.

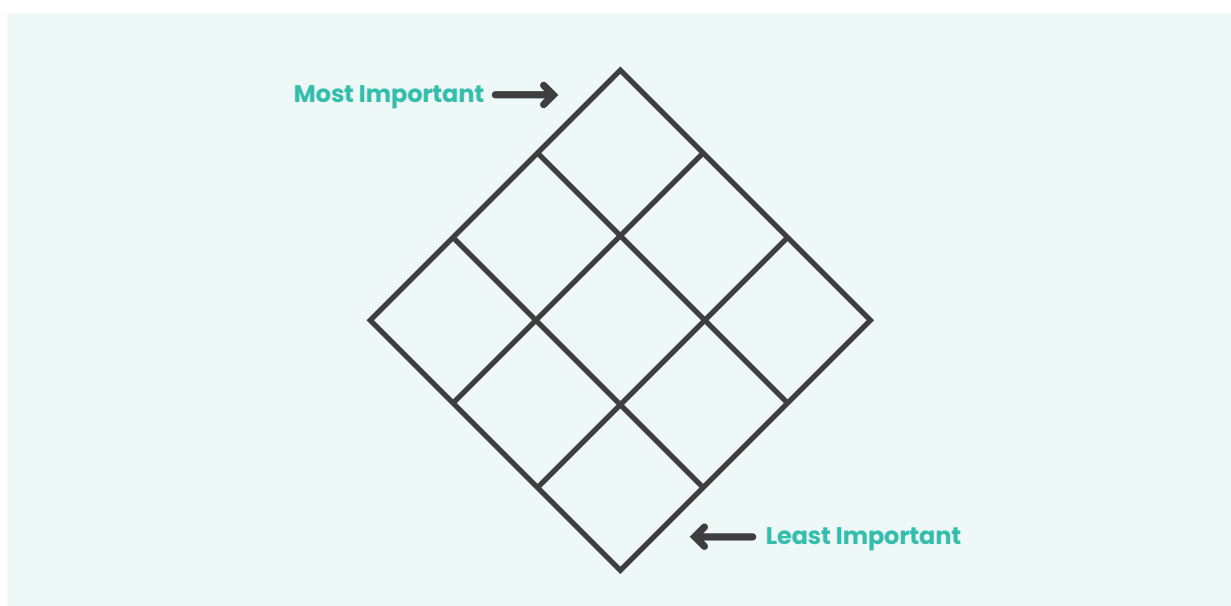
The terminology of 'working agreement' as opposed to 'ground rules' is empowering in itself, reflecting the genuine ownership of pupils over how RSE will be experienced. The working agreement should use the ideas and terminology suggested by pupils.

Agreed sanctions will need to be communicated, so that pupils appreciate the significance of the agreement and are clear about the repercussions if they break their learning agreement.

Start by explaining to pupils that before RSE lessons commence, it is important that everyone feels safe, empowered and clear about what is and is not acceptable during RSE lessons.

To get pupils warmed up, start by asking them to imagine someone new is joining the class and they need to think of things that would make the new person feel comfortable to come and join in the RSE lessons.

Once the class has agreed what things would support someone new to feel comfortable to join in RSE, ask pupils to identify what they would like to have included in a working agreement. Write these down in their own words before ranking them in order of importance. You could use a diamond nine template, such as the one below:



Whilst this activity is likely to conclude that all the suggestions are as important as each other, it provides a non-contentious activity for pupils to foster and embed appropriate learning behaviours for RSE. These may include "no personal questions", "it's OK to pass during an activity", and "it's OK to have different views to each other". Whilst pupils order the suggestions and create the working agreement, you can remind and encourage them to embed the behaviours they have identified over the process of this activity. This is better than trying to embed behaviours during an activity on a challenging topic, when pupils may feel more exposed or sensitive to reminders about appropriate classroom behaviours.

It may be helpful to add statements to the working agreement such as 'this means that I will...' and 'this means that I will not...' to ensure pupils understand how the agreement relates to their behaviour.

Once the class has finalised the working agreement, ask them to illustrate it, type it up or write their name around it so there is a commitment of ownership by the whole class to what has been agreed.

Display the agreement for each RSE lesson on the wall or place laminated copies on each working table. Always remind pupils of the working agreement at the beginning of every RSE lesson, drawing their attention to elements that have particular relevance to the lesson topic.

It may be helpful to ensure that the working agreement covers the following elements, using pupils suggested language:



Openness: We will be open and honest without directly talking about ourselves or each other. Instead we could say 'I know someone who' or 'person X'.

Keep the conversation in the room: We will feel safe to talk openly, knowing our teacher will not tell anyone else what we have said unless they are worried that we are not safe. We cannot stop other pupils talking about what we have said so we need to stop and think before we share!

Non-judgemental approach: It is OK to not agree with each other but we challenge what is said, not the person who says it.

Right to pass: We will try to join in, but if we feel uncomfortable in the lesson we can pass.

Make no assumptions: We will not assume what other people think and feel because of what we think we already know about them (religion, culture, life experience, disability etc).

Listen to others: We will listen fully to what everyone has to say before deciding what we want to say in response.

Appropriate language: We will use scientific words when talking about the body. If we don't know them, our teacher will tell us.

Questions: We can ask questions. We will not ask each other personal questions and no one can ask us personal questions (this includes our teacher).

Help and advice: If we need help and advice about anything, we will speak to our teacher or another adult we trust. We will help our friends to get help if we think they need it.



Preparing to answer questions:

It is essential pupils are given space within each lesson to ask any questions they have, to seek reassurance for concerns, fill any gaps of knowledge and addressing misconceptions.

Questions can provide a useful form of baseline assessment. For example, a question box can be left in a pre-agreed place and pupils given advance notice of a topic that will be covered, being invited to add questions to the box prior to the lesson. The advantage of this approach is the teacher has the opportunity to pre-empt the level of knowledge so the lesson can be appropriately pitched, as well as providing a chance to research or consider appropriate responses to the questions raised.

Post-lesson questions can provide a useful form of summative assessment, providing the teacher with an opportunity to identify any remaining knowledge gaps or skill development needs.

Some teachers feel anxious about the post-lesson questions, as this is a part of the lesson that is hard to prepare for. Take reassurance that teachers are not required to be the experts in all areas of RSE, neither does every question have to be answered. If a question arises that may not be appropriate to answer, it is acceptable to tell pupils that some questions will be answered in the following lesson, providing a chance to research an appropriate response, collaborate with colleagues to check a suitable age-appropriate response, or find organisations relevant to the topic that pupils can be signposted to for their own research. It may also be appropriate to suggest a pupil asks their question at home.

If anonymous question boxes are being used during a lesson, it is important to ask all pupils to complete a question slip and place into the box. If they do not have a question, they can just write 'Hi' or draw a smiley face. This will ensure that no pupil is exposed as having asked a question when only a few questions have been asked.

Question card templates are provided, but pupils could also make their own laminated Question cards featuring a tick box option at the bottom where they can express their preferred method of response such as:

- Answer in class Q&A
- Answer I:1
- Just wanted you to know that...

Younger pupils may respond to a puppet that is used as a 'worry guzzler', or similar format. Pupils can then direct their questions to the puppet as you circulate around the class. The questions can be discussed and answered during a whole-class Q&A through the puppet.


It is also useful to tell pupils where they can access support and advice both inside and outside of school including online support from quality assured, trusted websites. This will help prevent the seeking of information from inappropriate or unsafe places, where they could put themselves at risk or receive inaccurate information.




Question card









- Answer in class Q&A
- Answer 1:1
- Just wanted you to know that...



- Answer in class Q&A
- Answer 1:1
- Just wanted you to know that...



- Answer in class Q&A
- Answer 1:1
- Just wanted you to know that...



- Answer in class Q&A
- Answer 1:1
- Just wanted you to know that...

Safeguarding: Distancing, sign posting and disclosures

Distancing: RSE can be a challenge for all pupils for a variety of reasons. Some pupils may have difficulty in communicating their personal views and opinions or respecting the different opinions of others. Some pupils may lack the confidence or feel vulnerable to share their internal thoughts. For some pupils, RSE may trigger uncomfortable feelings and awareness of abuse. This resource uses a variety of distancing strategies for lessons and topics that may be particularly challenging. The use of characters appears in a variety of ways, including the creation of fictional characters. Pupils very often subconsciously project much of themselves into the characters to explore, share and express their own views of the lesson activities through the character. This type of strategy can promote pupil engagement in RSE.

Signposting: Before each lesson, it would be helpful to research local and national support agencies relevant to the topic you are teaching, so that at the end of the lesson you can appropriately signpost pupils and their families for specialist information, advice and guidance. Always remind pupils who they can talk to in school if they have concerns, and take the time to liaise with the school counsellor, nurse and pastoral team about RSE topic coverage so they can prepare for any pupil responses in advance.

Safeguarding disclosures: RSE can prompt safeguarding disclosures. This is because effective RSE teaches the information, language, emotional literacy and character skills to raise awareness and report incidents of abuse. Ensure that all staff in school are familiar with the safeguarding policy prior to RSE being taught so pupils will receive an appropriate and consistent response, whoever they approach within the school.

RSE can lead to disclosures relating to gender and sexual identity etc. It is important to recognise that this is not a safeguarding disclosure and the information does not need to be shared unless the pupil discloses any cause for concern about risk, in which case the approach is the same as it would be with any pupil. Respond to such disclosures by offering positive affirmation and working individually with the pupil, allowing the pupil to be fully empowered to make their own choices and work at a pace dictated by them.

Teaching RSE can be a challenge for some teachers due to their own life experiences. Ensure that all staff are fully supported to teach RSE, including the right not to teach a topic or lesson that they feel would be detrimental to their wellbeing. It might be possible for teachers to swap their lessons, or for an alternative member of staff to teach the lesson with the teacher supporting.



Are you ready?

Review the following checklist to make sure you have put the necessary elements in place before teaching RSE:

- ✓ Awareness of latest RSE guidance and other relevant legislation.
- ✓ Pupil consultation conducted to ensure a needs-led and relevant approach to RSE.
- ✓ Robust RSE policy.
- ✓ Letters sent home to parents and a parent consultation event hosted.
- ✓ Staff trained, confident and enthusiastic to teach RSE.
- ✓ Awareness of school safeguarding policy and procedures.

The teaching strategies and resources have been designed so they can be taught by someone who has minimal prior knowledge of the topic, as well as someone who is an experienced and knowledgeable teacher of RSE. It is always advisable to read through the lesson fully prior to teaching to ensure confidence in delivering an effective RSE lesson.

It will also be helpful to research local and national support agencies relevant to the topic you are teaching so that at the end of the lesson you can advise pupils where to go for specialist information, advice and guidance.

This resource has been designed for minimal preparation and additional resources. With the additional of a few teaching materials, you have everything at your fingertips to teach fun, informative, safe and effective RSE!

Ticked all the boxes?

Time to start teaching...



Year 3



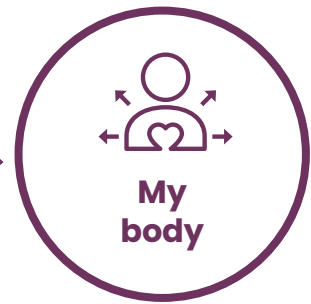
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Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.



Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.



Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.



Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy or one way to be a girl.



Pupils understand the right to protect their body from unwanted touch.



Pupils can identify the difference between secrets and surprise, knowing when it is right to break a confidence and share a secret.



Lesson one: My feelings



Lesson aim:

Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.



Learning outcomes:

- I understand the term self-esteem and know why it is important to have high self esteem
- I can recognise some of my strengths
- I have set an aspirational personal goal for myself



Resources required:

- Resource sheet: Character
- Resource sheet: Certificate
- Balloons
- Small slips of paper
- Pens
- Paper strips

Key words: aspiration, compliment, self-esteem

Teacher notes:

High self-esteem lies at the heart of pupil health and wellbeing, contributing towards a reduction in risk taking behaviours. Encouraging pupils to identify and celebrate their strengths and confidently accept compliments without embarrassment is a clear demonstration of fostering healthy self-esteem. Any negative self-talk by pupils needs to be addressed sensitively throughout the lesson. It is important to be mindful that some pupils may have low self-esteem and will find the lesson a greater challenge than pupils with healthy self-esteem.

Begin the lesson by...

Explaining that in this lesson we will be learning about why it is important to be proud of ourselves. Our views about ourselves can change over time but it is important to be kind to ourselves. We will think about the things we are good at as well as the parts of our personality we are proud of. Reassure pupils that it is good to feel good about yourself! Remind pupils of the working agreement.



Activity one: Compliment choices

Ask pupils to share ideas about something that has made them feel good about themselves within the last week. It is important if a pupil attempts to downplay their achievement that you encourage them to discuss it with pride.

Suggested answers: *a good piece of school work; sporting achievement; an act of kindness; celebrating something at home; receiving a certificate etc.*

Explain how we all have different strengths, and that this is beneficial. If we were all good at the same things it would not be possible to function as a society. For example, if we were all talented artists, who would be the doctors etc?

Tell pupils that you are going to read out several things that some of them might be good at. Include relevant pupil examples from the previous activity, as well as the examples. If pupils feel it is a strength for them, they stand up:

- Reading
- Drawing
- Being a good friend
- Sport: football, swimming, running, gymnastics etc
- Singing
- Playing an instrument
- Helping others
- Being kind
- Include some pupil suggestions from the beginning of the activity, if relevant

Continue this activity until all pupils are stood up, or if you prefer for pupils to stand at each suggestion then ensure everyone has stood at least once.

Tell pupils that they are going to be asked to take it in turns to give a compliment to the person they are sat next to. Explain that a compliment is when someone says something nice about you and it is appropriate to say 'thank you' in response. It is important not to dismiss the compliment. Your class may benefit from you demonstrating this with another member of staff.



Activity two: Self-talk for self esteem

Explain to pupils that self-esteem is the way we feel about ourselves. Some people have high self-esteem and some people have low self-esteem. Self-esteem can vary throughout a person's life depending on their experiences.

Display the characters at the front of the class. One to represent a person of the pupils' age with high self-esteem (mark this with an upward arrow), the other to represent a person of the pupils' age with low self-esteem (mark this with a downward arrow). Tell pupils that our self-esteem affects the way we think, feel and behave. Draw a brain inside the head of the characters, a heart inside the chest of the characters and arrows coming from each character to help pupils visualise this.

Tell pupils to focus on the low self-esteem character. Ask pupils to identify how this character may think. Draw/write these inside the character's head.

Suggested answers: *'I can't do it'; 'what is the point in trying' etc.*

Ask pupils to identify the way the character may feel about themselves. Draw/write these inside the character's chest.

Suggested answers: *'I don't like myself', 'no-one would want to be my friend' etc.*

Finally, ask pupils how the character might behave. Draw/write these at the end of the arrows.

Suggested answers: *pushing people away/bullying; being quiet and withdrawn; not wanting to put hands up in class; being less confident to put themselves forward for school plays and competitive sport etc.*

Repeat the process with the high self-esteem character.

Discuss as a class what the differences between the characters are.



Which character would be the happiest? Why is this?

How does positive self-talk influence feelings, behaviour and happiness?

Tell pupils to write on slips of paper how they feel about themselves. They need to fold these up and insert into a balloon before blowing their balloons up and tying a knot in them. Ask pupils to write down the behaviour that they feel they exhibit to others on the outside of the balloon with permanent marker pens. Ask pupils to reflect on these behaviours, considering if they want to feel and behave this way. Reassure pupils that this is a private activity and that they will not be asked to share this with anyone else in the classroom.

Summarise this activity by explaining to pupils that if they experience low self-esteem, telling themselves positive thoughts and focusing on what they are good at can help to raise their self-esteem.



What positive self-talk could you say to yourself if you were experiencing low self-esteem?



Activity three: Aspirational paper chains

Give each pupil three strips of paper. Tell them to write/illustrate on each strip of paper an aspiration for their future. Tell pupils to join their paper strips to make a paper chain. These can be hung on the back of their chair or joined together to make a class paper chain of aspirations for the future. This can be hung up in the class as a visual reminder for pupils.



Extension:

Give each pupil a certificate template. Tell pupils to complete the certificate before writing a compliment on it. These can be laminated and used as a desk mat or displayed in class with the paper chain of aspirations.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to tell you some examples of positive self-talk that can be used to build self-esteem. Reassure pupils that it is natural to experience a range of feelings about ourselves, sometimes these can change over time. Remind pupils that it is important to be positive to ourselves and others to keep self-esteem high. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



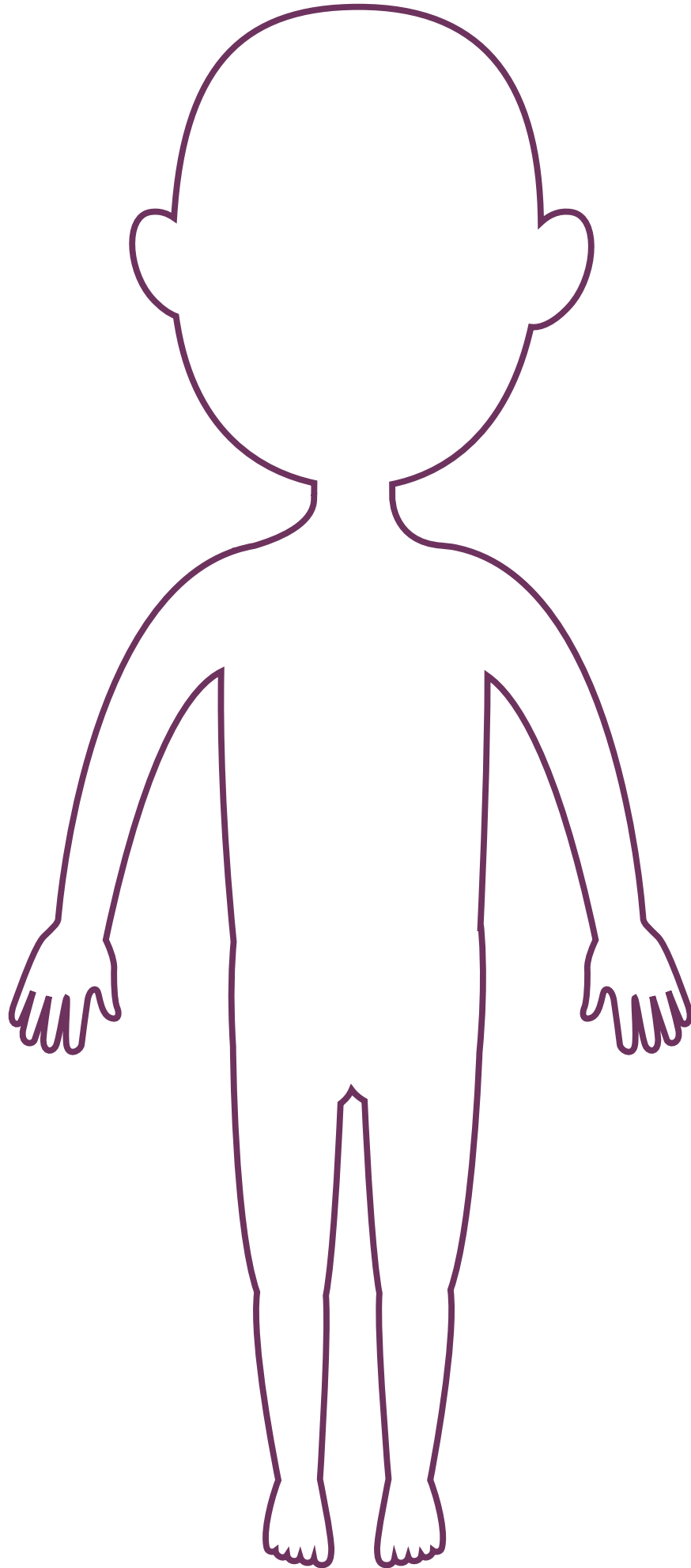
Assessment:

Activity one: Pupils could stand up, demonstrating recognition of at least one personal strength.

Activity two: Pupils considered a range of internal thoughts, feelings and outward behaviours related to low and high self-esteem through fictional characters. Additionally, pupils considered their own self-esteem through the balloon activity.

Activity three: Pupils made a paper chain of future aspirations.

Evidence of assessment: Low and high self-esteem characters; paper chain of aspirations, compliment certificates, if extension activity completed.



Self Esteem Certificate

Name.....

I am good at.....

I like the way I.....

I am special because.....

My compliment.....



Lesson two: My body



Lesson aim:

Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.



Learning outcomes:

- I understand how my body might change as I grow and develop
- I can celebrate everybody's physical uniqueness
- I know how to keep my body clean and hygienic



Resources required:

- Resource sheet: Top Trumps style characters
- Resource sheet: Hand washing guide
- Chalk powder/glitter

Key words: penis, vulva, hygiene

Teacher notes:

Be mindful of pupils who are physically very different from most other pupils due to disability, early onset puberty, born intersex etc. It is also important to be sensitive to pupils who are gender questioning or identify as transgender. It might be appropriate to include relevant variations within the lesson activities to ensure all pupils are fully included and lesson content is relevant. When talking to pupils about the body it is helpful to avoid the term 'normal', exchanging this term for 'natural'. Encourage scientific terms for the body, including genitalia.

When teaching Activity three, chalk powder can be substituted for coloured glitter if necessary.

Begin the lesson by...

Explaining to pupils that in this lesson they will be learning about the human body. This will include how the body might change as people grow up and how bodies are all different. Reassure pupils that whilst they may find using correct scientific terminology for the body uncomfortable to start with, it is important to have a common language when talking about the body so everyone is clear what is being discussed. It is also good to become confident to use the correct scientific words comfortably. Remind pupils of the working agreement.



Activity one: My Age



What are the good things about being your age? A teenager? An adult? A much older person? Discuss the suggestions as a class.

Divide the class into pairs. Provide each pair with a complete set of Top Trumps style characters. Tell pupils to look at the characters and write the age they think the character is underneath it. Next cut out the characters so each pupil has one complete family. Tell pupils to place their characters in order of height, giving the smallest character one star, up to eight stars for the tallest. Repeat this process by ordering and adding stars for how healthy, knowledgeable and fun they think each character is, up to eight stars.

It does not matter how pupils order and score the factors; it will reflect their experience of the people they know, media influences and their individual values and opinions.

Tell pupils to use their character cards to play a game of in the style of Top Trumps.

Top Trump rules:

1. To start the game, shuffle cards and deal face down.
2. The pupil who is next due to have their birthday starts the game. This player starts by reading out a category from the card (age, health, knowledge or fun).
3. The player with the highest age or number of stars for the category wins the cards being played in that round, moving those cards to the bottom of their pile.
4. If there is a draw, the cards are placed in the middle. The next winner includes these cards in their 'win'.
5. The game continues until a pupil has won all the cards, or after the teacher says it is time to end the game, in which case it is the pupil who has the most number of cards at the end of the game.



Activity two: Brilliantly unique!

Tell the class to stand or sit in a circle.

Explain that all bodies are different. People are different heights, have different colour skin, different shoe sizes, hair colour etc. This would be an appropriate opportunity to mention anything specifically relevant to your class, such as having one arm etc.

Invite pupils to look at each other's noses, and ask: Is anyone's nose identical to theirs? Reinforce that we are all unique, which is brilliant!

Tell pupils that you are going to read out some statements. If the statement is true for them, they need to exchange places with another pupil who is moving.

- I have blue eyes
- I am tall
- I have freckles
- I have two hands
- I have long hair
- I have a penis (you may need to explain that this is the scientific term for the 'private part' for a boy)
- I wear glasses
- I can run fast
- I have brown hair
- I have a vulva (you may need to explain that this is the scientific term for the 'private part' for a girl)
- I have a birth mark
- My shoe size is a size one or bigger
- I have two ears



How does it feel to share similarities with other pupils in the class?



How does it feel to know you are completely unique to other people in the class?

Discuss the answers as a class. Ensure the discussion highlights that it is good to be different.



Activity three: Stop, shake, spread



Why it is important to keep the body clean? How can people keep the body clean and healthy?

Suggested answers: having regular baths or showers, washing hands after visiting the toilet and before eating, changing underwear every day, brushing teeth at least twice a day etc.

Tell approximately 1/3 of the class to dip their hand in some chalk powder, enough to coat the palms of their hands well. Tell all the pupils to circulate around the classroom until you shout, 'stop and shake'. When pupils hear your command, they need to shake hands with the person nearest to them. Repeat four times. Ask pupils to look at their hands and sit down if they have no chalk on their hands and to remain standing if they have. Encourage pupils to look around the classroom at how many people are standing. Explain how bacteria on our hands spread in the same way the chalk has. We have a responsibility to keep our own bodies clean and to prevent spreading bacteria to others. Washing hands can help to clean bacteria off and prevent the spread of germs when hands are properly washed.

Give pupils laminated copies of the hand washing guides and explain the technique by demonstrating to the class. Instruct pupils to wash their hands for two minutes using the technique you have just demonstrated for 20-30 seconds. Teach pupils a 20-30 second song that they will be familiar with such as happy birthday and encourage them to sing this in their head as they wash their hands to experience how long the 20-30 seconds feels.



Extension:

Tell pupils to design a poster to promote hand washing. Display the best ones above hand washing stations around the school.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to suggest ways that they can help to keep their bodies hygienically clean. Remind pupils that as they grow older and mature their bodies will continually change throughout their lives. Reassure pupils that our bodies are all uniquely different and that this is completely natural and should be celebrated. It is important to be positive about our bodies, to keep them healthy and have positive attitudes towards our natural bodies. It is never OK to be unkind towards someone because their body is different in some way. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.





Assessment:

Activity one: Pupils discussed ideas about maturing, reflecting positive statements for each stage. They have considered these at greater depth, recognising differing views to their peers through a game in the style of Top Trumps.

Activity two: Pupils recognised their similarities and differences by swapping places with their peers.

Activity three: Pupils suggested methods for maintaining personal hygiene, developed an understanding of how bacteria is spread and demonstrated correct handwashing routine to help prevent the spread of bacteria.

Evidence of assessment: Handwashing poster, if extension activity completed.

Height ☆☆☆☆☆

Health ☆☆☆☆☆

Knowledge ☆☆☆☆☆

Fun ☆☆☆☆☆

Guess my age




Height ☆☆☆☆☆

Health ☆☆☆☆☆

Knowledge ☆☆☆☆☆

Fun ☆☆☆☆☆

Guess my age




Height ☆☆☆☆☆

Health ☆☆☆☆☆

Knowledge ☆☆☆☆☆

Fun ☆☆☆☆☆

Guess my age





Height ☆☆☆☆☆

Health ☆☆☆☆☆

Knowledge ☆☆☆☆☆

Fun ☆☆☆☆☆

Guess my age



Height ★★★★★

Health ★★★★★

Knowledge ★★★★★

Fun ★★★★★

Guess my age





Height ★★★★★

Health ★★★★★

Knowledge ★★★★★

Fun ★★★★★

Guess my age



Height ★★★★★

Health ★★★★★

Knowledge ★★★★★

Fun ★★★★★

Guess my age



Height ★★★★★

Health ★★★★★

Knowledge ★★★★★

Fun ★★★★★

Guess my age



Height ☆☆☆☆☆
 Health ☆☆☆☆☆
 Knowledge ☆☆☆☆☆
 Fun ☆☆☆☆☆

Guess my age



Height ☆☆☆☆☆
 Health ☆☆☆☆☆
 Knowledge ☆☆☆☆☆
 Fun ☆☆☆☆☆

Guess my age



Height ☆☆☆☆☆
 Health ☆☆☆☆☆
 Knowledge ☆☆☆☆☆
 Fun ☆☆☆☆☆

Guess my age



Height ☆☆☆☆☆
 Health ☆☆☆☆☆
 Knowledge ☆☆☆☆☆
 Fun ☆☆☆☆☆

Guess my age



Height ☆☆☆☆☆

Health ☆☆☆☆☆

Knowledge ☆☆☆☆☆

Fun ☆☆☆☆☆

Guess my age



Height ☆☆☆☆☆

Health ☆☆☆☆☆

Knowledge ☆☆☆☆☆

Fun ☆☆☆☆☆

Guess my age



Height ☆☆☆☆☆

Health ☆☆☆☆☆

Knowledge ☆☆☆☆☆

Fun ☆☆☆☆☆

Guess my age



Height ☆☆☆☆☆

Health ☆☆☆☆☆

Knowledge ☆☆☆☆☆

Fun ☆☆☆☆☆

Guess my age

1 Use soap



2 Rub palm to palm with fingers



3 Rub back of hands



4 Rub each wrist



5 Rinse your hands



6 Dry your hands



Lesson three: My relationships



Lesson aim:

Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.



Learning outcomes:

- I know what a relationship is and the different types of relationships that people enjoy
- I can identify the different types of relationships that I am in
- I have considered ways people show that they care for each other within a relationship



Resources required:

- Resource sheet: Spinner wheel (printed onto card)
- Resource sheet: Spinner characters
- Resource sheet: Bee pledge card
- Paper fasteners

Key words: relationship

Teacher notes:

It is important pupils feel comfortable to talk about all the relationships that matter to them, including those with non-blood relatives, pets etc. It is also important that pupils can equally celebrate the different types of families within which they live including foster families, same sex parents, grandparents etc.

Be mindful that some pupils will have normalised unhealthy relationship behaviours from their own home environments. These pupils may therefore find the contents of the lesson challenging. It would be inappropriate to comment negatively on any examples of perceived unhealthy relationship behaviours. Feedback discussions could focus on considering how the pupil felt in the circumstance, or if there was a kinder way to express the view etc.

Begin the lesson by...

Explaining that in this lesson we will be learning about a wide range of relationships. A relationship describes how people are connected to each other. They may be connected by blood such as a parent or brother/sister, through marriage/civil partnership, by choosing to spend time with and care for each other, such as a friendship or when in a relationship and have chosen not to get married or enter a civil partnership. Reassure pupils that all relationships are valuable if they are meaningful to the people within them. Remind pupils of the working agreement.



Activity one: Relationship roulette

Give each pupil a spinner template. Instruct pupils to cut the spinner and arrow templates out, stick a character of their choice into each space on the spinner then attach the arrow to the spinner using a paper fastener.

Divide the class into pairs. Tell pupils to simultaneously spin their arrows. Once the arrows have settled ask pupils to look at the characters their arrows have landed on and decide what type of relationship the two characters are in. Ask pupils to share with the class some examples of relationships they discussed. Highlight any missed examples such as two dads, living in a children's home together etc.

Summarise this activity by reassuring pupils that all types of relationships are important. It is also important that the people in the relationship love, respect and take care of each other in a healthy and respectful way.



Activity two: Relationship map

Give each pupil a piece of paper and ask them to draw a basic picture of themselves in the middle of the paper. Ask pupils to think about the people they are in a relationship with. Tell pupils to write the names, or if time allows illustrate the people who they identify as being in a relationship with around them, placing the relationships that are closest nearest to the illustration of them.



Activity three: Respectful relationships

Tell pupils to look at their picture from Activity two and think about the ways these people help to care, love and respect them.

Assign each pupil a letter of the alphabet. Tell them to think of something starting with this letter that people can do to show they care, love and respect someone. Once pupils have had a chance to reflect and generate an idea, ask them to shout out their ideas as you call out the alphabet. Below are some possible suggestions if they become stuck for ideas:

- Ask them how they are
- Be kind to them
- Care for them
- Do nice things for them
- Everyday try to do something nice
- Forgive them if they do something to you by accident
- Give them a present on special days
- Help them
- Interested in what they say
- Joke with them
- Kind
- Listen to them
- Make time to be with them
- Not be unkind to them
- Open with them about your feelings
- Polite
- Question their views
- Remember their birthday
- Smile when you see them
- Talk with them
- Undo their shoes for them
- Videos can be made with them to enjoy watching together
- Wait for them so you can walk to school together
- X – give them a kiss
- You could give them a compliment
- Zoo – take them to the zoo and have a fun day!

Finish the task by asking pupils what they thought was the thing that they would most like someone to do for them to show them that they cared. If presents are suggested as a way of showing someone you love and care for them, remind pupils that presents are not the only way and if presents are given they should always be given freely without any expectation of anything in return.



Extension:



What relationship behaviour is most important to you, so you can enjoy respectful relationships? Is this something that you can pledge to be like yourself within your own relationships?

Suggested answers: *I pledge to be kind; fair; encouraging; supportive; positive; helpful; forgiving; tolerant; honest; reliable; considerate; compassionate; responsible; thankful.*

Give each pupil a bee. Tell pupils to write and complete the statement 'I pledge to be...within my relationships.' Pupils can decorate their pledge bees and give them to someone they are in a relationship with. Alternatively, you can adapt the activity to make pledges of respectful relationship behaviours for use within the classroom. These can be stapled together and displayed within the classroom as a visual reminder to support classroom relationships and pupil behaviour.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share examples of respectful, healthy relationship behaviours. Reassure pupils that there are a diverse range of relationships, all are valuable if they are important to the people involved in them. Remind pupils that it is important that the people in the relationship love, respect and take care of each other in a healthy, respectful way. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



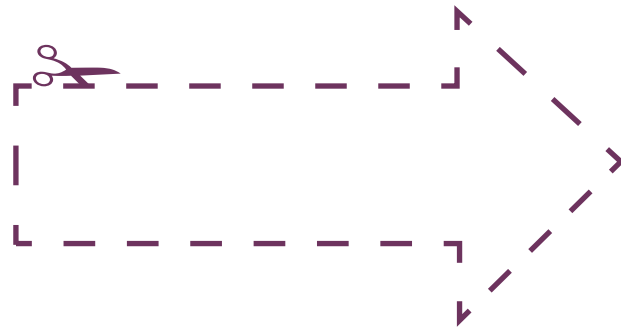
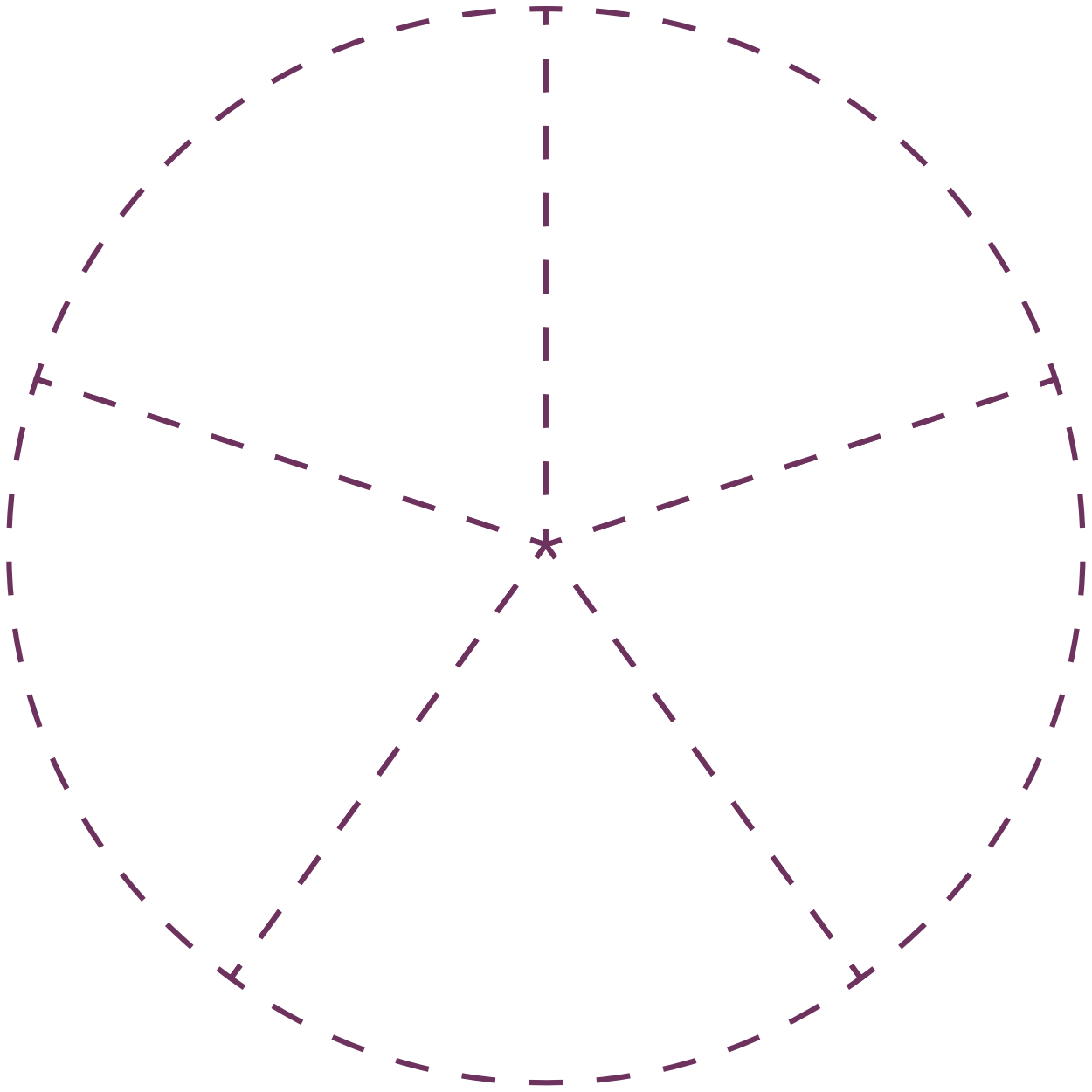
Assessment:

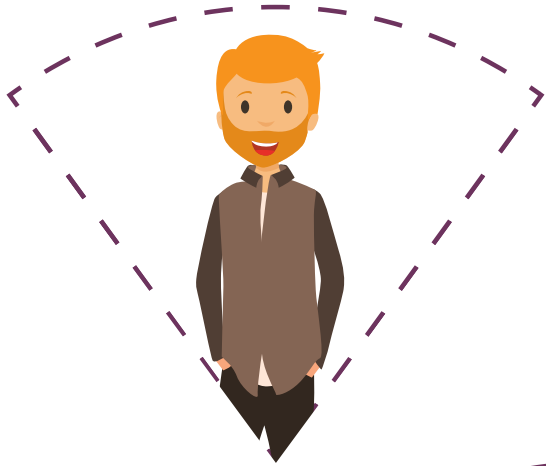
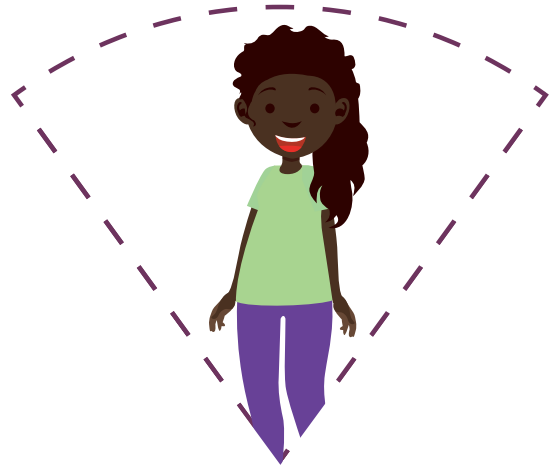
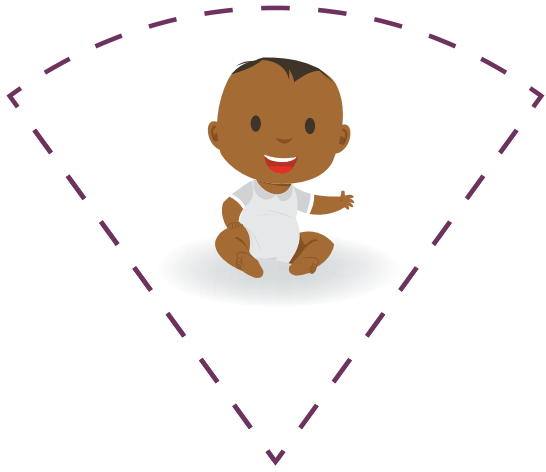
Activity one: Pupils identified a wide range of relationships by playing relationship roulette. The random connection between the two characters enabled them to broaden their relationship knowledge beyond that of their personal experiences.

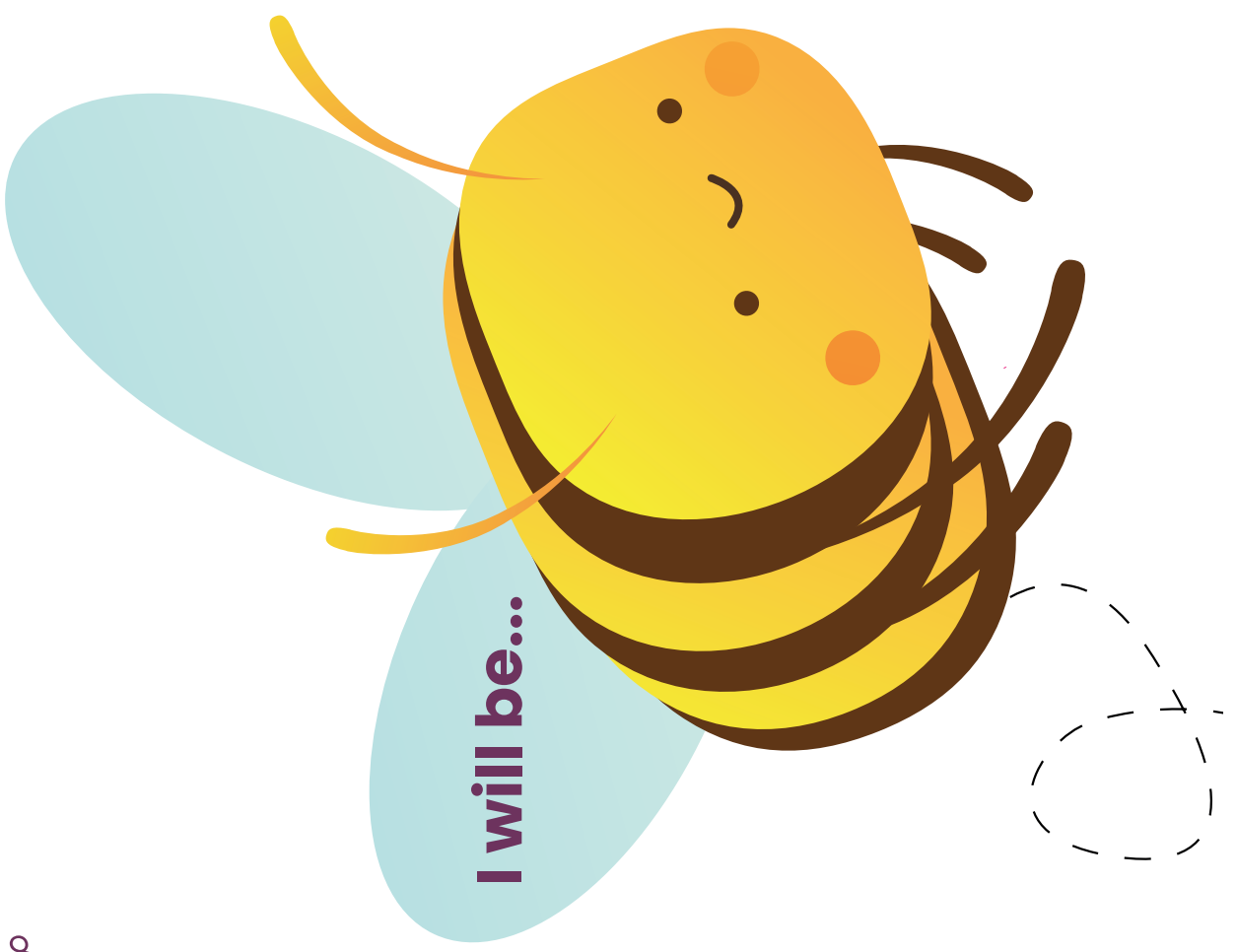
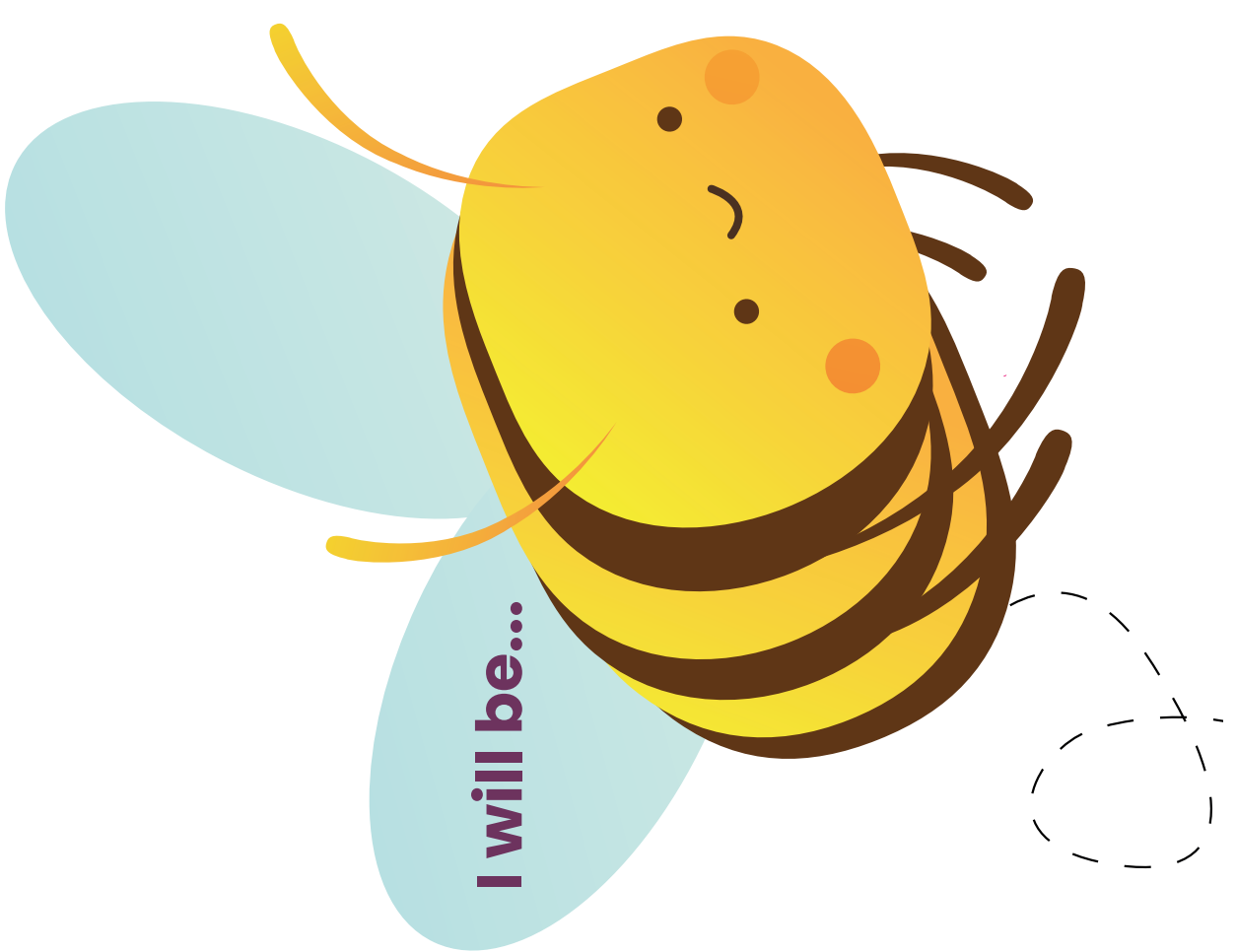
Activity two: Pupils identified the special people that they are in a relationship with, reflecting on the context of the relationship.

Activity three: Pupils identified a wide range of respectful relationship behaviours as a class, using the alphabet to stimulate a wide range of suggestions.

Evidence of assessment: Relationship spinners; relationship maps; pledge bees, if extension activity completed.







Lesson four: My beliefs



Lesson aim:

Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.



Learning outcomes:

- I have identified that there are ways in which some people believe that a boy should behave, and a girl should behave
- I recognise that girls and boys have lots of similarities
- I know that I can follow my aspirations, irrespective of the gender that I was born



Resources required:

- Resource sheet: Thumb spectrum signs
- Media/advertising images of girls and boys fashion, hobbies, toys etc
- Post-it notes

Key words: gender, stereotype

Teacher notes:

The focus of this lesson is on gender stereotypes, enabling pupils to recognise and challenge stereotypes. It is important to be mindful that some pupils may identify as gender questioning or transgender.

If you have time prior to the lesson you could do an anonymous opinion poll to ask pupils their responses to the values spectrum activity in Activity two, as an alternative to pupils exposing their personal opinions if you feel this would be a more effective approach for your class.

Begin the lesson by...

Explaining that in this lesson we will be learning about gender stereotypes. Your gender describes how much you feel like a boy, or a girl. Some people believe that there are certain ways that people should behave, think and feel because they are born as a boy or a girl. This includes how they dress, the toys they play with and the jobs they later do as an adult. This view is called a stereotype. In this case it is a gender stereotype. If you have collated some images from the media/toy advertisements, these could be shared now to emphasise how the media can also reinforce gender stereotypes. Remind pupils of the working agreement.



Activity one: Differences?

Divide the class into four groups. Provide each group with a body outline or ask the groups to draw around one of the pupils within their group. Ask two of the groups to write/illustrate their outline with everything that they believe being a boy is about, whilst the remaining two groups do the same for a girl.

Ask pupils to draw clothing, hair, favourite toy etc. Tell them to write/illustrate the things that their character likes to do in their spare time, favourite film etc. Finally, ask pupils to name their character. If pupils choose to draw a penis and testicles or a vulva, encourage them to use the scientific terms. Ask each group to introduce their character to the rest of the class and share the things that they believe makes them a boy/girl.

Highlight any similarities and differences between the boy and girl character. If the pupils have not referred to different genitalia you could introduce this by saying 'There are some very different biological differences between boys and girls. Can anyone tell me what this is? Boys are born with a penis, and girls are born with a vulva'.



Does being born physically a boy (with a penis) or physically a girl (with a vulva) make any difference to your feelings, likes and dislikes?

Discuss their ideas as a class. Highlight that there is not one way to be a boy or one way to be a girl. Some people don't feel like a boy or a girl. Some people are born like a boy (with a penis) but feel like a girl inside or born like a girl (with a vulva) but feel like a boy inside.



Activity two: Values spectrum

Display the agree, disagree and don't know thumb signs on a wall in the classroom to make a values spectrum. Tell pupils that you are going to read out some statements. Ask pupils to move along the line to demonstrate how much they agree or disagree with the statements that you read out. Reassure pupils that there are not necessarily right or wrong answers to the statements, it is more that it reflects their personal opinion. Remind pupils not to move with their friends or most of the class. It is OK to have a different opinion to other people and that everyone's views will be respected. Discuss each point with the pupils to explore their views and any misconceptions.

- **Boys are stronger than girls** – Are boys always physically stronger than girls? Do we give everyone an equal chance to be physically strong? *How important is being strong with your views, feelings and emotions?*
- **Girls like pink and boys like blue** – Why are some toys and fashion items aimed at boys or girls? Why is pink and blue used to differentiate? *You could ask pupils to share their favourite colours and comment on how interesting the range of colours are and that it would be boring if everyone liked blue or pink.*
- **Girls cry more than boys** – Is it more acceptable for girls to cry? Are girls more likely to be seen crying in TV programmes or films? *Why is this? Is it OK for anyone to cry if they are feeling upset?*
- **All boys like football** – Lots of girls like football too, but the sport is largely dominated by boys. Is it fair that men's professional football is more available to watch on TV than women's professional football? Do boys and girls play football equally at break times in school? *Why is this?*
- **All girls like to wear dresses** – Some girls prefer not to wear dresses and some boys like to wear dresses. Is it more acceptable for a girl to wear trousers, than it is for a boy to wear a dress? *Why is this? Is it fair?*
- **Girls and boys are equal** – Are boys and girls given the same opportunities as each other?

Highlight and feedback any key points or trends from the class discussions as relevant.



Activity three: Positive pictures

Ask pupils to think if there has ever been something that they have wanted to do (playing with a toy, wearing an item of clothing, joining a club, having a hairstyle etc) but avoided doing because they think people will be unkind as it is not 'typical' for their gender. Tell pupils not to share the incident, but to share how this made them feel by drawing a face to express their feeling on a post-it note. Collect the feeling faces in and display them on a wall. Invite the class to look at the feeling faces. Discuss the impact of conforming to a gender stereotype when you would prefer not to. Highlight to pupils that the emotions are largely unhappy ones.



Should someone change the things they want to do to avoid other people being unkind to them, if this makes them unhappy?

Discuss as a class, highlight and feedback any key points. Reassure pupils that it is always OK to be the person you want to be and that our unique differences should be celebrated.

Tell pupils to draw a picture of themselves in the future with the clothing and hair etc that they might like to have, include writing a job they might do when they are older.



Extension:

Provide pupils with examples of t-shirt adverts. Tell pupils to design a poster that advertises a t-shirt to be marketed to any child, irrespective of their gender. Encourage pupils to consider their choice of style, colour and words used to promote the t-shirt.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share examples of respectful, healthy relationship behaviours. Reassure pupils that there are a diverse range of relationships, all are valuable if they are important to the people involved in them. Remind pupils that it is important that the people in the relationship love, respect and take care of each other in a healthy, respectful way. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils considered stereotypical views of people based on their gender, recognising similarities between both genders through a fictional character.

Activity two: Pupils considered and challenged their own values and judgements of people based on gender, as well as those of their peers through a spectrum activity.

Activity three: Pupils identified positive aspirations for their futures that are not restricted by the stereotypical views of gender.

Evidence of assessment: Girl and boy characters, positive pictures; t-shirt design, if extension activity completed.







Lesson five: My rights and responsibilities



Lesson aim:

Pupils understand the right to protect their body from unwanted touch.



Learning outcomes:

- I know that it is my right to decide who can touch my body
- I have thought about the reasons why some people may need to touch my body
- I know how to respond if someone touches my body without my permission



Resources required:

- Resource sheet: Body part labels
- A range of Items for touching
- A4 sheet of paper

Key words: penis, testicles, vulva, vagina

Teacher notes:

Some pupils may have already experienced unwanted and/or sexual touching. This may make it harder for them to engage in this lesson and use appropriate behaviours. It is important for you to demonstrate an openness in discussing this sensitive topic so pupils see that you are someone who is willing to talk about it. As this lesson has the potential to enable safeguarding disclosures ensure pupils know who and when to talk to a trusted adult in school. It is advisable to notify the school safeguarding leads and pastoral support workers that you will be teaching this lesson, allowing them to prepare for any disclosures. Ensure that you are familiar with the safeguarding policy and procedures within your school.

It is important to teach that ANY unwanted touch/ intrusion of personal space that makes a pupil feel uncomfortable or unsafe should be responded to, not just inappropriate touching of the genitalia. It may be helpful to check pupil understanding of scientific terms for the genitalia prior to teaching this lesson.

Begin the lesson by:

Explaining that we will be learning about how our bodies belong to us, and that we have a right to keep our bodies private when we want to, and a responsibility to make sure we do not touch other people in a way that might make them feel uncomfortable. Some touches feel comfortable, nice and may make us feel safe and happy. Some touches can feel uncomfortable but safe, these may make us feel embarrassed or awkward. Some touches can feel uncomfortable and unsafe, these may make us feel hurt or scared. This lesson will help them to think about people they might be happy to allow to touch their body and the parts of their body they are happy to be touched. Remind pupils of the working agreement. Confirm what pupils should do if they have some information to share during or after the lesson.



Activity one: Teacher says

Tell pupils to call out all the parts of the human body. Write the body parts on the board as they are called out. Make sure the following body parts are included:

Hands, face, mouth, hair, bottom, nose, stomach, back, legs, arms, vulva, chest, penis and testicles.

Remind pupils that the 'private parts' for someone born as a boy are called a 'penis' and 'testicles'. For someone born as a girl, the 'private parts' are called a 'vulva' (everything on the outside of the private part that they can see), a vagina (everything on the inside of the private part of their body) and breasts (the extra tissue that develops on their chest as they grow older). Tell pupils that these are the scientific names to describe these parts of the body. It is important that they learn them and feel comfortable to use them in case they ever need to talk about these parts of their body.

Explain to pupils that they are going to play a game of 'Teacher Says' and when you call out the instruction the pupils need to do as instructed unless you do not say 'teacher says'. For example:

- Wave your hands
- Pretend to brush your hair
- Sit on your bottom
- Wiggle your nose
- Stand up if you have a vulva and vagina
- Rub your tummy like you're hungry
- Pat yourself on the back
- March your legs
- Cross your arms
- Stand up if you have a penis and testicles
- Open and close your mouth
- Pull a funny face
- Beat your chest like a gorilla

Reassure pupils that it is OK to touch your own body, although some parts of the body and some touching is done in private, like when we go to the toilet. Remind pupils that it is not OK for someone to touch them without their permission in or in a way that makes them feel uncomfortable. As everyone has different ideas about what is comfortable it can be helpful to ask someone before touching them.



Activity two: To touch or not to touch?

Lay different items around the classroom for pupils to touch. These could include flour, warm water, rice, slime, jelly, fairy liquid, toothpaste, feathers, sand, custard, ice cubes, cotton wool etc.

Tell pupils to circulate around the room taking it in turns to touch the different items. Ask pupils to consider if they like the feel of the items or not as they complete the activity. Once pupils have explored the different items tell them to return to their seats.



What items did you most like to touch? Why? What items did you least like to touch? Why?

Highlight that everyone likes different things. This is the same with touching bodies. Explain some people like to be cuddled and some people do not. It can depend on the person who is cuddling you. Tell pupils that no one should touch their body without their permission. It is important not to touch someone else's body without checking that they are happy for you to touch them.

Give each pupil a set of body part labels and a plain sheet of A4 paper. Tell pupils to draw a happy face on the sheet of A4 paper. Explain that you are going to read out some different people that may touch their body. After you have read out each person, ask them to hide under the paper the parts that they would not be comfortable for that person to touch and lay the body parts that they would be comfortable for the person to touch on top of the paper, around the happy face. Reassure pupils that this is an individual activity, everyone has different comfort levels and there is not a right or wrong answer.

- Parents/Carers
- Friend
- Nurse/Doctor/Paramedic
- Faith leader
- Teacher
- Police officer
- Fire person
- Stranger
- Friend's parent/carer
- Brother/Sister



Does your comfort around touch depend who is touching you? Does your comfort around touch depend where someone is touching you? Does your comfort around touch depend how someone is touching you? For example, someone may tickle your arm or they might bite it.

Reassure pupils that even if someone has touched you before and you have been comfortable for them to, if you become uncomfortable then it is important that you tell them you do not want them to touch you this time.



Activity three: Stop!

Reiterate to pupils they have every right to refuse to allow someone to touch their body. If they feel uncomfortable when someone touches them, they can say 'Stop! I do not like it'. Tell pupils that the way they say this can make it have more effect, so the person doing the touching is more likely to stop straight away.

Demonstrate saying 'Stop! I do not like it' to the class first quietly, looking down at the floor and then loudly, slowly and looking straight at them, with appropriate tone and hand gesture.



Which demonstration would be more likely to make someone stop touching them? Why?

Divide the class into pairs. Tell pupils to use samples of the items they touched in Activity two, taking it in turns to rehearse asking if they can rub this on the top of their partner's hand. It is up to their partner to say 'yes, I am comfortable for you to do that' or 'No, please do not touch me with that'. As people can change their mind, their partner may also say 'Stop, I do not like it', even if they initially said 'yes', because they then found the touch became uncomfortable. Encourage pupils to adopt the correct volume, tone, eye contact and hand gestures.

Summarise this activity by explaining to pupils that if anyone touches them in a way that makes them feel uncomfortable they must tell an adult they trust. That person can help make sure it doesn't happen again. Remind pupils who they can talk to if they have anything they want to share after the lesson.



Extension:

Read pupils the following scenarios.

1. Every time Toby's uncle visits he makes him sit on his lap. Toby didn't used to mind but now he is older he does not like it anymore.
2. During break time, a boy from another class put his hands up Tilly's skirt for a dare and ran away. Tilly was very upset.
3. George was building Lego at home when his older sister's friend told him he was cute and started to cuddle him. This made George feel uncomfortable.
4. During a fall out at the park, Theo kicks Harry's testicles and runs away. Theo is in a lot of pain.

After each scenario:



What could the person do?

Discuss pupil responses, highlighting effective strategies.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to explain what is meant by an uncomfortable touch, an uncomfortable but safe touch and an uncomfortable and unsafe touch. Ask pupils to suggest strategies they can utilise if someone touches them in a way that makes them feel uncomfortable. Reassure pupils we all have different levels of comfort, they have the right to choose what they find comfortable and an uncomfortable touch. Remind pupils that they have a right to keep their body private when they want to and a responsibility to make sure they do not touch other people in a way that might make them feel uncomfortable. Emphasise that they must tell an adult they trust if anyone makes them feel uncomfortable in any way so that the person can make sure it stops happening. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



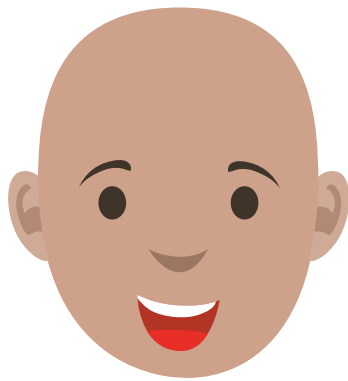
Assessment:

Activity one: Pupils demonstrated a clear understanding of the scientific terms for parts of the body, including genitalia. They reinforced the knowledge through a game of Teacher Says.

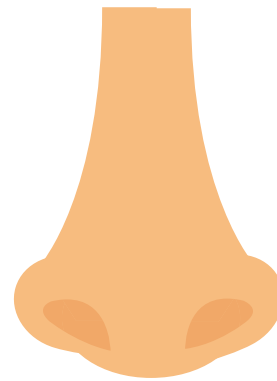
Activity two: Pupils understand that their peers may have different comfort levels around touch to their own. They acknowledged this through discussion.

Activity three: Pupils rehearsed the skills to communicate their wishes to another person effectively, regarding touch. They demonstrated methods of obtaining, giving, withholding and withdrawing consent.

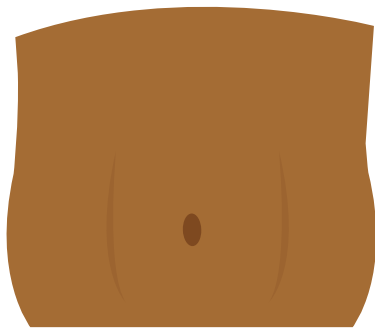
Evidence of assessment: Body part labels stuck to happy face; Photos or video of pupils completing Activity 3.



Face



Nose



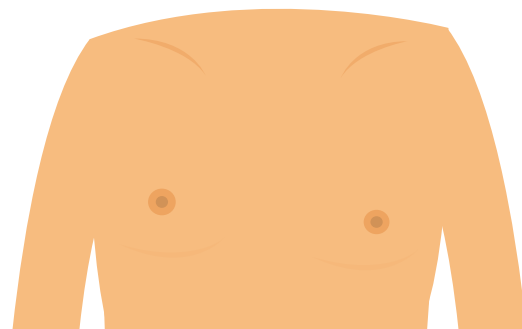
Stomach



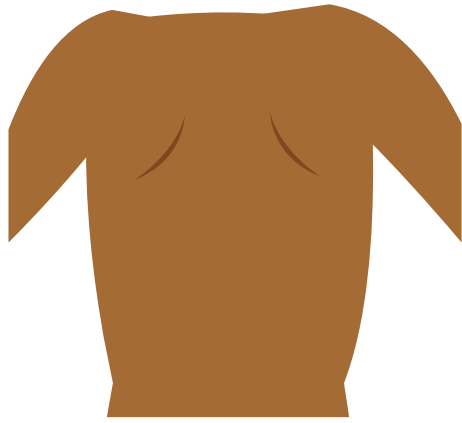
Hair



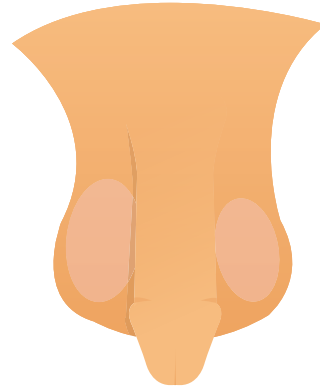
Arms



Chest



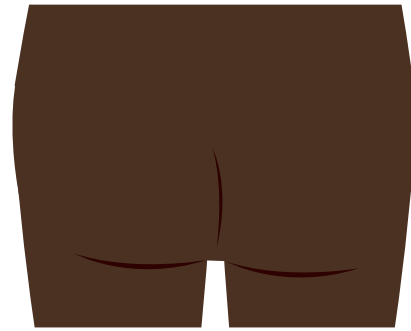
Back



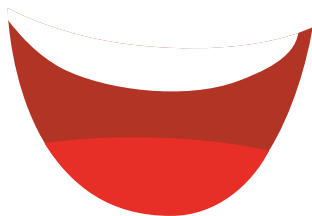
Testicles



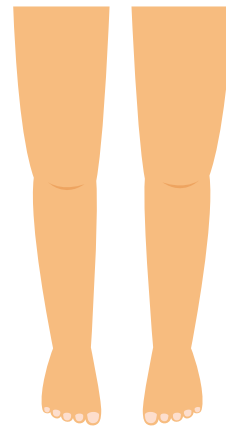
Vagina



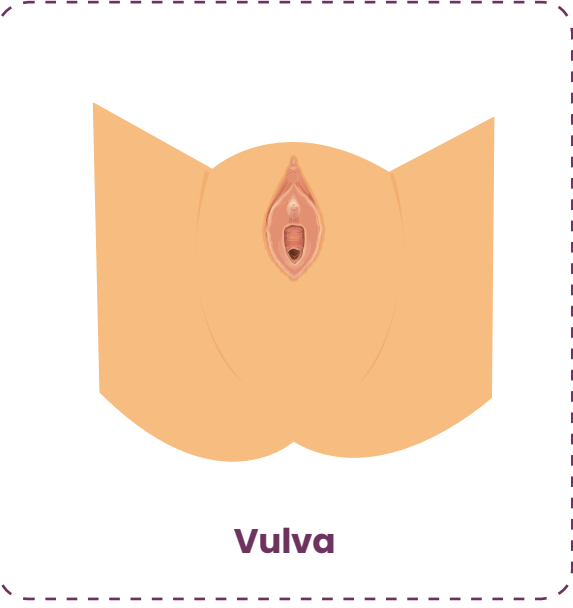
Buttocks



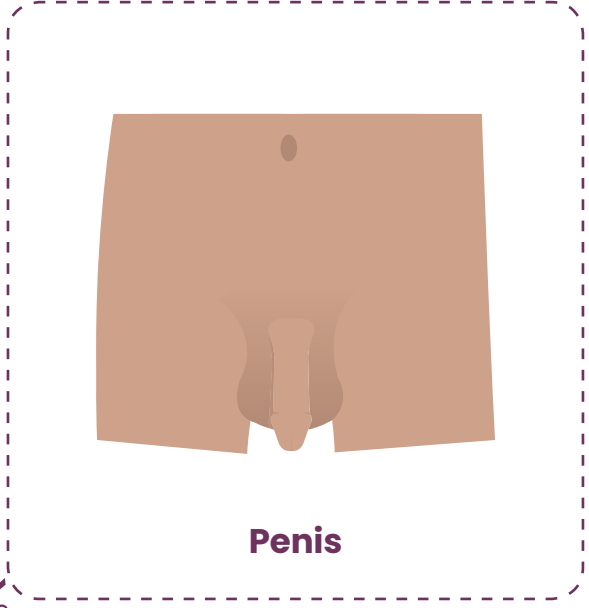
Mouth



Legs



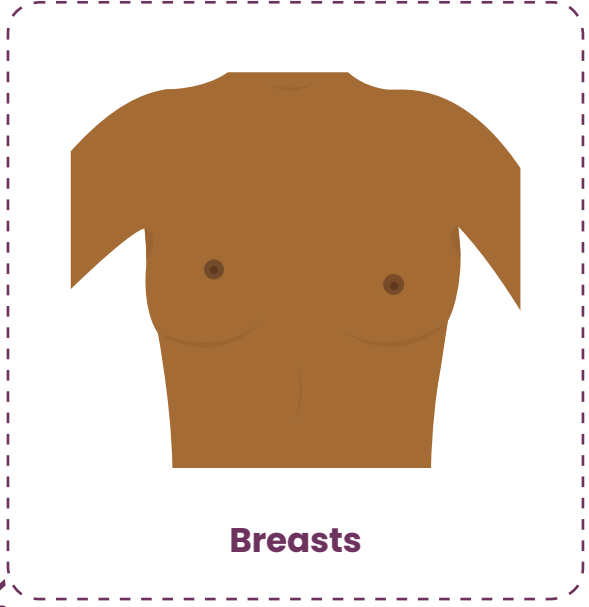
Vulva



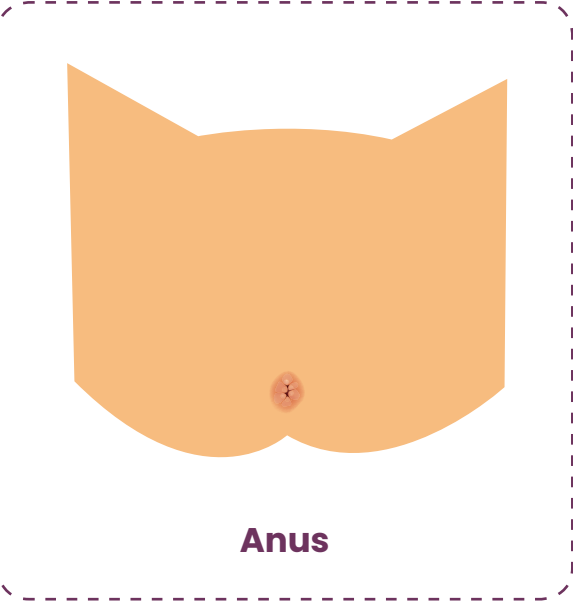
Penis



Hands



Breasts



Anus



Ear

Lesson six: Asking for help



Lesson aim:

Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.



Learning outcomes:

- I can identify a secret and a surprise, understanding the difference
- I know that it is OK to keep a surprise and that it is important to share a secret
- I have considered ways of sharing a secret appropriately



Resources required:

- Box wrapped in wrapping paper with a surprise inside. The surprise could be a birthday cake or something that you think pupils would be excited to receive as a present.
- Paper

Teacher notes:

The subject matter of this lesson may lead to responses that cause concern or safeguarding disclosures. Pupils are being taught the skills to share inappropriate or harmful 'secrets'. It is therefore vitally important that you are familiar with the school's safeguarding policy and procedures. It may also be helpful to let other relevant staff know that this lesson is being taught so they can be prepared if a child comes to them to make a disclosure.

When teaching this lesson be careful to make a clear distinction between a surprise which can be described as something nice that someone will eventually find out about and a secret, which can be described as things that should be shared and not hidden if they are wrong, naughty or makes them feel worried.

Begin the lesson by...

Explaining to pupils that this lesson is looking at the difference between secrets and surprises. A surprise is different to a secret. It is nice to keep a surprise for something special and exciting such as a birthday party or a present. A secret is something that is not meant to be shared in order to hide something bad. It is important to tell an adult they trust if someone has asked them to keep a secret that is worrying them. Reassure pupils if they want to tell you something about a secret someone has asked them to keep that is worrying them, it is important they do so at the end of the lesson, not in front of the class.

Remind pupils of the working agreement.



Activity one: Surprise!

Invite pupils to share the nicest surprise that they have had with the class.

Tell pupils to sit or stand in a circle and imagine that it is their birthday. Pick up the box containing the surprise. Open the box demonstrating your surprise through facial expressions, clapping hands etc. Shut the box and pass it to the next pupil inviting them to open the box and react to the surprise. Tell pupils it is important not to let anyone else see what is in the box or do anything that spoils the surprise for another pupil. Continue to pass the box around allowing pupils to respond to the surprise until everyone has had a turn.

Change the item in the box and repeat the process. This time when you open the box you can briefly show the class the 'surprise' before shutting the box and passing it around the circle of pupils.



How did it feel to get excited by a nice surprise? Did knowing what was inside the box after the surprise had been ruined reduce the fun and excitement of the surprise?

Summarise this activity by asking pupils to tell you a definition of a surprise, to check their full understanding.

A surprise is something nice that for someone else, that they will find out about in the end. You can tell other people but not the person/people who the surprise is for.



Activity two: Secrets

Tell pupils that secrets are different to surprises. Sometimes secrets can make us feel worried, anxious, sad or scared.



What types of things might someone ask them to keep a secret? Remind pupils not to share actual secrets.

Examples may include: *saying things about people that are not very nice; hiding something that has been broken; not telling anyone that they are being bullied, touching them in a way that makes them feel uncomfortable etc.*

Reading out the examples below, and relevant examples from the pupil suggestions. After each scenario ask pupils to discuss as a class how each one might make them feel and why.

1. Seeing a film at a friend's house that you found frightening and which you would not be allowed to watch at home
2. Someone threatening to hit you at school and saying they will do it harder if you tell anyone

3. Someone who keeps talking to you on an online game/asking you for information on a social media site
4. Kicking a ball that breaks a window and running away so no one knows
5. An adult touching the 'private parts' of your body such as your penis or vulva
6. Being invited to a surprise birthday party

Divide the class into small groups. Provide each group with a different scenario. Ask pupils to discuss in their groups what they would do if a friend told them that the scenario had happened to them. Task each group to present their scenario solution to the rest of the class. This can be done as a role play, a cartoon illustration or another method of their choice.



Activity three: Helping hand

Remind pupils that secrets which make them feel worried should always be shared with an adult that they trust and not kept as a secret, even if they have been threatened that something bad will happen if they share the secret. Reassure pupils that telling an adult they trust will help to ensure nothing bad happens.



Who would be an appropriate adult that you could talk to if you needed to share a secret?

Suggested answers: *childline, teacher, family member, older sibling, doctor/nurse, police officer etc*

Tell pupils to draw around their hand. In each finger ask pupils to write a different person that they could talk to if they had something that they wanted to share with an adult.



Extension:

Provide pupils with an opportunity to rehearse the skills of asking for help. Divide the class into pairs. Ask each pair to select a scenario from Activity two. Tell each pupil to select a person from their helping hand and take it in turns to role-play approaching the person identified on their helping hand for support with the chosen scenario. Invite pupils to share their roleplays with the class. Highlight and discuss the effective elements of the role-plays with the class.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to describe the difference between a secret and a surprise and some strategies they have learned about how to share a secret if they need to. Reassure pupils that it is important to share a secret with an adult they trust, even if they have been threatened that something bad will happen to them if they tell someone. Remind pupils that it is not OK to ask someone to keep a secret for you, but to ask them to help you to do the right thing and deal with the situation. Signpost pupils to who they can talk to in school if they have any concerns or questions.



Assessment:

Activity one: Pupils experienced the positive elements of a surprise, understanding why surprises may need to be hidden from someone for a period of time.

Activity two: Pupils verbally identified the difference between a secret and surprise, recognising that scenario six did not require telling someone and that scenario five was of a particularly serious nature and required an immediate response.

Activity three: Pupils identified five different people they could report a 'secret' to if needed by making a 'helping hand'.

Evidence of assessment: Helping hand.

Year four





Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.



Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.



Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.



Pupils can recognise differences and similarities between people arise from a number of factors including family and personal identity.



Pupils know that marriage is a commitment freely entered into by both people and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.



Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.



Lesson one: My feelings



Lesson aim:

Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.



Learning outcomes:

- I can recognise a wide range of emotions, and identify factors that affect emotions
- I have considered strategies to help manage my emotions
- I have thought about ways to recognise and respond to other people's emotions



Resources required:

- Resource sheet: Scenario cards
- Resource sheet: Footprints
- Plastic cups
- Straws

Key words: emotions, empathy

Teacher notes:

This lesson focuses on five primary emotions: happy; sad; angry; surprised; scared. However, it is important to encourage pupils to consider and discuss a wider range of emotions if possible. When talking about emotions it is important to reassure pupils that no emotions are wrong, bad or naughty. Some emotions are more comfortable to experience than others and all are natural to experience.

Be mindful of pupil's circumstances when assigning the scenarios in Activity three, in case some directly relate to a pupil's personal circumstances.

Begin the lesson by...

Explaining to pupils that in this lesson we will be learning about emotions. Emotions are the way we feel inside and they can affect how we feel about ourselves, other people and how we behave. Some people are able to express their emotions in a helpful way, some people express their emotions in an unhelpful way and some people try to hide their emotions. Reassure pupils that no emotions are bad, wrong or naughty but some emotions feel more comfortable than others. Explain that it is important to share emotions with other people but that there are safe and appropriate ways of doing this, which we will be learning about today. Remind pupils of the working agreement.



Activity one: Emotion charades

Ask pupils to tell you all the different emotions that they know of. Write these onto a board as a visual reminder. Ensure that the following emotions are included: happy; sad; angry; surprised and scared.

Tell pupils that they are going to play a game of emotion charades. Explain that to play the game they can select any emotion that has been written on the board to act out to the rest of the class. They must not speak but demonstrate their emotion using facial expressions, hand gestures and body language. Begin the game by acting out an emotion of your choice to the rest of the class. The pupil who correctly guesses the emotion takes the next turn to act an emotion that has not already been demonstrated. Continue play until all the emotions have been demonstrated.

Return to the emotions on the board. Discuss each emotion in turn with the class, asking them to identify what might cause someone to feel this emotion.

Suggested answers:

- **Happy** – *doing something you enjoy, someone saying something nice to you*
- **Sad** – *someone dying, falling out with a friend, cancelling something nice because you are ill*
- **Angry** – *being hit or kicked, being unfairly treated, not getting what you want*
- **Surprised** – *finding out a friend has said unkind things about you, being given a present*
- **Scared** – *being in pain, getting lost, watching something on the news*

Explain to pupils that we are all different and may therefore feel different emotions to the same things or may react to an emotion differently. It is important that we try to recognise and understand our emotions and those of other people. Being able to do this can help us to behave positively.



Activity two: Breathing for behaviour

Using a different coloured pen, circle the following emotions on the board:

- Sad
- Angry
- Scared



How do you react when you feel these emotions? Are any of the responses physical (the body does something different)?

Discuss with pupils how their body reacts when they feel (the emotions of) angry or scared. Explain that all our emotions are like messengers to our body and brain, helping us to react quickly. The emotions of angry and scared can cause:

- **Blood to move more rapidly to our brain so we think less and react more** – this could be part of the reason why some people say and do things that they normally would not.
- **Heart beats faster** – you could be aware of this as it may feel like it is beating hard or you may feel as though you can hear it beating.
- **Breathe quicker or find it hard to breathe easily** – this might make it hard to talk and explain things clearly.
- **Muscles tense** – this can make your hands and arms feel tingly, twitchy or as though they have ‘pins and needles’.
- **Might get sweaty** – the palms of the hands can get a little sweaty, this is your body’s way of cooling you down.
- **Feel sick**
- **Have a dry mouth**



What things do you try to do to help yourself or someone else who is feeling angry or scared.

Tell pupils that deep breathing can stop their body from doing some of these functions or trick the body into stopping them. This can help them to manage their emotions.

Tell pupils that they are going to learn how to deep breathe. Provide each pupil with a plastic cup and a straw. Fill $\frac{1}{4}$ of the cup with water. Ask pupils to breath in slowly through the straw for as long as feels comfortable, then place the straw in the cup of water, breathing out through the straw to blow bubbles in the cup. Repeat x3 to develop an awareness of the rhythm of deep breathing. Ask pupils to try deep breathing in the same pattern without the props. Breathing in slowly to the count of five in, breathe out slowly to the count of three.



How has deep breathing changed your emotional state?

Discuss with the class how they have become quieter, stiller and any other observations you have noted. Explain that deep breathing delivers more oxygen to the brain, releases toxins and relaxes muscles. Remind pupils that deep breathing is something they can do before, during or after experiencing a strong emotion to help calm their body and brain, enabling them to manage difficult emotions more easily.

Activity three: Stepping into someone else's shoes

Tell pupils that empathy is the ability to imagine how someone feels. For example, feeling sad when someone else feels sad. This is sometimes referred to as 'wearing another person's shoes'. Explain that having empathy can help us to consider how a person might be feeling, so we can respond appropriately to them.

Divide the class into six groups. Give each group a different scenario, and a set of foot prints.

Give the group some time to consider their scenario. Explain that you are going to read out a question. As a group they will be given some time to consider a response, following which a pupil from the group can take it in turns to stand on the foot prints, sharing with the rest of the class:

- What emotion is your character feeling?
- What facial expression and body language is your character showing?
- How do you feel towards your character when they are showing this emotion?
- What could you do to make your character feel worse?
- What could you do to make your character feel better?



Why is it important to 'step in someone else's shoes' and show empathy sometimes?

Encourage pupils to show empathy when dealing with someone else's difficult emotions by imagining what it might be like for them.



Extension:

Tell pupils to write a top tips guide for managing emotions. The guide is aimed at someone of their own age. The guide must help people to deal with their own emotions and those of other people.

For example:

- If the person needs it or isn't ready to talk, give them time to calm down
- A person can behave differently or say things they don't mean so try hard not to be upset by the person
- Encourage them to take deep breaths and calm down
- Find an adult to help if necessary

The best top tips can be displayed within the classroom as a visual reminder of the learning from this lesson.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to describe what empathy is, why it is important and some simple strategies they have learned to help them manage their own emotions, and those of other people. Reassure pupils that we all experience a range of emotions. No emotions are wrong, bad or naughty but some behaviours in response to emotions can be. Remind pupils that it is therefore important to identify strategies like deep breathing to help us manage our emotions so we can express them in a helpful way. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils suggested a wide range of different emotions, demonstrating awareness of how these may present in themselves and other people.

Activity two: Pupils suggested effective strategies for managing the emotions of anger and scared. They demonstrated the correct technique for deep breathing as a strategy to calm down.

Activity three: Pupil responses demonstrated good understanding of how various characters might feel within the context of different scenarios.

Evidence of assessment: Top tips guide, if extension activity completed.

Scenario one

Yaz has just been told that his grandad has died. His mum asked him to visit his grandad last night, but he wanted to stay at home and play Xbox instead. He was due to go fishing with his grandad at the weekend.



Scenario two

Jasmine doesn't know how to tell the time. They have been learning about it this week at school but she cannot understand it. Her Dad bought her a new watch to help, which she really likes. The teacher has just told her off for not coming to the library at the right time during lunch break. When Jasmine explained she didn't know the time, her teacher said she could have looked at her watch.



Scenario three

Toby's mum got in trouble with the Police. He has just found out that his mum is going to prison for 10 months and will miss both his birthday and Christmas. He is going to live with his nanna.

Scenario four

Lucy has just been told that she has not been selected to play on the school's football team even though she practices all the time and everyone says she is the best player. Her teacher says it is because she shouted unkind words at the other players in the last tournament.



Scenario five

Harrison has arrived to school late as his Dad was crying this morning. His Dad is often late up and cries so doesn't help him get ready for school. Harrison hasn't had any breakfast and is feeling hungry. The person he usually works with is already paired up with someone else for the learning task. As Harrison sits down he realises that he hasn't got his pencil case or lunchbox in his bag.



Scenario six

Jake's mum and dad got divorced last year. His dad has got a new boyfriend who Jake likes. Jake was called a 'gay weirdo' on his way to school today.



Lesson two: My body



Lesson aim:

Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.



Learning outcomes:

- I know how a baby develops
- I know how a baby is born
- I know how my body has changed so far and how it might change in the future



Resources required:

- Resource sheet: I started as an egg!
- Tape measures

Key words: foetus, puberty

Teacher notes:

Pupils may have been told a variety of stories about how babies are made or may not have been told anything and have a developing curiosity. This lesson does not address the issue of conception, but focuses on the development of the human being from conception through to puberty. If pupils raise questions about sexual intercourse or conception explain that this is something they will learn about in Year five/six RSE, or they could ask a trusted adult at home. Pupils may have been born into a range of different family circumstances. It is important to take these into consideration when completing the final box of the worksheet in Activity one. This can be achieved by not assuming every pupil has met both parents, instead asking 'who was excited to welcome you into the world'. For a looked after child who is not sure, encourage them to draw the first person they remember.

Begin the lesson by...

Explaining that in this lesson they will learn how their bodies have changed, are changing and will continue to change as they grow up. Changing and growing up can be very exciting, and it can help to know what to expect. We will start by learning how fast a foetus grows inside the mother, how fast a baby grows and how a part of this phase of growing up is called puberty. Remind pupils of the working agreement.

Activity one: I started as an egg!

Give each pupil a copy of the 'I started as an egg!' worksheet.

Explain to pupils that they started as an egg, but not an egg such as one they might enjoy eating, a very tiny egg. Ask pupils to take their pen or pencil and make a dot in the first box on their worksheet.

Explain that this is the approximate size of the egg that they started off as. The egg is a single cell that splits into two cells, and keeps doubling to four, eight, sixteen, thirty-two etc. Ask pupils to draw this in the second box. Explain that the collection of cells is called a foetus.

Read out the description from the remaining three boxes in the correct order. Check pupil understanding before asking them to illustrate these appropriately:

- At approximately eight weeks, the foetus is the size of a kidney bean and has a head, little arms and legs.
- At approximately 24 weeks, the mother will look pregnant and be able to feel the baby moving around inside her.
- At approximately 40 weeks, the baby is ready to be born. Draw a picture of who was excited to welcome you into the world!

Ask pupils to look at the dot that represents the egg in the first box. Tell them to think about how amazing it is that they have grown into the people that they are, with all their unique differences from something as tiny as a dot!

Activity two: How I've changed and developed

Divide the class into small groups. Give each group a tape measure. Tell pupils to take it in turns to measure their heights and record this. Explain that the average baby measures 50cm when it is born. Tell pupils to work out how much they have grown since they were born.



What can you do now, that you could not do as a small baby?

Encourage pupils to think about the physical and emotional developments.

Suggested answers: *walking, starting school, growing hair, becoming more independent and responsible, being more patient, riding a bike, using a toilet, speaking etc.*

Activity three: Puberty predictions

Explain to pupils that just as a foetus grows and changes fast and a baby grows and changes fast after it is born, children continue to grow and change as they become teenagers and then adults. Tell pupils that some of these changes are known as puberty. Puberty is a time when we change from being a child to being a young adult. The body and emotions are very busy during puberty. It is helpful to be ready for puberty so you know what to expect.

Either draw around a pupil or provide a life size body outline.



How might the body change as you continue to grow and develop? How might your emotions and feelings change as you continue to grow and develop?

Write/illustrate each suggestion on the outline. Ensure that the following are included:

- Arms and legs grow longer
- Hands and feet grow larger
- Bones in the face grow bigger and longer, and the face looks more adult-like
- Hair on the arms and legs grows thicker and longer
- Body gains weight and grows taller
- Sudden growth spurts (may make them feel tired and hungry)
- Skin and hair becomes more greasy
- Hair grows under the arms
- Soft hair grows around the genital region
- Shoulders and chest broaden
- Start to sweat
- Spots
- Greasy hair
- Body gets more shapely
- Breasts and nipples start to grow larger



What responsibilities and things will you be trusted to do when you are older, that you are too young to do now?

Suggested answers: *Travel on a bus/train on your own, walk to school by yourself, choose your own clothes, have a later bed-time.*



Extension:

Tell pupils to draw a picture of what they think they might look like when they are older.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to describe some of the things they can anticipate happening to their body when they experience puberty. Remind pupils that everybody is different. Reassure pupils that it is natural for people to grow, develop and experience puberty at different times. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils have demonstrated a clear understanding of basic foetal development through illustrating the 'I started as an egg!' worksheet.

Activity two: Pupils identified physical growth experienced from birth to date and considered emotional maturity through discussion.

Activity three: Pupils demonstrated an awareness of anticipated physical changes to the body as they approach and move through puberty including emotional changes through a body outline that was adapted to reflect their suggestions.

Evidence of assessment: 'I started as an egg!' worksheet; completed body outlines.

<p>This is the size I started off as.</p>	<p>The single cell doubles into two cells.</p>	<p>The cells keep doubling: 4, 8, 16, 32 and so on. These cells are called a foetus.</p>
<p>At approximately 8 weeks, the foetus is the size of a kidney bean and has a head, little arms and legs.</p>	<p>At approximately 24 weeks, the mother will look pregnant and be able to feel the baby moving around inside her.</p>	<p>At approximately 40 weeks, the baby is ready to be born. Draw a picture of who was excited to welcome you into the world!</p>

Lesson three: My relationships



Lesson aim:

Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.



Learning outcomes:

- I can recognise that some things can be done in public and some things should only be done in private
- I have thought about different types of touch within relationships and how to respond
- I have thought about types of behaviours within relationships and how to respond



Resources required:

- Resource sheet: Public or private?

Key words: public, private

Teacher notes:

The contents of this lesson may expose a range of personal views based on a pupil's individual experiences, family values and culture. It is important to remind and reassure pupils before sharing a response to an activity that it is OK to have different views to each other. This lesson has the potential to lead to safeguarding disclosures. It is therefore important that pupils know who they can talk to both during and after the lesson if they have any concerns that they would like to share. Ensure familiarity with the safeguarding policy and protocols. Advise other staff including safeguarding leads that this lesson is being taught so they can be prepared for any disclosures.

Begin the lesson by...

Explaining that in this lesson we will be learning about what behaviours and touch are OK and comfortable and those which are not. We will consider if the place where the behaviour occurs affects whether it is appropriate or not appropriate. People have different ideas about what is appropriate behaviour. Reassure pupils that different ideas are fine, although there are some things that are never acceptable to do to another person or for someone to do to you. Let pupils know what to do if there is anything that concerns them during this lesson including if they need to leave the classroom because they feel upset. Remind pupils of the working agreement.

Activity one: Public or private?

Draw two overlapping circles on the board. Add the heading 'private' in one circle, 'public' in the other circle and 'both' where the circles overlap.

Tell pupils that a public place is somewhere where other people can see you.

Tell pupils that a private place is somewhere where people cannot see you, are less able to see you or where only a few other trusted people may be.

Ask pupils to pair, square and share ideas about whether the following places are public or private:

- Bedroom
- Home
- School
- Classroom
- Toilet
- Beach
- Shop
- Park
- Friend's house
- Restaurant

Ask groups to share their views. Write the areas as decided by the class under the appropriate headings.

Discuss pupil responses as a class. Highlight how some places are public but can still offer a level of privacy, such as a toilet within a restaurant. Some private spaces can also become public.



If a bedroom is considered a private place, does it become more public if the bedroom door is left open? Does it become more public if you have a webcam on?

Ask pupils for further examples of public and private spaces to check their understanding.

Divide the class into small groups. Give each group one of the behaviour cards. Ask the groups to look at their behaviour card and decide if the behaviour can be done in public places, private places or both. Swap the cards around until all the groups have considered all the behaviours.

Discuss pupil views on the behaviour cards. Reassure pupils that it is OK to have different views to each other.

Points to consider/discuss:

- **Going to the toilet** – some families may be comfortable to do this in front of each other, but it is not appropriate to do this in another person's house or public spaces like a school or restaurant.
- **Being dressed in your underwear/swimwear** – although there may be the same amount of body exposed, it might be OK to wear your swimwear in some public places such as a beach or swimming pool, but unacceptable in other public places such as a café or the shops.

- **Crying** – Discuss if it is more acceptable for a girl to cry than a grown man? Explain that everyone has emotions and feels like crying at times.
- **Shouting/arguing** – Is it OK for a person to shout at another person? Why would someone behave like this in private but not in public?
- **Being on webcam** – Does being on webcam make an otherwise private place, a public place?

Remind pupils that people may have different views based on their culture and family values, and that this is OK.

Activity two: Touching hands

Give each pupil a piece of paper. Tell pupils to draw around both of their hands.



Was one hand easier to draw around than the other?

Explain as we do not usually use our opposite hand to draw, it can feel uncomfortable. In the same way, some touches can feel uncomfortable.

Tell pupils to write all the comfortable and safe touches they can think of within their writing hand and all the uncomfortable, painful or unsafe touches they can think of in the opposite hand. If it depends who is touching them, tell pupils to write the touches in both hands or in between the two hands.

Remind pupils that it is important to tell a trusted adult if anyone touches them in a way that makes them feel uncomfortable, in pain or that they find scary. Reassure pupils that this is the right thing to do even if they have been told that something bad will happen to them if they do.



Activity three: Conscience alley

Ask the class to form two equal sized lines facing each other, leaving enough space for you to walk in between the two lines.

Read out the scenarios below. After each scenario, walk slowly down the space between the lines asking pupils to say one or two words that describe how the behaviour could make them feel as you pass them. Once you have reached the end of the line highlight some of the comments and feedback general points. Return down the line inviting pupils to say a response or something they could do if the scenario happened to them. Feedback the best ideas and explain how these could be used effectively.

- Someone pushes in front of you in a queue
- A friend talking about you behind your back
- Someone online asks you to send them a picture of yourself wearing your favourite swimwear
- A teacher tells you off for talking in front of the whole class but it wasn't you who was talking
- An older brother/sister comes into your bedroom when you are getting dressed in the morning
- A parent tripping you over on purpose and laughing at you in front of the rest of the family
- A stranger asking you to sit on the bench with them

Suggestions for responses may include: *Removing themselves quickly from the situation, speaking to a trusted adult about the situation, shout or scream as loudly as they can, speaking confidently and directly to the person, telling the person that you do not like what they are doing in front of others.*



Extension:

Divide the class into groups. Tell pupils to select a scenario of their choice from Activity three and role play an effective suggested response. Remind pupils that they are not to actually push/trip each other when roleplaying the scenario.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share with the class some places that are public and why they are public. Ask pupils to share with the class some places that are private and why they are private. Encourage pupils to suggest an effective way to respond if someone behaves inappropriately towards them. Reassure pupils that whilst we all have different ideas about what are and are not appropriate public and private activities. It is not OK to do something to someone who does not like the behaviour even if you would be OK with it. Reassure pupils that it is important to tell a trusted adult if a touch or behaviour has made them feel uncomfortable. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



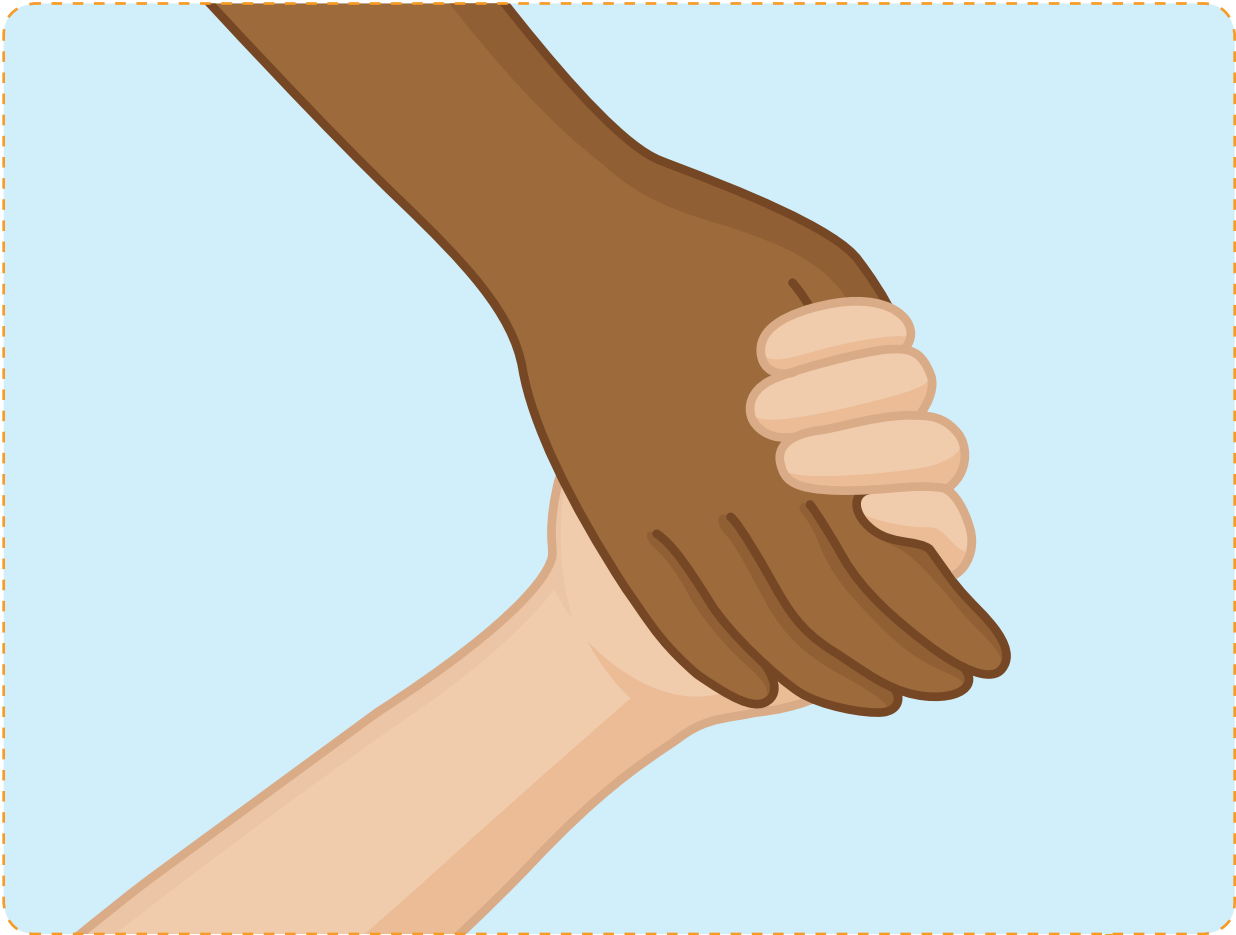
Assessment:

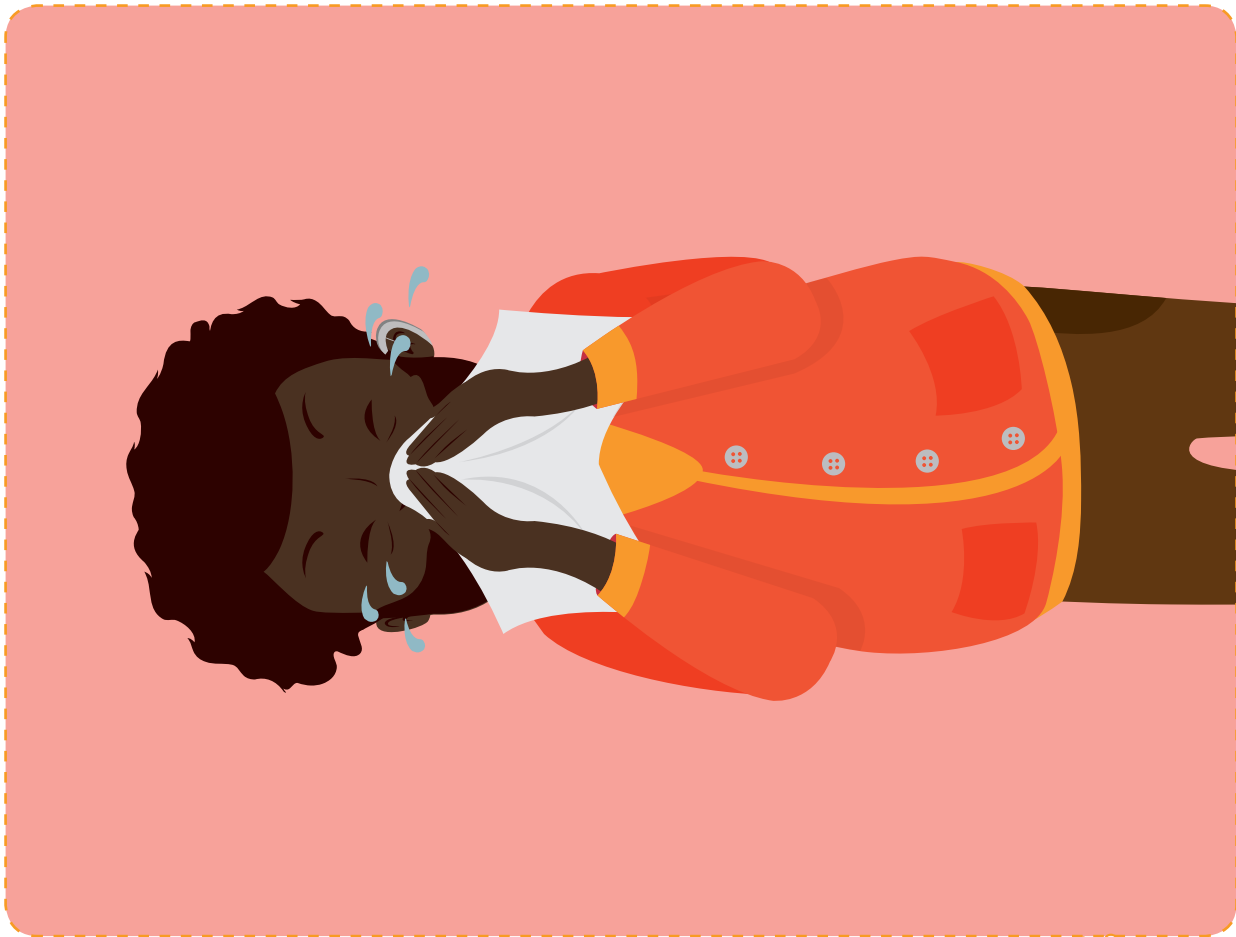
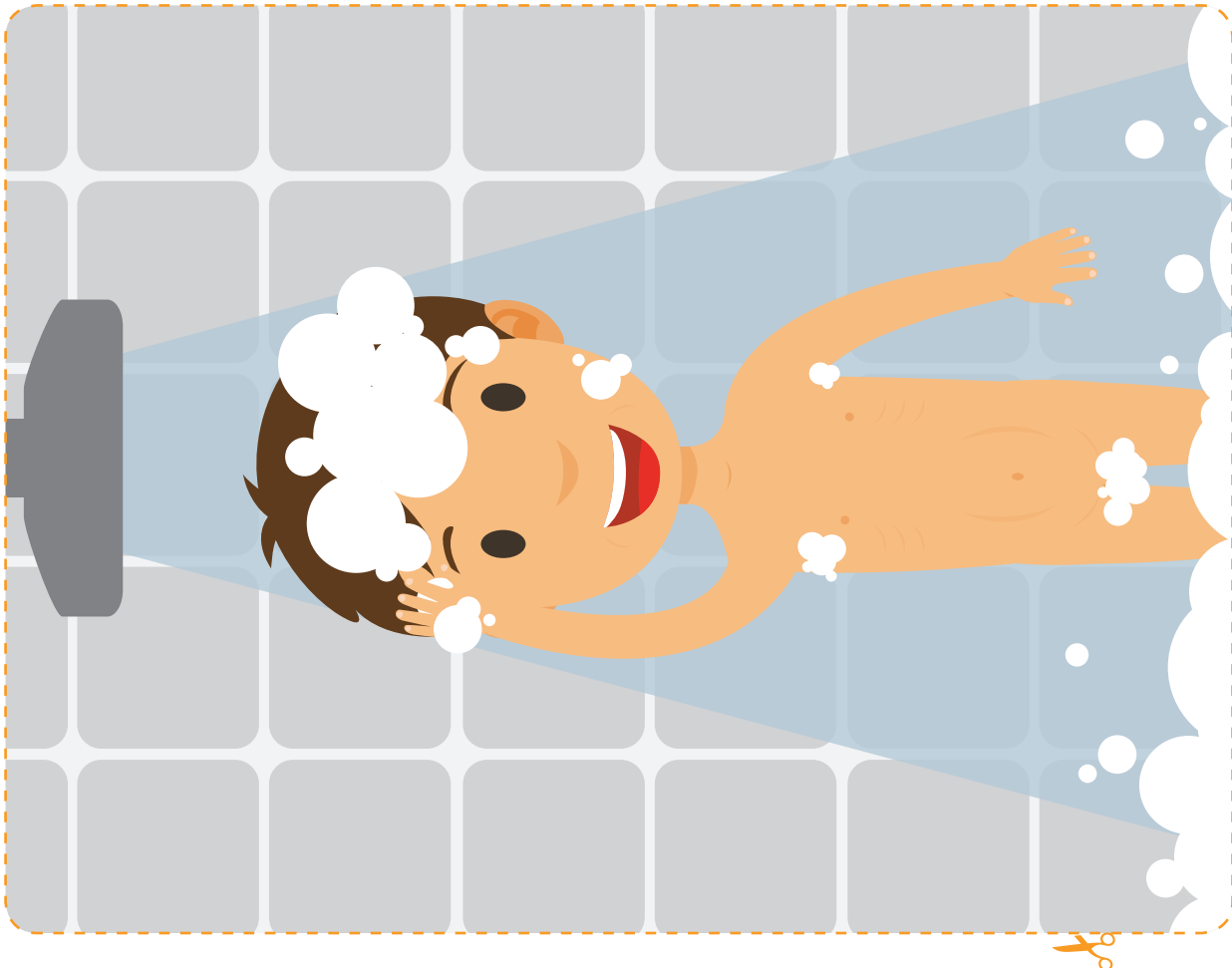
Activity one: Pupils identified a range of behaviours that are acceptable in private, public and both.

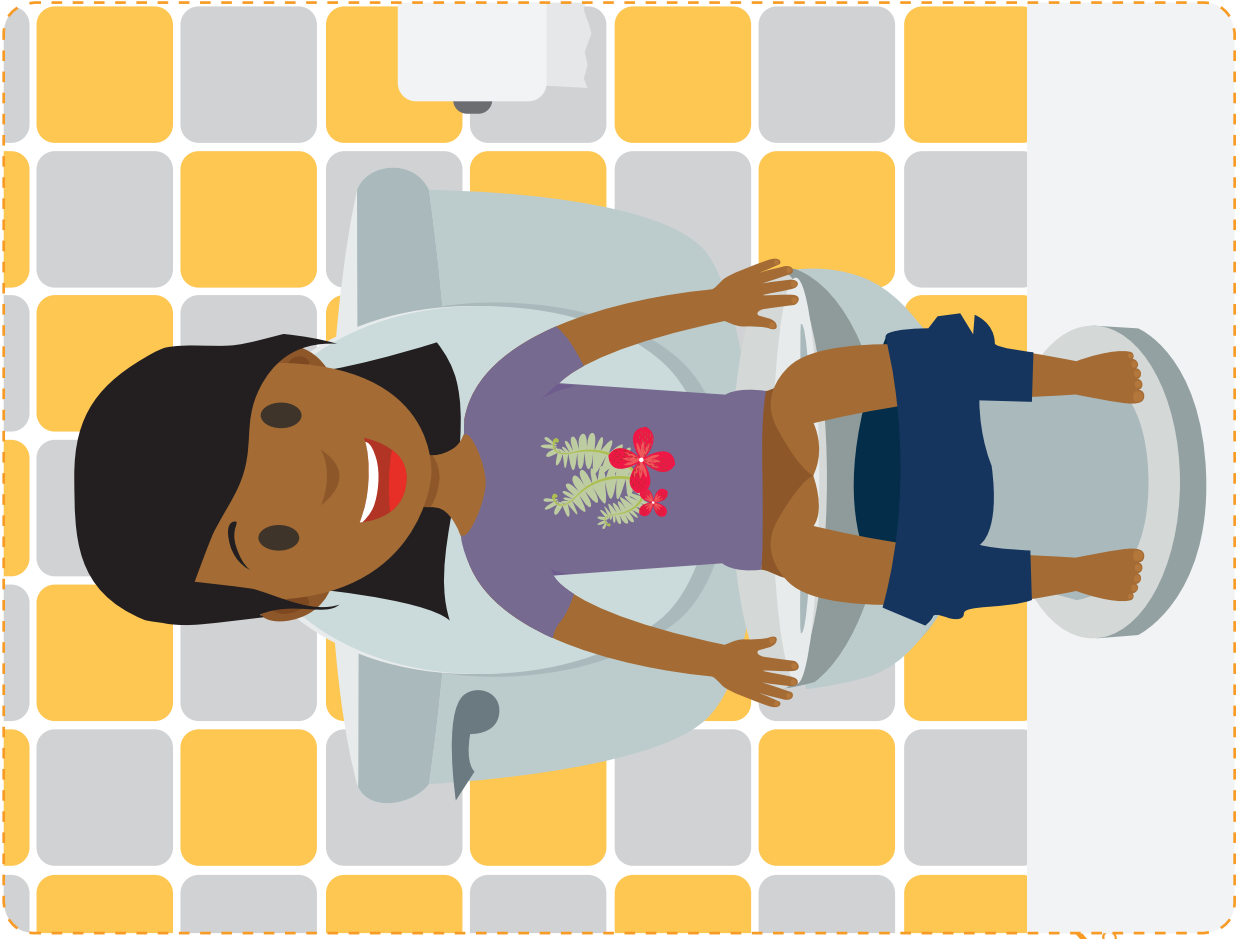
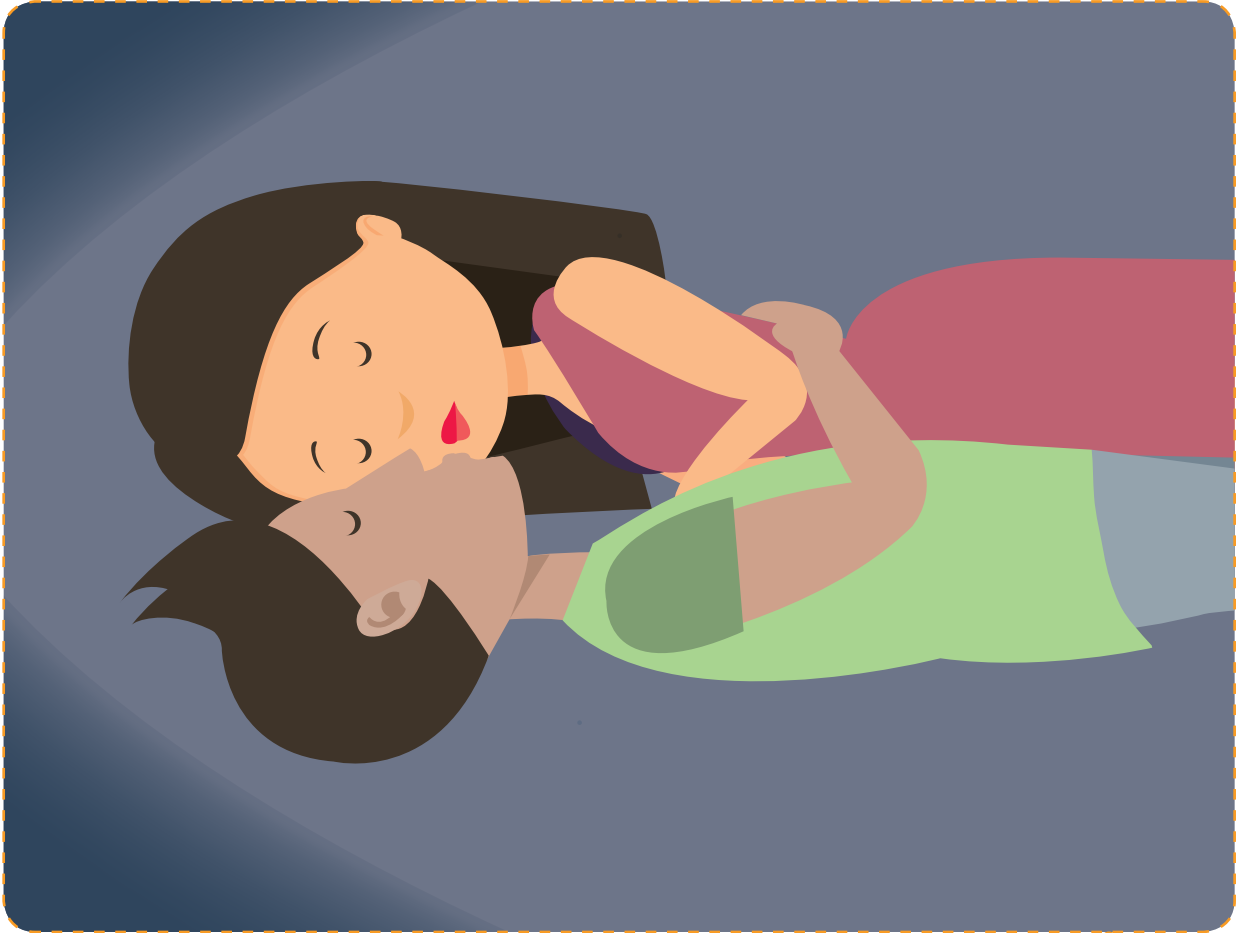
Activity two: Pupils identified a range of different types of touch, categorising these into comfortable and uncomfortable touch.

Activity three: Pupils considered a range of unhealthy relationship behaviours, identifying how this could cause them to feel and offered appropriate verbal responses through the conscience alley activity.

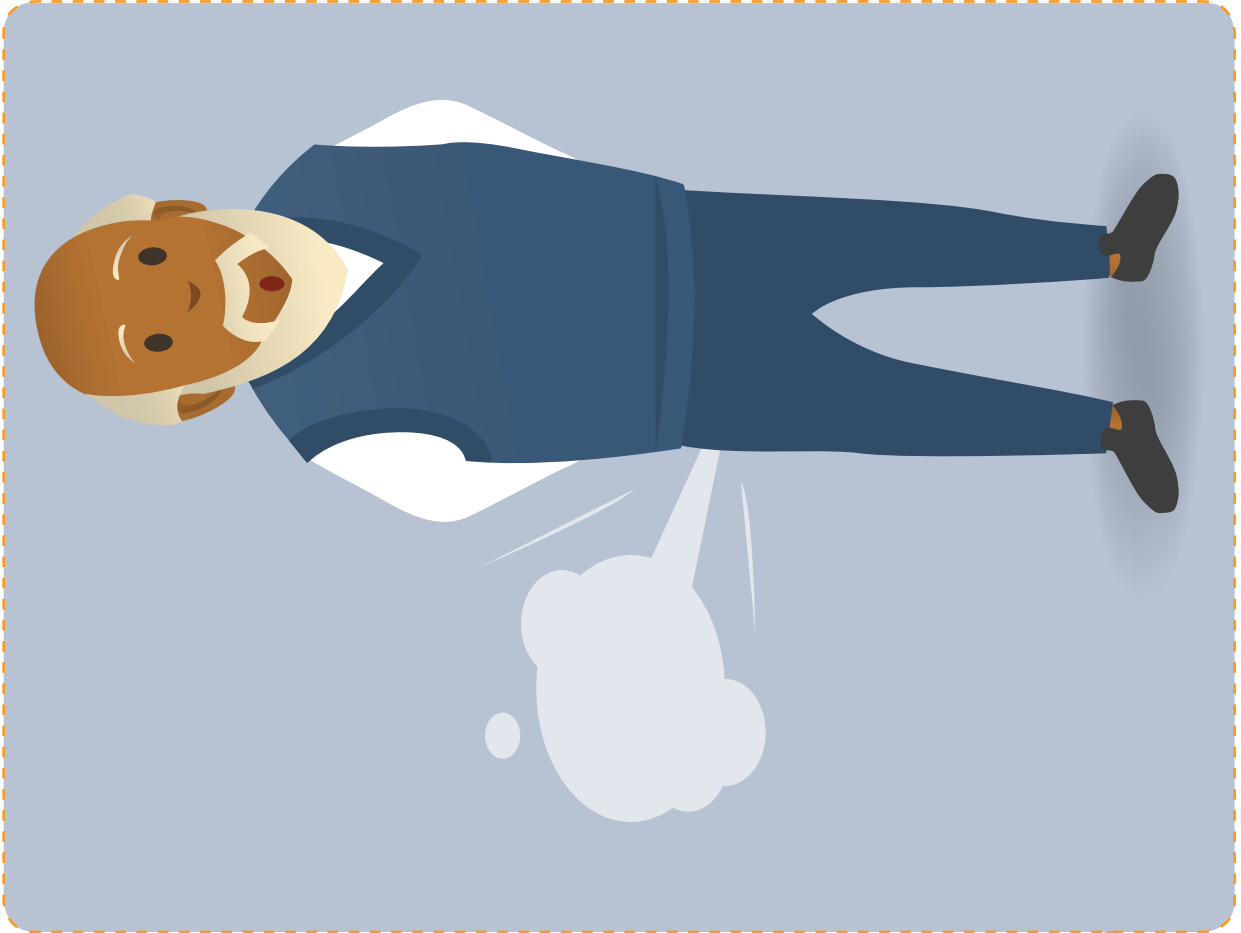
Evidence of assessment: Hands with comfortable and uncomfortable touches.

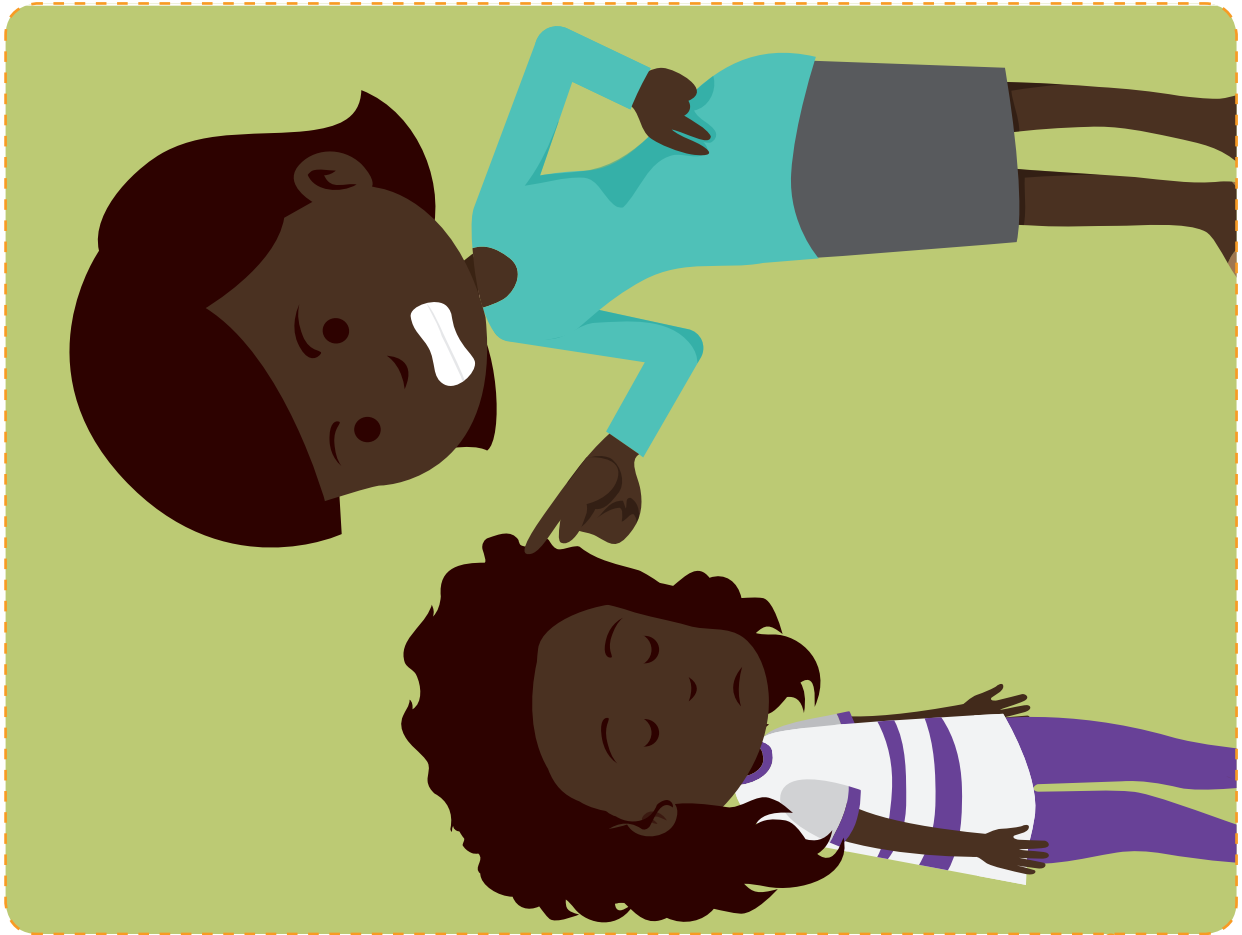
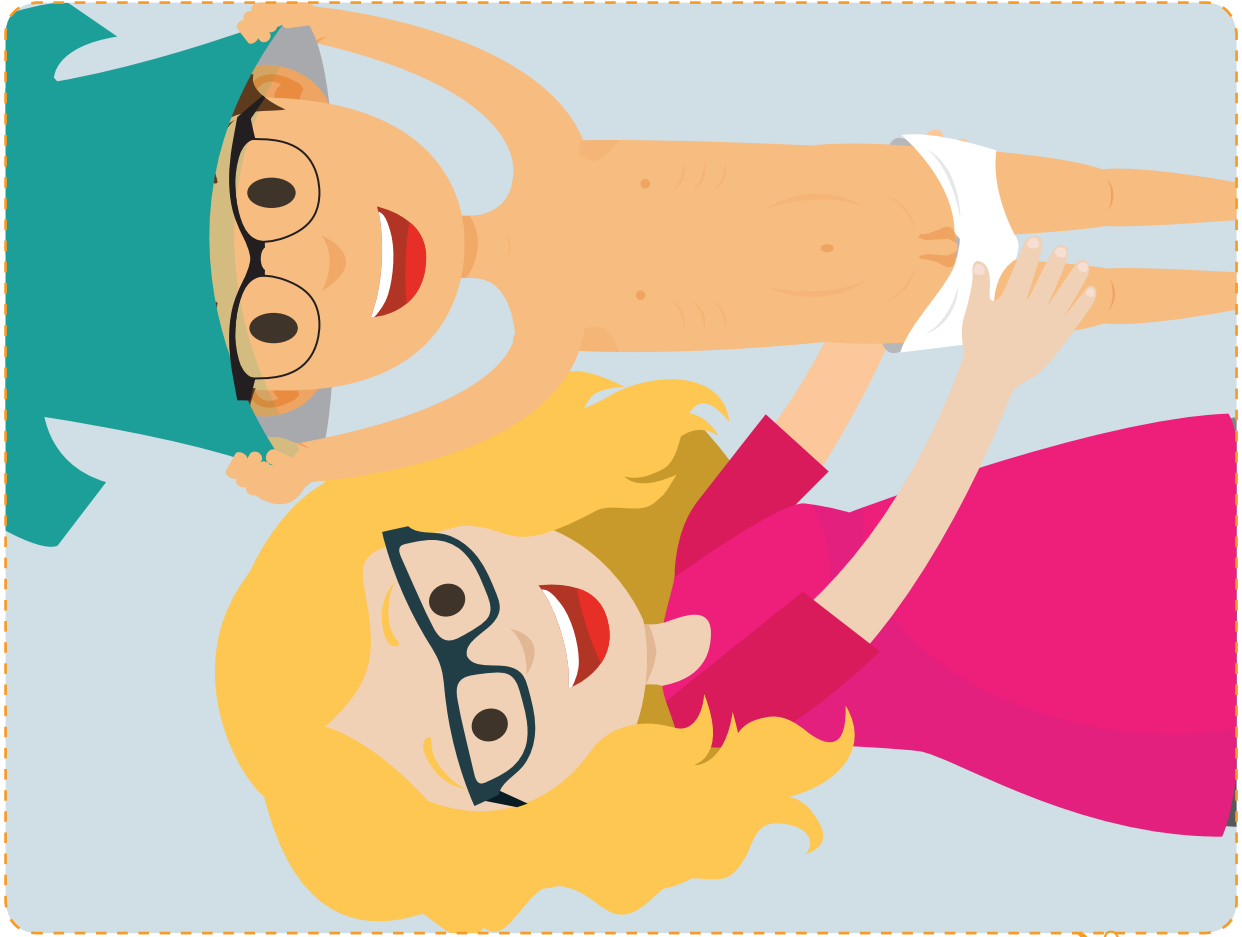












Lesson four: My beliefs



Lesson aim:

Pupils recognise differences and similarities between people arise from a number of factors including family and personal identity.



Learning outcomes:

- I know everyone is both similar and different to other people
- I have thought about my family and how it is unique and special to me
- I have identified some of the things that make me who I am and can celebrate these



Resources required:

- Resource sheet: Magnifying glass
- Resource Sheet: Labels (threaded with an elastic band/ string or wool x1 per pupil)
- Large ball of wool
- Paper and pens
- Small jars x1 per pupil
- Coloured sand/table salt and coloured chalks
- Funnel

Key words: similar, different, identity

Teacher notes:

This lesson aims to foster skills for celebrating a full range of diversity. The teaching activities focus around family, sex, gender identity and sexual orientation. This helps to provide the appropriate foundation for future learning. It is important that these types of diversity are normalised and celebrated as fully as other types of diversity.

When making the jars in Activity three, coloured sand or coloured chalk rubbed with salt work effectively. Different variations of colour can be achieved by mixing the chalks together when rubbing into the salt. Ensure the jars are fully filled to prevent the colours mixing together after the lid has been screwed on.

Begin the lesson by...

Explaining that in this lesson we will explore the ways in which we all have some things that are similar (the same as) and how we are all different. Tell pupils that being different should feel positive and that it is important that we celebrate the ways in which we have both similarities and differences. Reassure pupils that everyone has things that are similar to other people and things that are different to other people. Remind pupils that it is never OK to be unkind towards someone because they are different in some way. Remind pupils of the working agreement.

Activity one: Web of similarities

Tell pupils to stand in a circle. Explain that we are going to play a game to help us think about the ways we are all similar and different. When a similarity has been discovered a ball of wool will be thrown to join the people that share the similarity until a class web has been made. Start the game by making a statement about you. This could be something that is different to everyone else, shared by a few other pupils or shared by everyone. If anyone else shares this similarity, they are to raise their hand. It doesn't matter if no one shares the statement that has been made, the aim is to keep making statements to explore the ways in which we are different until a similarity is identified. Once the similarity has been identified, the person who made the statement can choose who to throw the ball of wool to.

The recipient then winds this around their hand, takes their turn to make suggestions and then can no longer join in the game. Play until the whole class has been woven into the web.

If pupils get stuck, some suggestions might be:

- I have been on an aeroplane
- I speak more than one language
- I have two dads
- My favourite food is pizza
- I have a pet dog



How does it feel knowing we are all connected through some similarities?

Discuss how brilliant it is that we can all be different too.



Activity two: Families

Explain to pupils that just as we discovered we are all different and similar in many ways, our families can also have differences and similarities. For example, some people have one mum, two mums, a mum and dad, a foster dad or live with grandparents and many more! In the same way it is good that we have differences and similarities, it is also great that our families can be similar and different. Invite pupils to share who looks after them at home, if they are comfortable to. Explain that family can include blood relatives, step family, foster family, close friends and pets! Some parts of our family we might not have chosen. Ask pupils to make some suggestions to check their understanding (parent, grandparent, sibling, foster carer, step parent) whereas some parts of the family are chosen, ask pupils to make some suggestions to check their understanding (when a parent chooses to love someone as their partner, or when you choose to love a pet).

Tell pupils to draw around their hand and in the palm, draw a picture of the people in their family then on each finger write five ways their family is special.

The hands can then be displayed in the shape of a tree to make a visual display called 'our class family tree'.

Activity three: A jar of me!

Tell pupils they are now going to focus on the things that make them who they are. Remind pupils that just as we all look different, we all have different like and dislikes. Ask pupils to share their favourite colour. Highlight how we like different colours because we are all different.

Reassure pupils the rest of this activity will be a private activity and that they will not be asked to share their thoughts with anyone else and that there are no right or wrong answers. Ask pupils to think about what gender they are (boy, girl or not sure) and to think of a colour that they feel represents this. Ask pupils to think about what identity they have on the inside (who they are comfortable to be, their personal likes, dislikes, hobbies, feelings etc). Finally, ask pupils to think about what identity they have on the outside; how they show themselves to the world! (how they speak to others, people they make friends with, teams they belong to, faith/cultural practices, how they dress etc).

Give each pupil a small jar and a label. Explain that they are going to fill their jar with four different coloured layers, to represent the things that they have just discussed, and that these are written on the label to remind them:

- My favourite colour
- My gender
- My internal identity
- My external identity

Provide pupils with a range of coloured sands. Tell pupils to select the four colours they identified to represent them. Tell pupils to pour the sands into their jars, using the funnels so they have four equal sized stripes before doing up the lid tightly, and attaching their label.

Ask pupils to display their jars together and look at them as a group.



Are any jars the same colours? Are any jars different colours? How wonderful do all the different colours look together? Imagine if all of the jars were the same colour, would this display look as wonderful?



Extension:

Task pupils to pretend they are private detectives! Explain that they are going to be detectives on themselves. Give each pupil a copy of the magnifying glass and ask them to write/draw inside the glass the things about them they are most proud of that they would like to share with the world.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to explain what a similarity is and give some examples of similarities that have been identified during the lesson. Ask pupils to explain what a difference is and explain why it is wonderful to be different. Reassure pupils that everyone shares similarities and also has many differences. Remind pupils that it is never OK for anyone to be unkind towards another person because they are different in some way. Everyone should celebrate themselves, be proud of themselves and the best version of themselves that they can be! Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



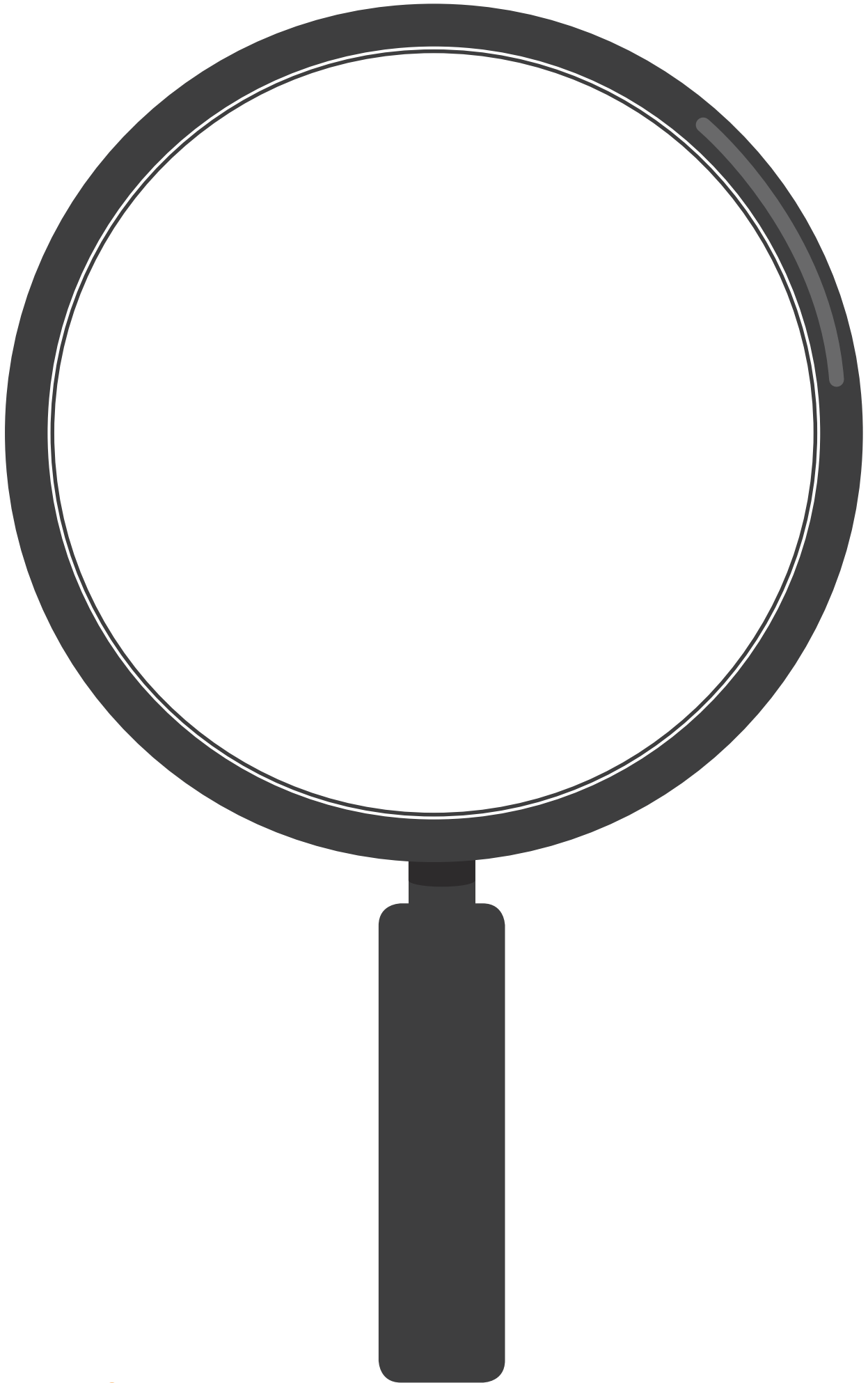
Assessment:

Activity one: Pupils recognised several similarities and differences by identifying similarities and making a class web.

Activity two: Pupils identified the people in their family, understanding that all families are unique.

Activity three: Pupils reflected on their individual uniqueness including their identities by making sand jars and comparing these with others to understand that everyone is different.

Evidence of assessment: Hand print of different families; sand jars; magnifying glass, if extension activity completed.





Name



Favorite colour



Gender



Internal identity



External identity

Lesson five: My rights and responsibilities



Lesson aim:

Pupils know that marriage is a commitment freely entered into by both people and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.



Learning outcomes:

- I understand what marriage is and why this is something special between two people
- I have explored the reasons why some people choose not to get married
- I know that marriage should always be a choice



Resources required:

- Resource sheet: Wanted Advert
- Resource sheet: Characters (if completing the extension activity)
- Props, suitable for a pretend wedding

Key words: marriage, arranged marriage, forced marriage

Teacher notes:

Pupils will have differing views on marriage depending on their family circumstances, faith and personal values. Be aware of pupils who live in families where parents have not married, separated or divorced by talking inclusively and sensitively about the quality of a relationship, love, respect and trust. Talk equally favourably of people who are not in a romantic relationship.

Arranged marriage refers to a marriage where parents, or the wider family play an instrumental role in matching people, based on the belief that the marriage will support the growing of love and commitment to last a lifetime. The people getting married retain the right to refuse the marriage if they feel it is an unsuitable match. If the parents or wider family do not listen to their child's wishes not to marry then this becomes a forced marriage. Forced marriage exists across a range of cultures but is illegal.

For Activity one, pupils may enjoy having something symbolic to wear when they are pretending to get married, such as veil or hat, some flowers to carry or a tiara to wear.

Begin the lesson by...

Explaining to pupils that in this lesson they will be learning about the importance of loving, respectful relationships. Marriage is a commitment that some people choose to make, showing that they are committed to each other for life. Tell pupils that marriage is a legal commitment. Reassure pupils that marriage should always be a choice. Some people make the decision not to be married and this is OK. What matters is that people choose to be in a relationship and that the relationship is loving and respectful. Remind pupils of the working agreement.

Activity one: Wedding day!

Explain to pupils that two people get married to each other through a wedding. This can be a man and a woman, two women or two men. The wedding day should always feel a happy and special day, which the wedding couple can look back on with good memories.

Ask pupils to raise their hands if they have ever been to a wedding, ask some of these pupils where the wedding was held.

Suggestions answers: *Religious building such as a church or mosque, registry office or an alternative venue with a licence to marry such as a hotel, castle etc.*

Ask pupils to share what they enjoyed and remember about the wedding day.

Highlight to pupils some of the key points, emphasising that people can choose to get married in different ways. Different faiths have different traditions and customs. In this lesson, they will be focusing on the traditional Christian English marriage vow and thinking about what the vows mean.

Ask two pupils to volunteer to come to the front of the class and pretend to get married. It is very important that you do not force a child to do this if they are unwilling. They can be the same, or different gender to each other. Having symbolic clothing or props for this will help the class to get into the 'occasion'. If possible arrange your class seating to represent rows for the class to sit in like a congregation. Ask the two pupils getting married to enter the room and walk down the aisle. When they approach you, say the following:

- **Welcome** (class name) to the wedding of (pupil name) and (pupil name).

Explain that you will now read out parts of the vows. Ask the pupils to repeat them after you.

Discuss as a class what each section might mean.

- **I take you to be my wife/husband.** What does it mean to be a wife or a husband? What kind of things should you do and not do?
- **For better for worse, for richer for poorer.** Would it be easier to be married if your partner was healthy and rich? Why is it important that you want to be married to someone whatever their financial or health circumstances?
- **To love and to cherish till death us do part.** What can people do to show that they love and cherish someone? How might they feel when their wife/husband dies?
- **I give you this ring as a sign of our marriage** (if you have a ring that can be used here it will add to the fun!) Why do people wear a wedding ring? Is it important to wear a wedding (not everyone does when they are married)?
- **With my body, I honour you.** It is important to know that whether you are married or not, your body always belongs to you and you do not have to do anything with it or allow anyone to touch it unless you are happy for them to.
- **All that I have I share with you.** How would you feel about sharing all your things? What things might you find hard to share?
- **I now pronounce you husband and wife/wife and wife/husband and husband.** Encourage the class to cheer and clap in celebration.

Reassure pupils that they are not married, as only certain people are legally allowed to marry them and you must be at least 16 to get married with your parent's permission or you have to wait until you are at least 18 to get married without your parent's permission.



Activity two: Wanted!



Is being in love more important than being married?

Pupils are likely to express different opinions based on their personal circumstances and aspirations for the future. Encourage pupils to respect the full range of views and affirm that the important thing is that people only get married if they want to and to someone that they want to when they feel ready.

Give each pupil an advert template. Tell pupils to create an advert for their ideal future partner. Encourage pupils to think about what they will look like, what type of job they might have, if they want their future partner to have some of the same interests as them, what size family they will have etc.



Activity three: Arranged marriage

Tell pupils that in some cultures it is common for parents or other family members to suggest a husband or wife for their child, but the people getting married can decide if they want to or not. This is called an 'Arranged Marriage'. In an arranged marriage the wedding may take place quite quickly. The basis of the marriage is that the two people have committed to grow their love for each other throughout the rest of their lives.

Ask pupils to reflect on their Wanted advert and consider if their parents/family might want to advertise for different things.



How would you feel if your parents picked your future husband or wife? Do you think your parents would pick the same person for you as you would pick for yourself? Which person would you prefer to marry? Why?

Reflect on concepts such as happiness, respect and love.



Extension:

Print out the two characters and ask pupils to consider how they would feel if they were forced, against their wishes to marry the character of the opposite gender to which they were born. Divide pupils into groups of three, and tell them to take it in turns to be:

- Two parents telling their child that they will be getting married
- One child explaining that they do not want to get married

Ask pupils how it felt to not be listened to and tell pupils that it is against the law to force someone to marry against their wishes.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share some of the reasons that they feel it is important that marriage is always a choice. Reassure pupils that people have differing views on marriage depending on their family circumstances, faith and personal values. Remind pupils that marriage should always be a choice and that to force someone to marry is against the law. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils demonstrated an understanding of the serious implication of marriage including its legal framework through the discussion of roleplayed wedding vows.

Activity two: Pupils showed an understanding of the reasons why people choose to get married or to remain in a partnership without marriage.

Activity three: Pupils considered the cultural practice of arranged marriage through discussion. They considered the ways in which their future relationship choices may vary from that of their parents and wider family through the creation of an advert.

Evidence of assessment: Wanted advert.

WANTED



Lesson six: Asking for help



Lesson aim:

Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.



Learning outcomes:

- I can recognise situations that I will need help to manage
- I know who I can ask for help
- I have practiced asking for help



Resources required:

- Resource sheet: Board game
- Dice
- Counters

Key words: peer pressure

Teacher notes:

This lesson has the potential to lead to safeguarding disclosures as pupils are equipped with the knowledge, language and skills to ask for help with situations that are causing them concern. It is important that pupils are informed of who and when they can speak to people in school about their concerns both now and in the future. Ensure you are familiar with the schools safeguarding policy and procedures and that other relevant staff in the school are informed that this lesson will be taking place so that they can be prepared to manage any potential disclosures.

If the extension activity is completed, it will be helpful to send a letter home to parents/carers explaining the question/worry box, including how it can be used at home to develop channels of communication.

Begin the lesson by...

Explaining that in this lesson we will be thinking about the times people might be put under pressure to do things that they don't want to do. Sometimes the people that are meant to be our friends might try do this. This is called peer pressure and is unacceptable, especially if it is something that is dangerous. We will also be learning how to manage peer pressure and how to ask for help. Asking for help is often a brave and sensible thing to do. It can help to keep you and others safe. Remind pupils of the working agreement.

Activity one: Peer pressure scenarios and strategies

Ask pupils to pair, square and share several situations where someone might be asked to do something that they don't want to. Some examples are provided below:

- **At home** – *brother/sister asks you to steal some money from your parent's purse*
- **At school** – *be unkind to someone else verbally or physically*
- **At the park** – *jump off the top of something high*
- **At a friend's house** – *watch a film that is meant for people much older*
- **Online** – *ask you to send a photograph of yourself naked*

Discuss these as a class, asking pupils to suggest strategies for managing these situations. Explain to pupils why it is important to resist peer pressure to do something that makes them feel anxious or that they think is dangerous or wrong.

Activity two: Game of pressure and help

Divide the class into small groups of four–six players. Give each group a copy of the game board, dice and counters. Pupils need to follow the instructions on the board to play the game:

- The pupil whose birthday is next starts the game and play progresses clockwise around the group.
- Pupils must roll the dice, moving their counter around the board according to the dots showing on the top face of the dice.
- If pupils land on a red square, they must suggest a scenario that would cause them to feel in danger, anxious or worried.
- If pupils land on a green square, they must suggest a strategy for managing that situation to ensure they don't do something that they don't want to do.
- If pupils land on an arrow, they must suggest a person/organisation they could talk to for extra help.
- The winner is the first player to cross the finish line.

Circulate around the room, supporting pupils with the game play as required.



Activity three: Asking for help

Sit on a chair, facing the class. Ask pupils to imagine that you are eight years old. As you read out the following scenarios, ask pupils to voluntarily stand behind your chair and suggest what you could say in response. Encourage them to think about the tone, pace and volume as well as the words.

Scenarios:

- My brother is 5 years older than me. He is going to the park with his friends, and has asked our Mum for £2 so he can get some sweets like everyone else who is going. Mum has said 'no' as she doesn't have much money until payday. My brother has asked me to get the money out of her purse while he distracts her. I said 'no' but he has said he will do it anyway and tell Mum that I took it if I don't help him.
- My two friends have fallen out with each other. They have said that I can't be friends with both of them and need to pick one of them. I like them both and just wish that they would make up and stop being horrible to each other and putting me under pressure.
- I am at the park and everyone is climbing to the top of the slide and jumping off. I don't want to do it but everyone is laughing at me and calling me a 'baby'. I have climbed to the top and everyone is shouting 'jump, jump, jump'. I'm really scared, I can feel my hearting beating hard, and my legs are shaky.
- I have gone for a sleepover at my friend's house. My friend's parents have told us it is time to go to bed but my friend is searching the internet for pictures of dead people and keeps showing me scary pictures. I don't like it as I have not seen anything like this before and I do not want to. I feel like I am going to cry.
- One of my online friends has asked me to send a picture of my bottom to them. I sent them a laughing face as I thought they were joking but they sent me a picture of their bottom. I was shocked and went straight downstairs to tell my Dad, but when I started to tell him he said he was busy dishing up tea and to tell him at teatime, but I don't want to talk about it in front of everyone. I feel as though I have done something wrong and he is going to be really cross with me.

Highlight any good pieces of advice back to the class. Reassure pupils that the best thing to do in any of the situations is to tell an adult they trust even if they would find it a hard thing to do or have been told that something bad will happen to them if they do.



Extension:

Tell pupils to cover a small box such as an empty tissue box, this can be decorated. Encourage pupils to take the box home and discuss it with their parents/carers as a place where they can write any questions, worries or concerns onto a piece of paper and leave inside for their parents to read and discuss with them.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share strategies that they would feel able to use if someone or a situation caused them to feel in danger, anxious or worried. Remind pupils that it is never OK to put someone under pressure to do something that they do not want to do. Reassure pupils that the best thing to do in any of the situations is to tell an adult they trust, even if they would find it a hard thing to do or have been told that something bad will happen to them if they do. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been covered in the lesson.



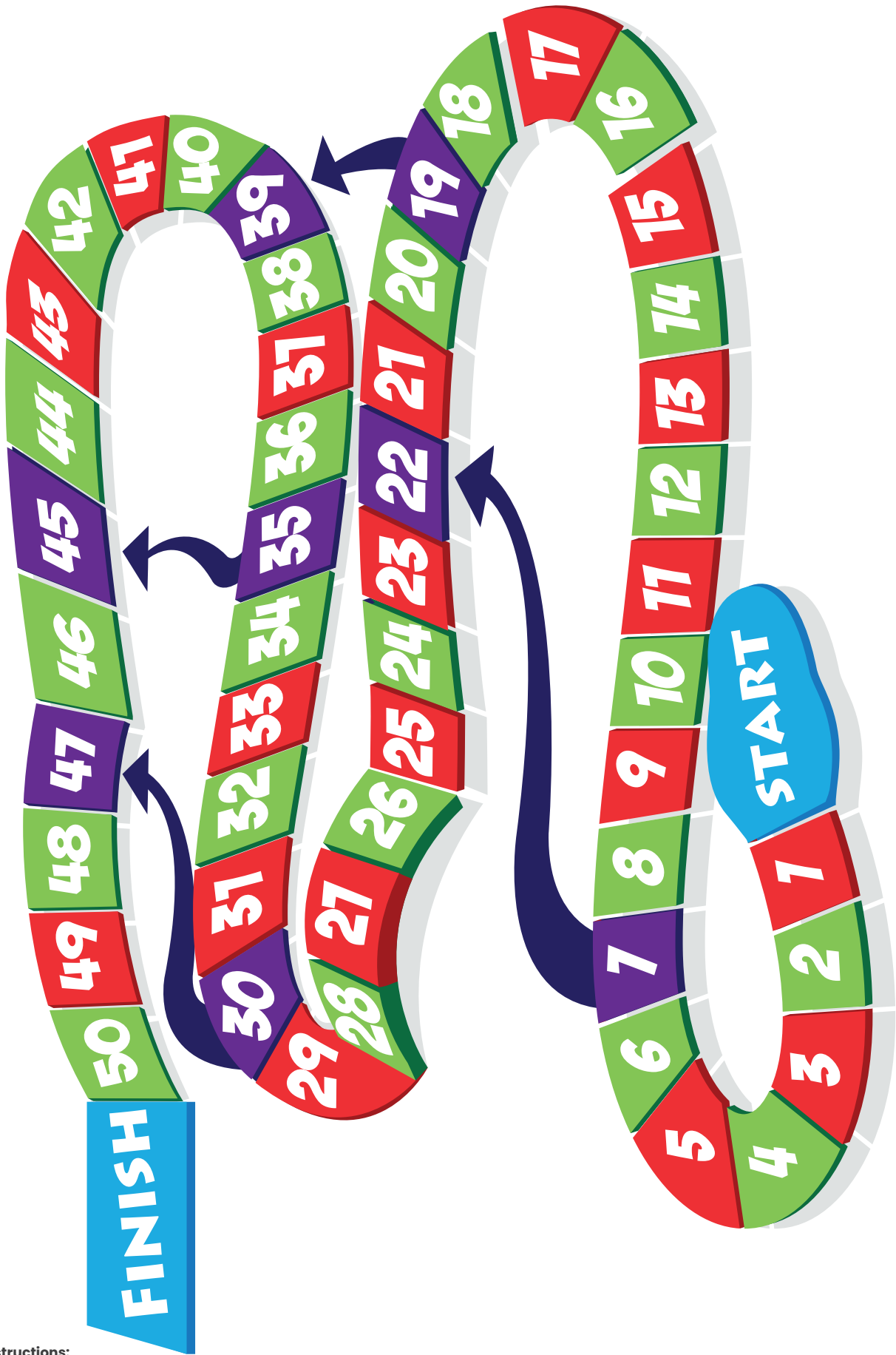
Assessment:

Activity one: Pupils suggested several situations that someone of their age could find dangerous and considered scenarios that could occur across a range of environments through discussion.

Activity two: Pupils correctly identified strategies and people that could help them to manage dangerous situations through verbal suggestions made playing a board game with peers.

Activity three: Pupils considered responses and techniques appropriate to managing a range of scenarios and rehearsed the skills to do so with confidence in front of their class.

Evidence of assessment: Worry box, if extension activity completed.



Instructions:

- The player whose birthday is next can start the game. Play continues clockwise around the group.
- Roll the dice and move your counter the correct number of spaces.
- If you land on a red square, suggest a scenario that could cause you to feel in danger, scared or worried.
- If you land on a green square, suggest something you could do to manage a situation that you found dangerous, scary or that made you feel worried.
- If you land on a space with an arrow, follow the arrow and suggest a person or organisation that could help you manage a dangerous, scary or worrying situation.
- The winner is the first player to cross the finish line!

Year five



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Pupils can anticipate how their emotions may change as they approach and move through puberty.



Pupils can anticipate how their body may change as they approach and move through puberty.



Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.



Pupils know the correct terms associated with gender identity and sexual orientation and the unacceptability of homophobic and transphobic bullying.



Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.



Pupils have considered how to manage accidental exposure to explicit images and upsetting online material, including who to talk to about what they have seen.



Lesson one: My feelings



Lesson aim:

Pupils can anticipate how their emotions may change as they approach and move through puberty.



Learning outcomes:

- I understand how puberty may affect my emotions
- I have considered how my changing emotions may affect me
- I know how to respond to overwhelming emotions



Resources required:

- Resource sheet: Roller coaster
- Counters
- Water bottles, 2/3 full of water
- Craft materials (glitter, dissolvable paint, beads)

Key words: puberty

Teacher notes:

Some pupils may already be experiencing puberty. Puberty can start from the age of eight years, being triggered by a range of hormonal changes that help the transition from childhood to adulthood. If pupils try to focus on the physical changes of puberty tell them that they will be learning about this in the following lesson.

Begin the lesson by...

Explaining that the next two lessons will be about puberty. Puberty is the process of change when your body matures from a child to an adult. The focus of this lesson is on the emotional changes that puberty can trigger, whilst the next lesson will focus on the physical changes. Explain that puberty is an exciting time as they will develop and experience new emotions. Reassure pupils that all emotions are OK but some are more comfortable than others. Remind pupils of the working agreement.



Activity one: Emotional rollercoaster

Tell pupils that puberty is affected by hormones, and that these hormones affect your emotions. Explain that during puberty hormones can change quickly and frequently, causing emotions to change quickly and frequently. This can result in feeling like you are on an emotional rollercoaster. Reassure pupils that it is a natural experience:

- **Unexplained mood swings** (having different feelings that change very fast)
- **Low self-esteem** (not feeling very good about yourself)
- **Aggression** (feeling very angry)
- **Depression** (feeling very down and hopeless)

Ask pupils to suggest as many different emotions as they can. Write the emotions on the board.

Discuss as a class which emotions feel comfortable (circle in green) and which feel uncomfortable (circle in blue).

Give each pupil a rollercoaster track. Explain that the rollercoaster track represents the cycle of changing emotions that can be experienced during puberty. Ask pupils to reflect on the different emotions written on the board and write/illustrate with expression faces some of these at different points on the rollercoaster track.

Ask the class if any pupils thought of additional emotions to those already identified on the board, and add any extras in a different coloured pen to extend pupil knowledge of the range of emotions that can be experienced.

Reassure the class that no emotion is bad or wrong but some emotions are more comfortable than others.



Activity two: Emotional triggers

Explain to pupils that puberty can cause emotions to change. Reflect on the selection of emotions written on the board. Choosing both comfortable and uncomfortable emotions ask pupils to suggest the things that could trigger those emotions. If they focus on external influences such as 'someone saying something unkind about you', then encourage them to consider the internal influences such as:

- Hormones
- Fatigue
- Hunger
- Stress/anxiety

Give each pupil a counter. Divide the class into pairs. Tell the pairs to take it in turns to move their counter around each other's emotional rollercoaster, stopping at each emotion to share examples of the ways in which someone may behave towards others if they are experiencing that emotion. Reassure the class that no emotion is 'bad', but some emotions are more comfortable than others. However, some behaviours are unacceptable to exhibit towards another person, therefore it is important to manage your behaviour as well as possible.



Activity three: Managing emotions

Explain to pupils that finding activities which are fun and healthy can support them to manage the changing emotions that puberty can cause. Ask pupils to suggest an activity that would help them to cope with each emotion that has been written on the board.

Suggested answers: *physical activity, art, music, talking, reading, relaxing bath*

Acknowledge that what works for one pupil may not work for another. It is helpful to have a range of different strategies to choose from.

Give each pupil a small water bottle $\frac{2}{3}$ full of water. Invite pupils to select from a range of craft material, choosing items and colours that represent and reflect how they feel when they are angry, and add these to the bottle.

Ask pupils to think of a time when they felt very angry about something. Reassure pupils that this is a personal reflection. They will not be asked to share what the situation was. Tell pupils to shake their bottle. This swirling water and added craft items represent an angry storm, demonstrating how their anger can stir up inside of them. Ask pupils to think of something that they like doing to help them feel calm. Tell pupils to put their bottles on the desk and watch the angry storm calm down as they think about this.



Extension:

Divide the class into pairs. Tell the pupils to exchange a 'high-five'. Explain that, like someone offering you a high-five, every action has a reaction. In a similar way our emotional responses towards other people can cause an emotional reaction.

Next tell pupils to work in their pairs to look at the highest and lowest point of each other's roller coaster and create a role-play that demonstrates how the emotions might cause someone to behave and others to react towards them.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share some of the emotions that they have discussed in the lesson. Ask pupils to suggest a strategy they could use to help them manage strong emotions so they avoid unhelpful behaviours. Remind pupils that puberty is the process that the body goes through to change from being a child to an adult. Reassure pupils that puberty is a natural process that can trigger emotional and physical changes. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been covered in the lesson.



Assessment:

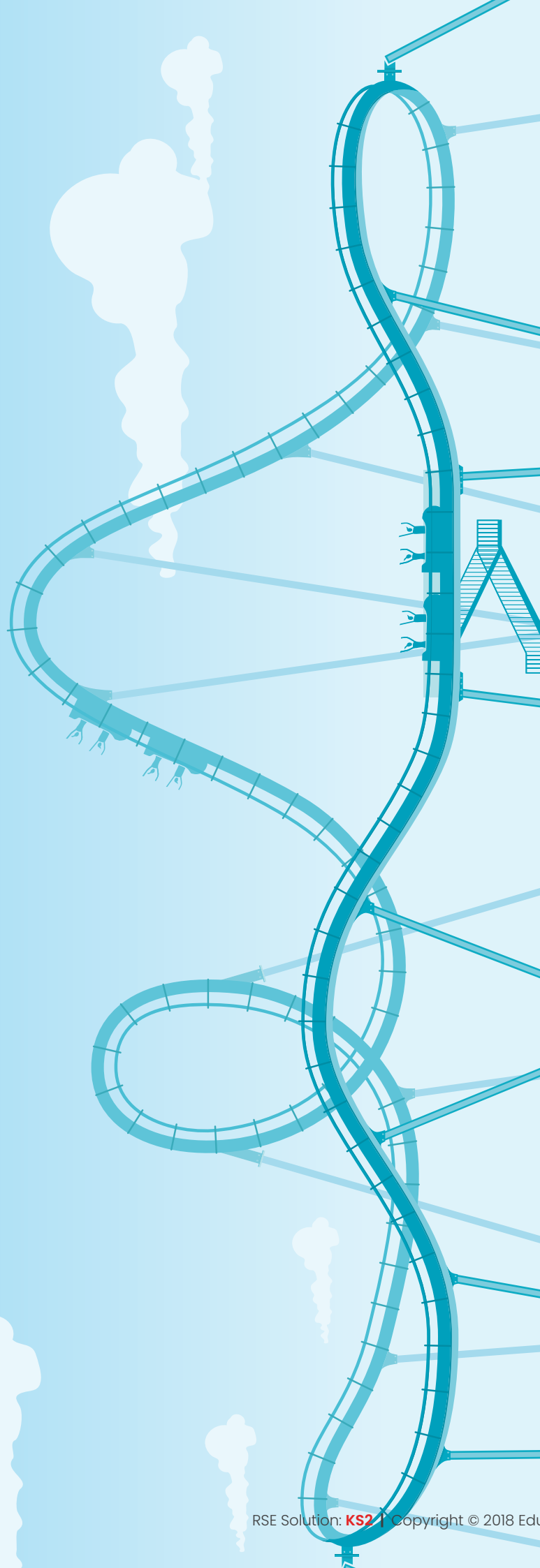
Activity one: Pupils identified a wide range of emotions that may be experienced during puberty, reflecting both comfortable and uncomfortable emotions on an emotional rollercoaster.

Activity two: Pupils demonstrated clear awareness of how their emotions might cause them to behave and developed an understanding of the impact that this has on others through discussion.

Activity three: Pupils replicated uncomfortable feelings by creating an emotional storm and identified strategies that they could use to help them manage uncomfortable and overwhelming emotions.

Evidence of assessment: Emotional rollercoaster; thunderstorm bottles.





Lesson two: My body



Lesson aim:

Pupils can anticipate how their body may change as they approach and move through puberty.



Learning outcomes:

- I know how the male body can be affected by puberty
- I know how the female body can be affected by puberty
- I have thought about how these body changes might make people feel about themselves



Resources required:

- Body outline
- Resource sheet: Puberty cards
- Resource sheet: Puberty game cards
- Resource sheet: Male and female reproductive systems
- Plasticine
- Sellotape
- Clear plastic cup
- White paint
- Red paint
- Knickers
- Sanitary towel

Key words: puberty, penis, erection, wet dream

Teacher notes:

It is important to foster the necessary behaviour and learning skills within pupils to enable this lesson to be taught co-educationally. Whilst you might feel it necessary to separate pupils by gender, this could prove compromising for a transgender or intersex pupil. Additionally, it is essential that pupils are aware of how both their own body and that of others may develop and change so they understand and have empathy towards this. It also fosters the foundational skills for pupils to communicate over topics that they may initially find uncomfortable with people of the same and opposite gender to themselves. Be mindful of gender questioning pupils who may feel uncomfortable about their body changing towards an adult gender that they do not align with.

Due to the extensive content of this lesson you may decide to split this over 2 lessons to ensure an appropriate pace for the needs of your class.

Should the activities and discussions prompt questions about how a baby is made, explain that this is something they will learn more about next year.

It may be helpful to contact a sanitary wear provider to obtain free trial promotion packs, which can be provided to pupils at the end of the lesson; and leaflets that show how sanitary wear is used correctly.

Begin the lesson by...

Reminding pupils that in the previous lesson they learned about the emotional changes of puberty. Puberty is the process of change when your body matures from a child to an adult. The focus of this lesson is on the physical changes that puberty can trigger. Reassure pupils that all physical changes are natural and the physical changes can occur at different times for different people. Remind pupils of the working agreement.



Activity one: Puberty predictions: Boy

Display a life size basic body outline proportionate to the size of a year five pupil. Explain the body outline represents a boy who is experiencing puberty. You could animate the outline to demonstrate that it represents a boy, but be mindful to avoid gender stereotypes such as blue/short hair etc. Naming the outline can help it develop into a character in readiness for the discussion activities.



How might puberty cause the male body to change?

Illustrate the suggestions made by pupils. Introduce and explain the items below before illustrating/ writing them on the character in a different coloured pen if they are not suggested by pupils:

- The penis and testicles grow and the scrotum gradually becomes darker
- Pubic hair grows: underarm; legs; arms; chest; back and around the penis
- Start to sweat more
- Breasts can temporarily swell slightly
- May have erections and wet dreams (involuntary ejaculations of semen as they sleep)
- Voice breaks and gets deeper. For a while a boy might find his voice goes very deep one minute and very high the next

- The Adam's apple may begin to stick out
- Facial hair begins to grow
- Develop different types of spots (blackheads, whiteheads and pus-filled spots called pustules)
- Growth spurt – grow taller by approx. 7–8cm per year
- Body shape changes as shoulders broaden and the body becomes more muscular

Divide the class into pairs. Provide each pair with a set of boy puberty cards. Ask them to read through the changes that can happen to boys. Tell pupils to rank the cards in order of what they think will be the hardest change to cope with.



What do you think will be the hardest physical change of puberty to cope with?

Explain that one of the things boys may find difficult is the uncontrollability of the penis. Tell pupils that the penis can become stiff and stand upright, and that this is called an erection. Cut out a penis shape and stick it onto the character outline with Sellotape. Lift the example penis to indicate the erection. Explain that an erection can happen if the penis is touched, rubbed or when the person is feeling excited. It can also happen for no reason at all, including when you don't want it to such as when you are asleep. Reassure pupils that this is natural. It is known as a 'wet dream'.

Draw testicles and urethra tubes onto the character outline, connecting these to the penis. Label the testicles, urethra and penis.

Make a sperm out of plasticine. Tell pupils that sperm are like microscopic tadpoles, but you have made a larger version so it is possible to see it.

Explain that a wet dream is caused because the male body has started to produce sperm, which is stored in the testicles. The body sometimes releases the sperm (known as ejaculation) at night. Use the plasticine sperm to demonstrate the route of the sperm from the testicles through the urethra tubes and out of the penis on the character's illustrated genitalia. Stick the plasticine sperm to the character and label this 'sperm'. Explain that some boys may find a sticky wet patch on clothes or bed sheets. Reassure pupils that they do not need to feel embarrassed about this. Wet dreams are a natural part of growing up and a sign that the body is preparing for becoming an adult. It is also natural to never experience a wet dream.

Explain that the ejaculated semen (a mix of sperm and fluid) is approx. ½ - 1 teaspoon. Pour 1 teaspoon of white paint into a clear plastic cup to demonstrate the quantity of fluid produced and show to pupils.

Reassure pupils that having an erection first thing in the morning is very common and can be caused by having a full bladder.

Provide pupils with the male reproductive sheet and ask them to write on the labels of:

- Testicles
- Sperm
- Urethra
- Penis

Now tell them to draw a line that demonstrates how the sperm moves from the testicles to outside of the body.



What could (name of character) do if they experienced an unwanted erection?



What could (name of character do) if they experienced a wet dream?



Activity two: Puberty predictions: Girl

Display a life size basic body outline, proportionate to the size of a YR five pupil. Explain the body outline represents a girl who is experiencing puberty. You could animate the outline to demonstrate that it represents a girl, but be mindful to avoid gender stereotypes such as pink/long hair etc. Naming the outline can help it develop into a character in readiness for the discussion activities.



How might puberty cause the female body to change?

Illustrate the suggestions made by pupils. Introduce and explain the following before illustrating/writing these on the character in a different coloured pen, if they are not suggested by pupils:

- Breasts grow and become fuller (it is normal for one breast to grow larger than the other and for the breasts to feel painful, lumpy or uncomfortable at this time)
- Pubic hair grows: under arms; legs and around the vulva. May also notice hair growing on the top lip
- Sweat more
- Develop different types of spots (blackheads, whiteheads and pus-filled spots called pustules)
- White, sticky vaginal discharge
- Growth spurt – growing taller by approx. 5-7.5cm every year for the next two years
- Gain weight and body changes shapes (Develop more body fat along their upper arms, thighs and upper back; their hips grow rounder and their waist gets narrower)
- Start periods, which is when blood comes from inside the body out through the vagina and this lasts a few days every month

Divide the class into pairs. Provide each pair with a set of girl puberty cards. Ask them to read through the changes that can happen to girls. Tell pupils to rank the cards in order of what they think will be the hardest change to cope with.



What do you think will be the hardest physical change of puberty to cope with?

Explain that one of the biggest changes for a girl is to begin to have periods (known as menstruation). Explain that when their period starts, they may notice some blood on the tissue after going to the toilet and/or in their knickers.

Explain that the menstrual fluid (blood, vaginal fluid and body tissue) is approx. three to four tablespoons over three to seven days. It may be helpful to pour three to four tablespoons of red paint into a clear plastic cup to demonstrate the quantity of fluid produced and show to pupils.

After a girl experiences her first period, she may not have another one for some time, before her periods settle into a pattern of happening approximately every month.

Draw ovaries and fallopian tubes onto the character outline, connecting these to the womb and vagina. Label the ovaries, fallopian tubes, womb and vagina.

Make an egg out of plasticine. Tell pupils that the egg is like a microscopic dot, but you have made a larger version so it is possible to see it. Explain that a period happens when the body releases an egg from the ovary each month. The egg travels down the fallopian tube, passing through the womb which sheds its lining and leaves the body with the egg through the vagina. Use the plasticine egg to demonstrate the route as you explain it.

Provide pupils with the female reproductive sheet and ask them to draw on the female labels:

- Ovary
- Fallopian tube
- Womb
- Vagina

Now ask them to draw a line that demonstrates how the egg moves from the ovary to the outside of the body.

Ask pupils to pair, square and share:

- What could the character do if she started her period at school?
- What could the character do to help manage blood loss during a period?

Tell the class that they are going to play a game of 'Anything but the Object'. Pass a sanitary towel and/or tampon around the class and ask them to describe what it is or what it can be used for. It cannot be its real name or purpose. For example, the sanitary towel could become a duvet for a guinea pig, or the tampon an earring. The purpose of this game is to ensure that pupils develop a level of comfort and confidence to explore the sanitary items without feeling under pressure so they can enjoy as much fun as they like with this game!

Explain that a sanitary towel is stuck inside the knickers and a tampon is inserted into the vagina to soak up the blood. Both need to be changed regularly (approx. every four hours). It can take practice to learn to use the sanitary protection, especially tampons but once they are being used correctly they should feel comfortable and make periods easier to manage.

Demonstrate how a sanitary towel is attached to a pair of knickers and pass this around the class so pupils can see. If possible, allow pupils the opportunity to practice attaching the sanitary towel to the knickers.

Reassure pupils that once most girls start their periods they soon find it is nothing to be concerned about and that they do not need to feel embarrassed about having periods as it is a natural part of growing up.



Activity three: Starting puberty

Ask pupils to pair, square and share responses to the following question:

- How would you feel if you were the first person in your class to start puberty?
- How would you feel if you were the last person in your class to start puberty?
- What can someone do if they have questions related to puberty?
- What do you think is good about puberty changes to the body?



Extension:

Divide the class into equal sized groups of approximately four–six. Provide each group with a puberty game cards. Tell pupils to take it in turns to draw a puberty experience from the sheet. Explain that the person drawing must not talk, whilst the rest of the team attempt to guess which puberty experience is being drawn. The winning team is the first to correctly guess all the puberty experiences listed on the sheet.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share some of the physical changes that boys can expect to experience as their body changes during puberty. Ask pupils to share some of the physical changes that girls can expect to experience as their body changes during puberty. Reassure pupils that it is natural to experience puberty at different times to other people. Remind pupils that puberty experiences such as wet dreams and periods are natural and nothing to feel embarrassed about. Signpost pupils to who they can talk to in schools if they have any concerns or questions about what has been covered in the lesson.



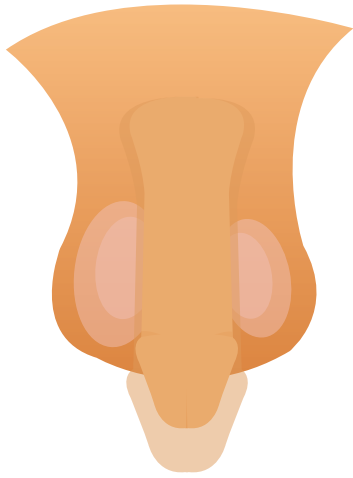
Assessment:

Activity one: Pupils correctly identified a range of puberty effects on the male body, through a character, correctly labelled the male reproductive system and illustrated how the sperm moves from the testicles through the penis during ejaculation.

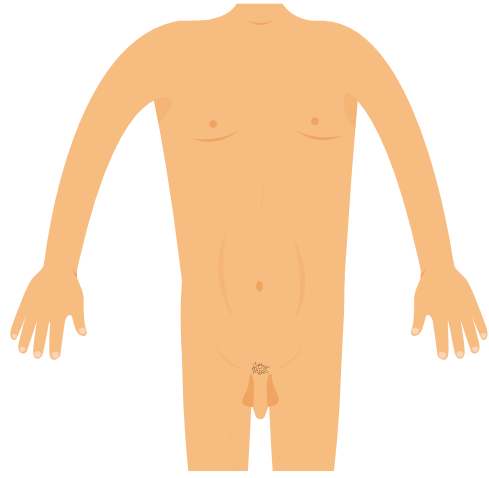
Activity two: Pupils correctly identified a range of puberty effects on the female body, through a character and then correctly labelled the female reproductive system, illustrating how the egg moves from the ovaries to the outside of the body during menstruation.

Activity three: Pupils discussed responses to puberty issues and feelings with a level of maturity appropriate to their age in pairs, small groups and the class with confidence.

Evidence of assessment: Correctly labelled reproductive system worksheet.



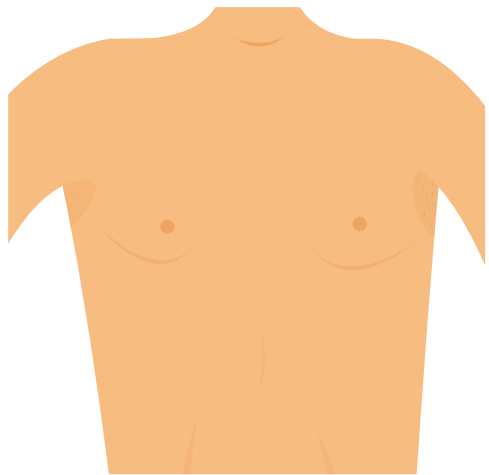
The penis and testicles grow and the scrotum gradually becomes darker.



Pubic hair grows, underarm, legs, arms, chest, back and around the penis.



Sweat more.



Breasts can temporarily swell slightly.



May have erections and wet dreams (involuntary ejaculations of semen as they sleep).



Voice breaks and gets deeper. For a while a boy might find his voice goes very deep one minute and very high the next.



The Adam's apple may begin to stick out.



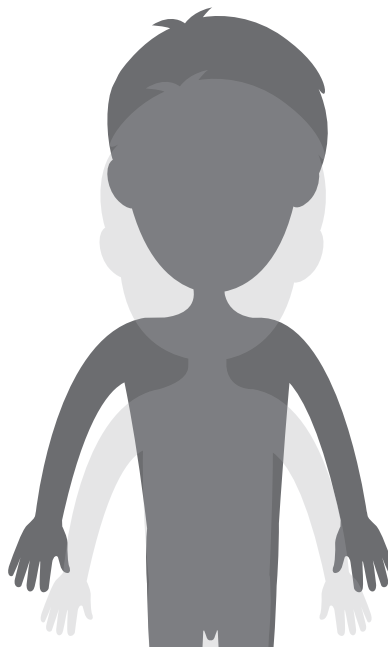
Facial hair begins to grow.



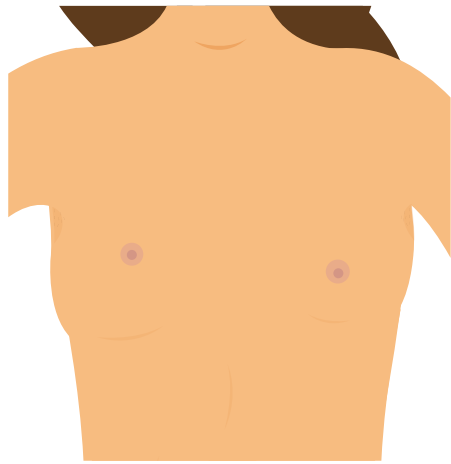
Develop different types of spots (blackheads, whiteheads and pus-filled spots called pustules).



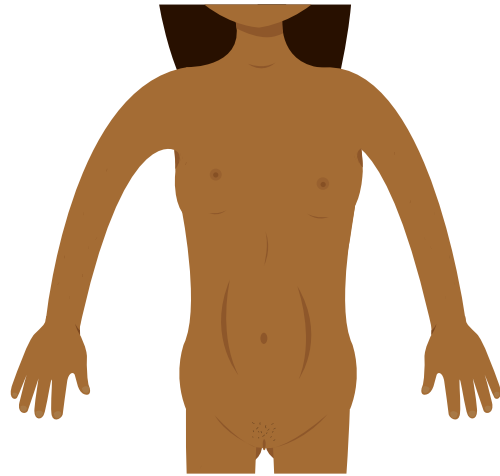
Growth spurt – grow taller by approximately 7–8cm per year.



Body shape changes as shoulders broaden and the body becomes more muscular.



Breasts grow and become fuller (it is normal for one breast to grow larger than the other, and for the breasts to feel painful, lumpy or uncomfortable at this time).



Pubic hair grows: under arms; legs and around the vulva. May also notice hair growing on the top lip.



Sweat more.



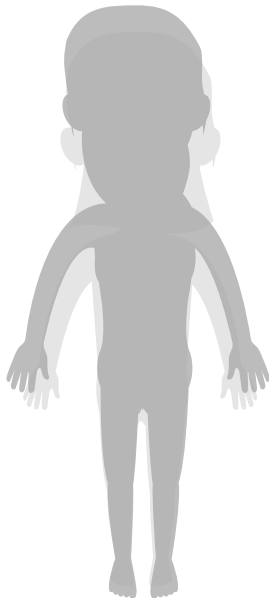
Develop different types of spots (blackheads, whiteheads and pus-filled spots called pustules).



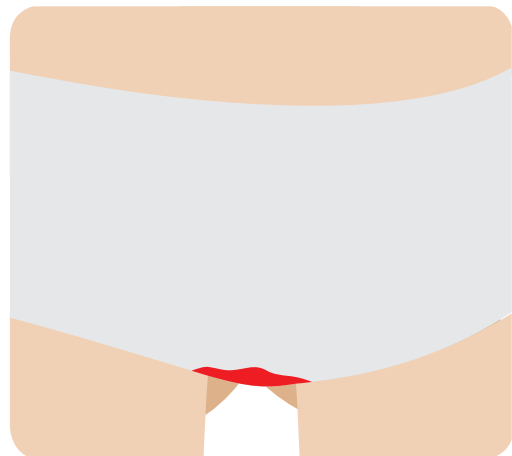
White, sticky vaginal discharge.



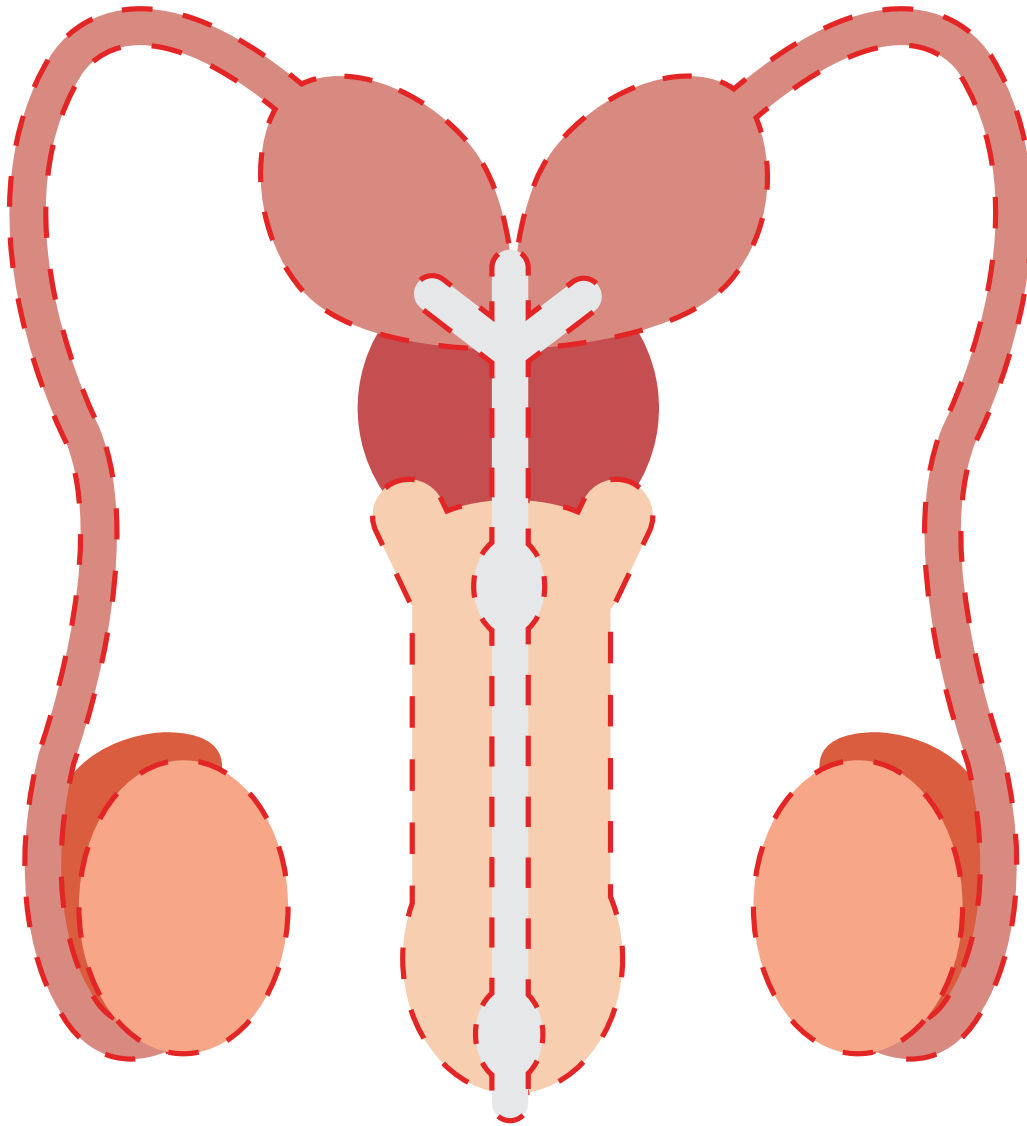
Growth spurt – growing taller by approximately 5-7.5cm every year for the next 2 years.

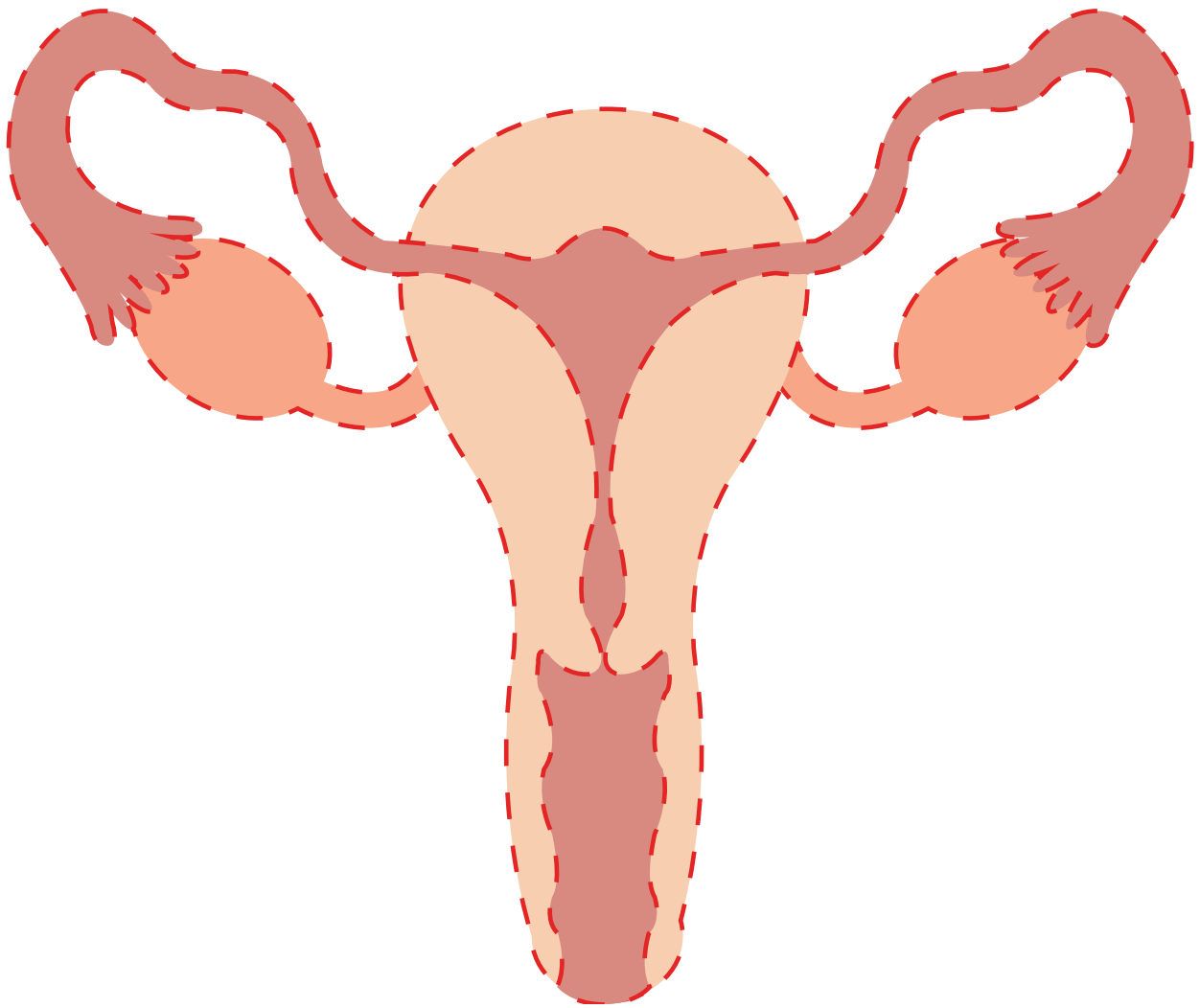


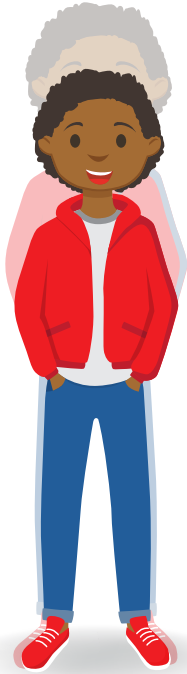
Gain weight and body changes shapes (Develop more body fat along their upper arms, thighs and upper back; their hips grow rounder and their waist gets narrower).



Start periods, which is when blood comes from inside the body out through the vagina and this lasts a few days every month.








Grow taller

This illustration shows a person with dark skin and curly hair wearing a red jacket and blue pants. A faint, larger version of the same person is visible behind them, indicating growth. A red dashed border surrounds the illustration, with a small scissors icon in the top-left corner.



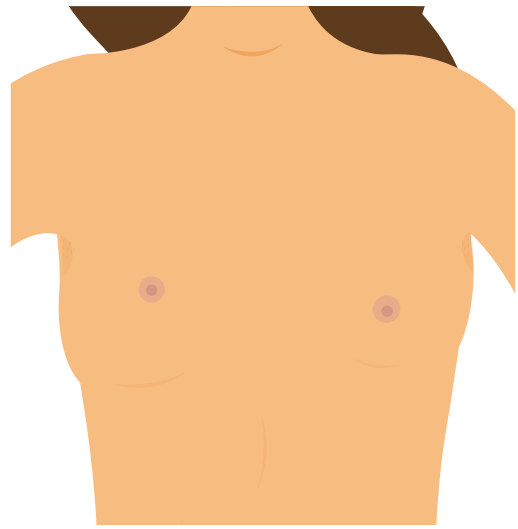
Sweat

This illustration shows a person with dark skin and long dark hair wearing a yellow t-shirt. They have their hands on their head and are smiling. Small droplets of sweat are visible on their face and chest. A red dashed border surrounds the illustration, with a small scissors icon in the top-left corner.



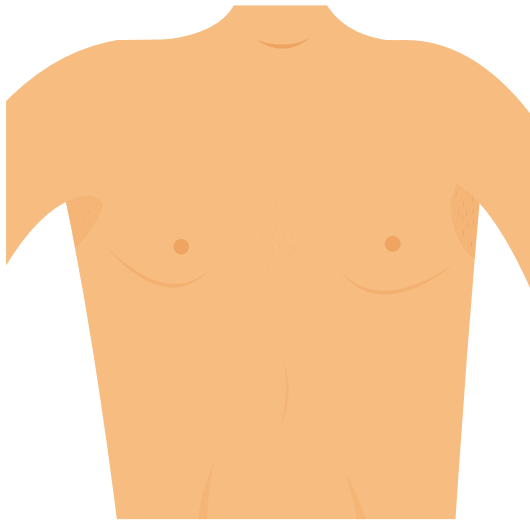
May get spots

This illustration shows a close-up of a person's face with dark skin and short dark hair. They are smiling, and several small red spots (acne) are visible on their face. A red dashed border surrounds the illustration, with a small scissors icon in the top-left corner.

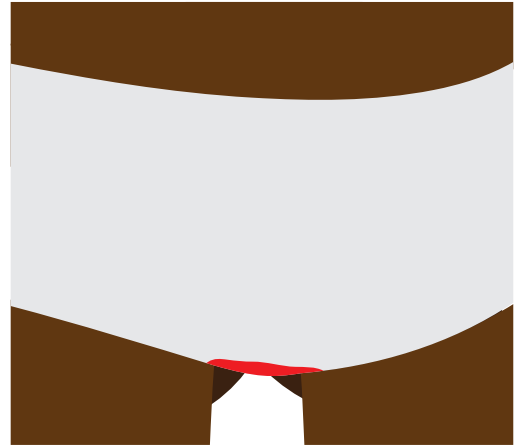


Breasts grow

This illustration shows the upper torso of a person with dark skin. The breasts are shown with a larger, more developed appearance, indicating growth. A red dashed border surrounds the illustration, with a small scissors icon in the top-left corner.



Under arm hair



Girls start their periods



Boys get erections and ejaculate



Voice breaks

Lesson three: My relationships



Lesson aim:

Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.



Learning outcomes:

- I can identify the relationships that I am in
- I can recognise healthy and unhealthy relationships, and how these can make me feel
- I recognise the skills to respond to an unhealthy relationship



Resources required:

- Resource sheet: Relationship web
- Resource sheet: Relationship behaviours
- Ball of wool
- Balloons
- Small strips of paper
- Pens

Teacher notes:

Pupil views on healthy and unhealthy relationships may vary depending on their family norms, and personal experiences. It is important to focus on how relationships make a pupil feel, the skills and confidence to respond to unhealthy relationships and the importance of not replicating unhealthy relationships towards others. This lesson has the potential to lead to safeguarding disclosures. It is important to remind pupils who they can talk to in and out of school if they are concerned about an unhealthy relationship behaviour of someone they know. It may be helpful to inform other staff that this lesson is being taught so they can prepare for potential disclosures.

Begin the lesson by...

Explaining to pupils that in this lesson they will be learning about different types of relationships, how people might behave within relationships, including acceptable and unacceptable behaviours. Explain that the relationships we are in can impact on how we feel about ourselves. A healthy relationship is likely to help them feel confident and mostly happy. Remind pupils of the working agreement, including the agreed process for sharing information and asking for help outside of the lesson.



Activity one: Relationship webs

Tell pupils that a relationship describes the way in which two or more people are connected to each other.



What different types of relationships can people be in?

Suggested answers: *immediate family; extended family; friendships; school; sports teams; formal relationships such as with a doctor etc.*

Tell pupils to stand in a circle. Explain that they are going to take it in turns to name someone in the circle and explain a way in which they are connected to them. Explain that pupils will throw a ball of wool to the person they have named to create a 'web'. Pupils will need to wrap the wool around one of their hands before throwing the ball. Keep passing the ball of wool until every pupil has been connected and all the pupils are joined together by a web of wool. If it is hard to connect a pupil consider them as connected by belonging to the same class.

Suggested answers: *Sit next to them; walk into school with them; go to the same lunchtime club; are friends, on the same football team etc.*

Explain the web of wool shows how people are often connected to each other. People can be connected in many ways. Some relationships feel closer and can be more enjoyable than others.

Give each pupil a relationship web worksheet. Tell pupils to imagine that they are at the centre of the web. In each section ask pupils to identify different people that they are in a relationship with. They can be close, distant, happy or less happy relationships. The closer and happier the relationship, the closer to the centre of the web they can position it. Pupils can either write the name of the person, or draw a face/colour to represent the relationship.



Activity two: Relationship behaviours

Display the thumbs up, sideways and downwards signs to represent a spectrum.

Read out each of the following scenarios, asking pupils to position themselves on the spectrum according to how healthy they feel the relationship is. Reassure pupils that there is not necessarily a right or wrong answer and it is important not to move with their friends.

Scenario 1: Charlie and Lucas have been friends since they started school. Two weeks ago, a new boy called Hanni joined their class. Charlie and Hanni have been spending lots of time together, which is making Lucas feel left out and annoyed. Lucas has told Charlie that he must choose who he wants to be his mate, either him or Hanni.

Scenario 2: Elsie and Akira have been girlfriends for three weeks, they agreed to keep this a secret and not tell anyone. Elise keeps trying to break up with Akira, but every time she does, Akira threatens to tell everyone about their relationship, so Elise remains her girlfriend.

Scenario 3: Hannah has been chatting to a new friend Sophia who she met online. She is really enjoying how much Sophie messages her. They really seem to know each other. Hannah is excited that Sophia wants them to meet in person one day. Hannah doesn't have many friends at school and her chats with Sophia make her feel more confident and happy.

Invite pupils to share their views once positioned. Highlight any examples of how the relationship is healthy, might be unhealthy or could be unsafe.



Activity three: Relationship feelings

Divide the class into three small groups. Provide each group with some small strips of paper and a balloon. Allocate each group a scenario from Activity two. Ask the group to identify at least five inner thoughts and feelings that their character (Lucas/Elise/Hannah) might be experiencing. Tell the groups to write these onto small strips of paper, roll them up and put inside the balloon. Blow up and knot the balloon. Tell pupils to write on the outside of the balloon the ways in which their character might behave because of their relationship experience. Finally, ask pupils to discuss the ways in which they might respond towards someone who is behaving this way.

Repeat reading out the scenarios to the class. Following each scenario ask the relevant group to present their balloon to the rest of the class, explaining:

- The feelings that they have put inside the balloon
- The external behaviours
- How they felt they might react towards someone who is behaving this way



What could (Lucas/Elise/Hannah) do to manage the unhealthy relationship behaviour?

Remind pupils that if they are finding a relationship difficult to manage it is helpful to be honest about this and talk to someone that they trust.



Extension:

Tell pupils to write a text message to Lucas, Elise or Hannah that gives them some helpful advice on how to respond to and manage the unhealthy relationship behaviour they are experiencing. Invite pupils to share their advice. Discuss the ideas as a class. Highlight effective strategies.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to tell you some examples of unhealthy relationship behaviours that they have learned to identify. Ask pupils to tell you something they could do if they or someone they know experiences an unhealthy relationship behaviour within a relationship. Reassure pupils that it is natural for some relationships to be closer and more enjoyable than others but it is not OK for someone to behave in unacceptable ways within a relationship. Remind pupils that if they are finding a relationship difficult to manage, it is helpful to be honest about this and talk to someone that they trust. Signpost pupils to who they can talk to if they have any concerns or questions about what has been taught in the lesson.



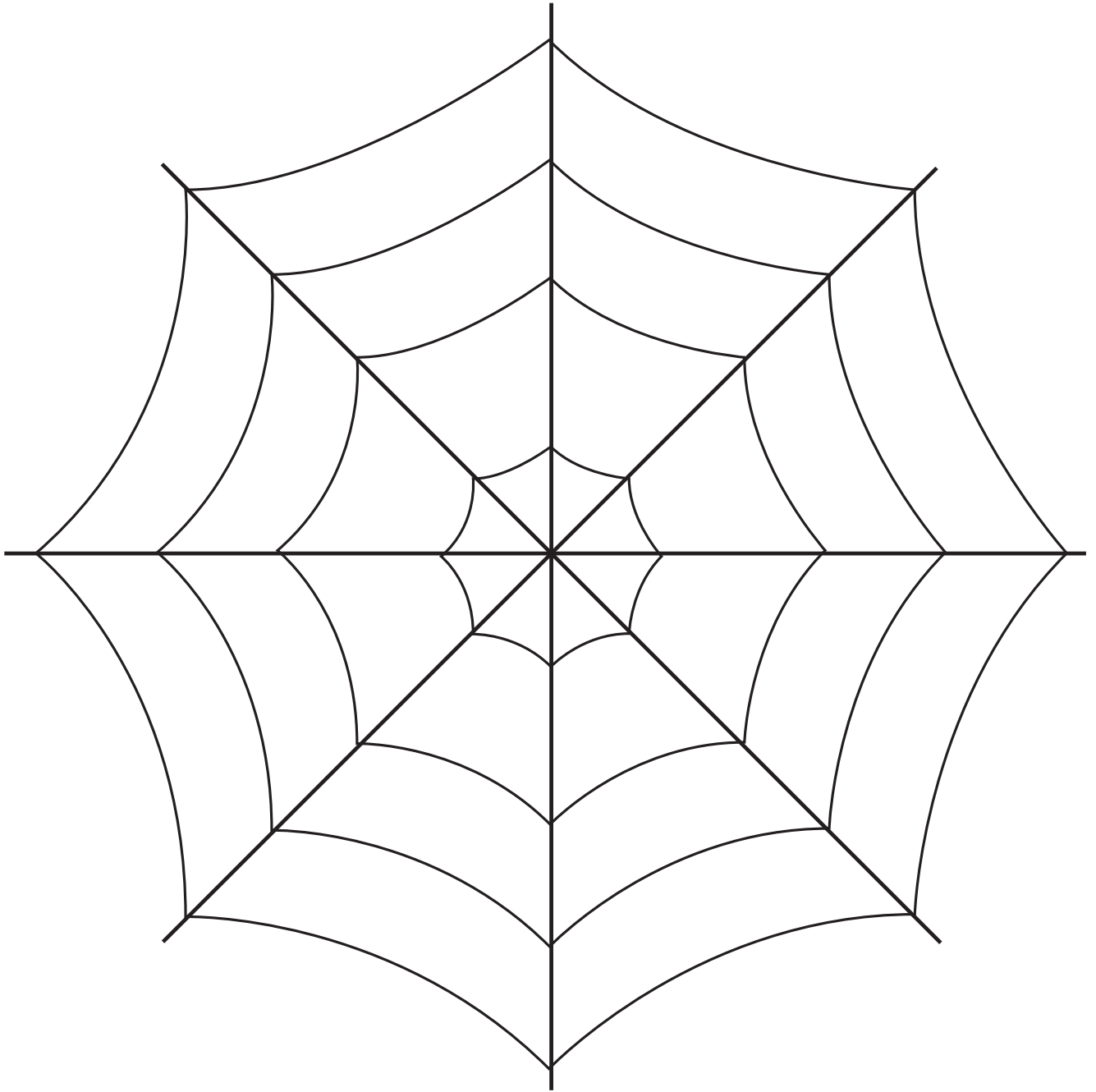
Assessment:

Activity one: Pupils identified the different ways in which they are connected to other members of their class and identified people they are in a relationship with outside of school.

Activity two: Pupils considered different relationship scenarios, identifying healthy and unhealthy relationship behaviours within them.

Activity three: Pupils recognised the different ways in which relationship behaviours can cause someone to think and feel about themselves, including how they may behave towards others.

Evidence of assessment: Relationship web worksheet, balloon models, text message, if extension activity completed.









Lesson four: My beliefs



Lesson aim:

Pupils know the correct terms associated with gender identity and sexual orientation and the unacceptability of homophobic and transphobic bullying.



Learning outcomes:

- I know the terms associated with gender identity and sexual orientation
- I know that using the terms to bully someone is unacceptable
- I have considered ways to respond to identity bullying



Resources required:

- Resource sheet: Matching pairs
- Resource sheet: Who am I?

Key words: gender, sex, intersex, transgender, gay, lesbian

Teacher notes:

Most pupils are likely to be aware of the concepts being taught within this lesson.

A baseline assessment of current knowledge and understanding can be gained by asking pupils: What things help to form a person's identity, now and in the future? Some pupils may be aware of derogatory terms used to describe gender identity and sexual orientation.

These words may be normalised within their family and/or social environments. Pupils may also have heard or used correct terminology being used in a derogatory way. It is important that pupils are informed of the correct terms to describe gender identity and sexual orientation, to know that everyone has different identities and that this is OK. Be aware that there are likely to be pupils within the classroom who are currently questioning their identity or know people who identify as gay, lesbian, bisexual or transgender. Any incidents of known misuse of terms by pupils must be addressed during the lesson using the questioning approach: Do you know what that word means? Do you know what the correct word to use is? If necessary this can be followed with an organisational approach: In our school everyone is welcome and we do not use words like that to be unkind.

Begin the lesson by...

Explaining that in this lesson we will be learning about some elements of identity. Identity is what makes you who you are. This lesson will focus on gender identity (how much you feel like a boy or a girl) and whether people love someone of the same or opposite gender to themselves. Remind pupils that we are all different and have different likes and dislikes to each other. This includes our identities and how we like to express our identity. It is never OK for someone to be unkind to another person because of their identity or who they fall in love with. Remind pupils of the working agreement.



Activity one: Matching pairs

Explain the following terms to pupils. After each explanation, ask pupils if they have any questions. Check their understanding by inviting pupils to raise their hand if they feel confident to define the term back to the class.

- 'Sex' is a term used to describe the 'private parts' that someone is born with. A boy has a penis and testicles. A girl has a vulva and vagina. Some babies are born with some 'private parts' of both a girl and a boy. This is known as 'intersex'.
- 'Gender' is a term used to describe whether someone feels like a girl or a boy. Some people do not feel the same as the sex that they were born. This is known as 'transgender'. For example, a person may be born with the 'private parts' of a boy and feel like a girl or, born with the 'private parts' of a girl and feel like a boy.
- Some people fall in love with people of the opposite gender to them. Some people fall in love with people of the same gender as them and this is known as being 'gay' or 'lesbian'. When two men fall in love they use the term 'gay', when two women fall in love they can use the term 'gay' or 'lesbian'.

Divide the class into small groups. Provide each group with a set of matching pairs. Ask the groups to match the term with the definition like a game of matching pairs.

Answers:

- | | |
|--------------------|---|
| Sex | Being born with the 'private parts' of a boy, or a girl |
| Girl | Someone born with the 'private parts' of a girl (vagina and vulva) |
| Boy | Someone born with the 'private parts' of a boy (penis and testicles) |
| Intersex | Someone born with some of the 'private parts' of both a boy and girl |
| Transgender | Someone born with the 'private parts' of a boy, who feels like a girl. Someone born with the 'private parts' of a girl, who feels like a boy. |
| Gay | Two men who love each other or two women who love each other. |
| Lesbian | Two women who love each other |

Check that all pupils have completed the matching pairs correctly.



Activity two: Who am I?

Display the Who am I? answer sheets randomly around the classroom.

Tell pupils that there are eight Who Am I? sheets located around the classroom. Explain that you are going to read an identity description, following which pupils should move to the sheet that has the term they think matches the description.

Someone born with the 'private parts' of a girl (vagina and vulva)	-	Girl
Someone born with the 'private parts' of a boy (penis and testicles)	-	Boy
Someone born with some of the 'private parts' of both a boy and girl	-	Intersex
Someone born with the 'private parts' of a boy, who feels like a girl	-	Transgender
Someone born with the 'private parts' of a girl, who feels like a boy	-	Transgender
Two men who love each other	-	Gay
Two women who love each other	-	Gay
Two women who love each other	-	Lesbian



Activity three: Beating bullying

Tell pupils that using the terms they have learned in today's lesson are the correct words to use when describing gender identity or who someone loves. Acknowledge that pupils may have heard other words to describe these and that they should be careful that these words are not unkind words that could cause upset. Using the correct terms to be unkind to someone is also unacceptable, and is a form of bullying.

Ask pupils to pair, square and share how they would respond to the following bullying situations:

- At lunchtime you hear a boy shouting "you're such a girl" at another boy who is crying.
- Two boys give each other a hug and a girl from the year above them says 'gay boys' as she walks passed.
- Two girls are holding hands on the way to school when they arrive you overhear someone saying 'you look like lesbians'.

Invite the groups to share their responses with the rest of the class. Highlight the most effective responses. Remind pupils that any incidents of people being unkind in these ways should always be reported to a teacher.



Extension:

Divide the class into small groups. Ask pupils to work together to develop what they think would be an effective response if they hear someone using the term 'gay' or 'lesbian' to be unkind. For example, 'Gay – What? Good as you?' or 'Thank you for your kind words'.

Ask each group to share their response with the rest of the class. Once all the responses have been shared, invite the class to vote on the best response and encourage all pupils to be anti-bullying ambassadors, using this response if they hear any homophobic or transphobic bullying in school.

Finish the lesson by:

Providing pupils with the opportunity to ask questions. Ask pupils to tell you some of the new words that they have learned today together with a definition of what it means. Reassure pupils that we are all different and have different likes and dislikes to each other. This includes our identities and how we like to express our identity. Remind pupils that is never OK for someone to be unkind to another person because of their identity or who they fall in love with. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils demonstrated an awareness of key terminology associated with sex, gender and sexuality, by correctly matching terms to their definition.

Activity two: Pupils demonstrated an understanding of key terminology associated with sex, gender and sexuality, by correctly identifying the 'who am I?' statements.

Activity three: Pupils showed maturity responding to incidents of homophobic and transphobic bullying appropriate to their age and stage.

Evidence of assessment: Matching pairs, correctly paired.

Scissors icon

Sex

Scissors icon

Girl

Scissors icon

Boy

Scissors icon

Intersex

Scissors icon

Transgender

Scissors icon

Gay

Scissors icon

Lesbian

Being born with the 'private parts' of a boy, or a girl.

Someone born with the 'private parts' of a girl (vagina and vulva).

Someone born with the 'private parts' of a boy (penis and testicles).

Someone born with some of the 'private parts' of both a boy and girl.

Someone born with the 'private parts' of a boy, who feels like a girl. Someone born with the 'private parts' of a girl, who feels like a boy.

Two men who love each other or two women who love each other.

Two women who love each other

Girl

Boy



Intersex

Transgender



Gay

Lesbian



Lesson five: My rights and responsibilities



Lesson aim:

Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.



Learning outcomes:

- I can identify personal information that is shared online
- I understand how quickly personal information and photographs can be shared online
- I know I have a responsibility not to share my own or other people's photographs online



Resources required:

- Resource Sheet: Mobile phone templates (printed onto card)
- Paper and pens
- Toothpaste

Key words: personal information

Teacher notes:

This lesson is designed to raise awareness of the very real risk of sharing personal information and images online. It is important to teach this without frightening pupils, causing guilt or unrealistically suggesting pupils should not share any information online. People of all ages like to document their lives online. Children need the skills to do this as safely as possible. The focus of this lesson is to encourage pupils to think about how quickly their information can be shared outside of their control, focusing on the importance of thinking before sharing.

This lesson could lead to disclosures so ensure that pupils know what to do if they want to speak to someone about something that has concerned them online and that you are familiar with the safeguarding policy and procedures.

Begin the lesson by...

Explaining to pupils that the internet is a wonderful, and exciting resource that can be used in lots of different ways. Reassure pupils that this lesson is not to make them feel anxious or scared to use the internet. It is to ensure they know their rights and responsibilities to use it safely, to protect themselves and other people. Be mindful of pupils who do not have any experience of using the internet. Remind pupils of the working agreement, especially not naming other pupils when sharing scenarios and how to talk to someone if they have any concerns.



Activity one: Who uses what?

Ask pupils what online games and social media apps they like to use, if any. Write each one on a separate large sheet of paper.

Lay the sheets out on different tables. Tell pupils to circulate around the class and tick the sheet if the example is something that they use. Ask pupils to write on the sheets what type of information can be shared on the app.

Suggested answers may include: *name, location, photographs, email address, age, videos*

Once pupils have finished circulating ask them to return to their seats. Display the sheets at the front of the class. Discuss the many ways and types of information that the class are sharing about themselves with other people.



How do you know who you are sharing your information with? How do you know if that person shares your information with someone else?



Activity two: What is shared, is always shared

Divide the class into small groups. Provide each group with a tube of toothpaste and lay a sheet of paper in the middle of their table. Ask pupils to take it in turns to give an example of the type of information they have shared about themselves online, squeezing some of the toothpaste out of the tube onto the piece of paper in the middle of the table, to visually represent this information. Remind pupils not to share names or specific examples. It can be phrased as 'I have shared my name and location on...'.

Ask the class to stand up. Tell them to imagine that they have all sent a photograph of themselves to someone else online. Ask 1/3 of the class to sit down. Explain that the pupils that have sat down represent the proportion of photographs that are shared appropriately. Explain that the pupils left standing represents the proportion of photographs that people share, that are then shared further online without their permission, to people that they do not know.

Ask pupils who are sitting down to share how they feel knowing their photograph is safe.

Ask pupils who are standing to share how they feel knowing that their photograph is being looked at by other people, who they do not know.

Give each pupil a copy of the mobile phone template and ask them to draw an image that represents the type of photograph that some people share with each other. Ask 1/3 of the class to draw a red dot on their phone, 1/3 of the class to draw a blue dot on their phone and 1/3 of the class to draw a green dot on their phone.

Tell pupils to circulate around the classroom and when you say, 'share your picture' they must show their picture to the pupil they are stood nearest to. If the pupil has:

Red dot on their phone: they must write the name of the other pupil on the back of their phone.

Blue dot: they must write the name of the pupil and one more name from the back of the other person's phone (if the game has been played long enough for them to have one).

Green dot: they must write the name of the pupil and all the names from the back of the other person's phone onto theirs.

Repeat this process four times.

Explain that:

- Pupils who had a red dot on their phone represented someone who would not share the picture with anyone else.
- Pupils with a blue dot on their phone represented someone who would share the photo with the next person they met.
- Pupils with a green dot on their phone represented someone who would share the photo with everyone.

Tell pupils to return to their seats. Ask the first pupil in the register to stand up and say which four pupils they shared their photo with. Ask these pupils to stand up. Ask every pupil who has the name of the first pupil who stood up to stand up if they also have the first pupils name on the back of their mobile phone. Tell the first pupil to write the number of people who stood up on the back of their mobile. Tell everyone to sit down. Repeat for every pupil in the register



Who had the most shares and how this might make them feel if this had happened in real life? Who had the least shares and how this might make them feel if this had happened in real life?



Activity three: The return of the toothpaste!

Tell pupils to return to the toothpaste activity, in their groups. Reflecting on the type of information they shared, ask them to imagine that they do not want the information that they shared to go any further, so they would like to get it back. Tell pupils to take it in turns to get some of the toothpaste back into the tube.

Explain how in the same way it is not possible to get the toothpaste back into the tube, it is not possible to get back anything that is shared online. Remind pupils that anything can happen to personal information, with or without their permission. That they have a responsibility to think about the information they share, and this includes information that is shared with them about other people.

Tell pupils to pair, square and share something that they could do if:

- Someone shared a photograph of them without their permission
- Someone shared a photograph of another person with them without their permission
- Someone sent them a photograph of someone else without their permission

Summarise key points from the feedback and highlight effective strategies for responding to information. Reassure pupils that it is always the right thing to tell an adult they trust if they are worried about information that someone has asked them to share or information that they have already shared.



Extension:

Ask pupils to think about the type of gadgets they use to access the internet, online games and social media. This could be a computer, mobile phone, tablet etc. Tell pupils to think about a useful accessory for this. This could be a mouse mat; phone cover; tablet protector etc. Tell pupils to design an accessory that promotes the message of being 'share aware' aimed at keeping people of their own age safe when they are enjoying using online games and social media.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to tell you something they could do if someone asked them to share information about themselves, or someone else whilst they are online. Remind pupils that it is important to think before they share. Tell pupils that taking, receiving and sharing a photograph of themselves or someone else's 'private parts' (penis, bottom, vulva, breasts) is illegal, but that this law is designed to protect children and young people. Reassure pupils that it is important to tell someone if they are involved in a situation where anyone asks them to share personal information or photographs of themselves. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.

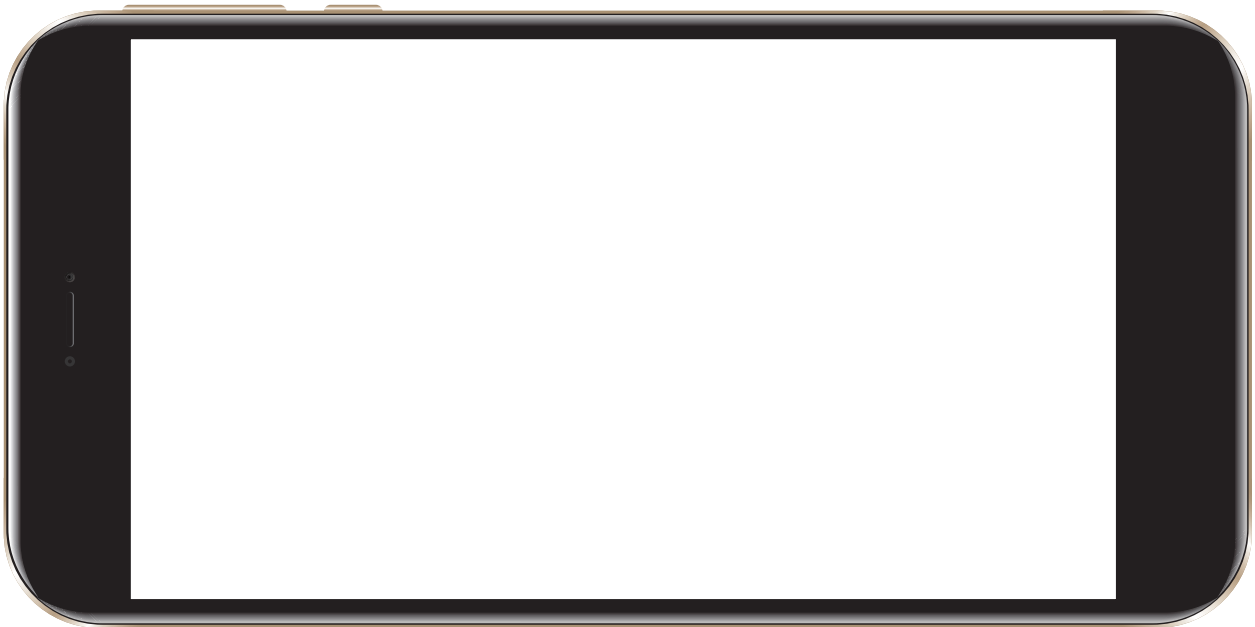
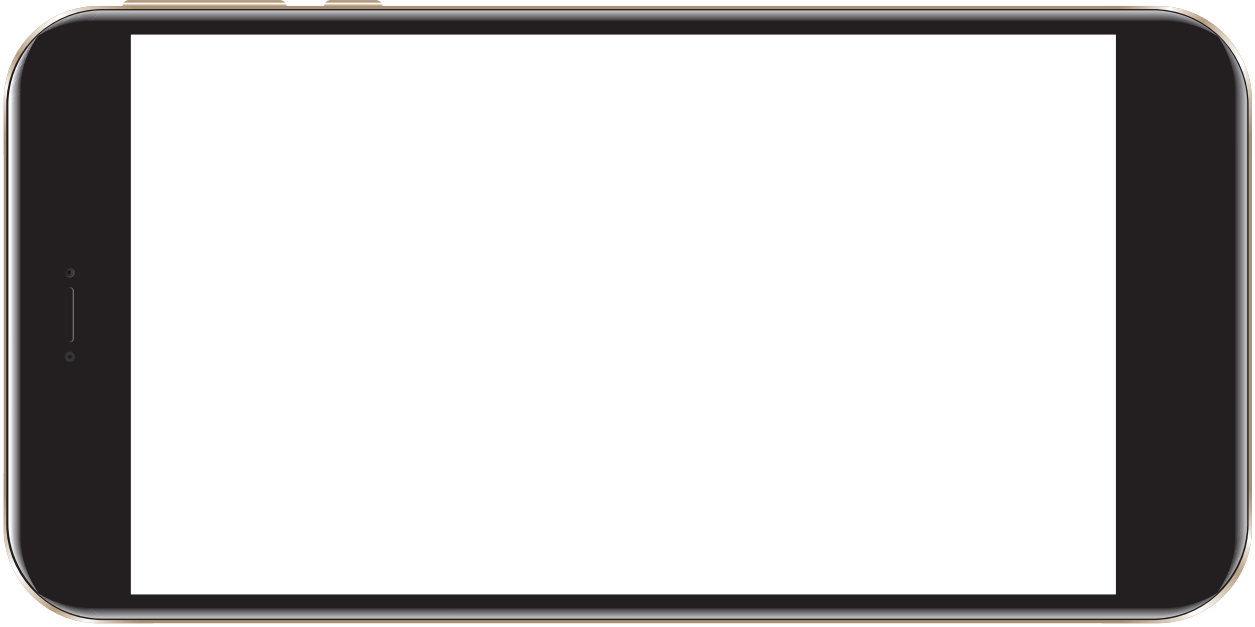


Assessment:

Activity one: Pupils correctly identified a range of media platforms in which they share personal information about themselves, including the types of information that can be shared.

Activity two: Pupils identified how quickly information about them can be shared online through a fictional picture sharing activity and considered how this might make them feel through discussion.

Activity three: Pupils considered the way online sharing can be outside of their control, reflecting on the wide range of ways that this may make them feel, including their responsibility to protect their own and other people's information and images.



Lesson six: Asking for help



Lesson aim:

Pupils have considered how to manage accidental exposure to explicit images and upsetting online material, including who to talk to about what they have seen.



Learning outcomes:

- I know that the internet can contain images and information that I find upsetting
- I understand that people can be upset by different things
- I feel confident to talk to a trusted adult about something that I found online that makes me feel upset.



Resources required:

- Paper
- Pens
- Post it notes
- Box
- Resource sheet: Asking for help

Key words: online

Teacher notes:

Pupils may feel uncomfortable to talk about their own online behaviours and experiences. Whilst it is good to help them foster the skills to talk directly about their experiences, it can prove a barrier to engagement in the learning or lead to a disclosure within the classroom setting. This lesson therefore uses a character to incorporate some distancing to encourage a fuller exploration of the themes. Asking pupils to reflect on how the character might feel and respond will encourage them to think about their own feelings and responses. This could prove upsetting for some pupils depending on their personal experiences and it is therefore important to agree a safe space that pupils can go to if they are too uncomfortable to participate.

Begin the lesson by...

Explaining pupils will be looking at situations that might happen online and that if anyone talks about anything they find too upsetting they can go to the agreed safe space and a member of staff will come to talk with them. Remind pupils of the working agreement.



Activity one: What's online?

Tell the class that they are going to work together to create a character that is of a similar age to them. Draw a stick person/basic outline on the whiteboard. Ask the class:

- What type of hair does our character have?
- What colour eyes does our character have?
- Does our character wear glasses?
- What types of clothes does our character like to wear etc.

Draw the suggestions onto the character. Add some facial features and additional accessories as suggested by the class. Ask the class to decide on a name, gender and a fascinating fact about their character.



When during the day or night does your character use the internet?

Suggested answers: *after school, in the morning when everyone else is asleep etc*



Where is the character when they use the internet?

Suggested answers: *alone in the bedroom, at a friend's house, the park with a group of other friends, in the car with their parents/carers etc.*

Write the suggestion on the board.

Give each pupil a post-it note. Ask pupils to write the most upsetting thing they think their character could see when they are online. Tell pupils to fold their post-it notes in half and place inside a box. Reassure pupils that this is completely anonymous. As everyone is putting their ideas into a box, no one will know who has made the suggestions. There may not be time to explore all the suggestions in the lesson, but if there is something specific that anyone wants to talk about after the lesson, they can do that.



Activity two: Online scenario responses

Display the feeling signs around the classroom.

Read out some of the scenarios proposed by the pupils (unless they feel inappropriate). Ask pupils to position themselves in front of the feeling that represents how they think the character might feel about the scenario. Reassure pupils that everyone feels differently about things and so there is no right or wrong answers. Include the scenarios suggested below:

- Finding a parent's online bank account that shows how much money they have.
- Seeing a picture of two naked people touching each other
- A friend showing a film where someone has been injured and there is a lot of blood, which they think is very funny.
- A picture of a dead animal

Discuss the scenarios with the pupils, asking them to share: Why do you think the character is feeling this way? What could the character do to manage the situation?

Suggested answers:

- **Switching the device off** – this would block the image immediately but may still be on there when they switch it back on.
- **Explaining their feelings** – it is helpful to tell others how they are feeling as they may not have realised or there may be other people who feel the same but are not confident enough to say so.
- **Going into a different room** – If they are with a group of people who may laugh at their response, pretending to need the toilet and going to the bathroom means they can remove themselves from the situation without feeling like they will be teased.
- **Telling a parent/carer what they have found** – reassure pupils that most parents/carers will want to know so that they can make sure that this does not happen again by changing the control settings on the internet/device.

Remind pupils that different people will feel and respond differently to the same scenario. Reassure pupils it is important to share how you are feeling, and not to assume that because you find something funny or exciting that other people will. They may feel differently, just as the pupils who moved to different and opposite parts of the room.



Activity three: Asking for help



Who could you ask to help you, if you found something online that upset you?

Write the suggestions on the board.

Ask pupils to think about the scenarios they have explored and reflect on the different ways that the character might be feeling to the scenarios. Tell pupils to create a short (no more than two minute) role-play of the character asking for help. Invite each group to perform this to the class. Discuss the strengths of each approach.

If pupils think the character would find it too hard to say what they are feeling, they could role-play writing a letter or sending a text to someone.

Reflect on each role play and discuss the strengths of each strategy with the class.



Extension:

Divide the class into pairs. Give each pair a piece of paper. Tell pupils that one person in the pair is going to pretend that they are sharing something they have found online that they find funny. The other pupil is going to pretend that they find this upsetting or scary. Using the piece of paper tell pupils to write a script that describes the conversation that could take place between them, taking it in turns to write their comments, folding the paper like a fan so that only the last comment can be seen.

When the pupils have finished, tell them to unfold the paper and read through the whole conversation, reflecting on how effectively they both communicated their views, listened to each other's wishes and offered support etc

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to tell you some of the strategies that they can use if they find something online upsetting. Reassure pupils that sometimes people find things by accident when they are browsing the internet or that sometimes people browse something on purpose because they are curious or excited about it. If they are upset by anything they find online it is always best to tell someone. Remind pupils that what they find funny or exciting to look at, someone else may find upsetting. Reassure pupils that it is always best to talk to an adult they trust if they have found something online that has upset them. Remind pupils of the effective strategies they suggested to support them asking for help from an adult they trust. Signpost pupils to who they can talk to in schools if they have any concerns or questions about what has been taught in the lesson.



Assessment:

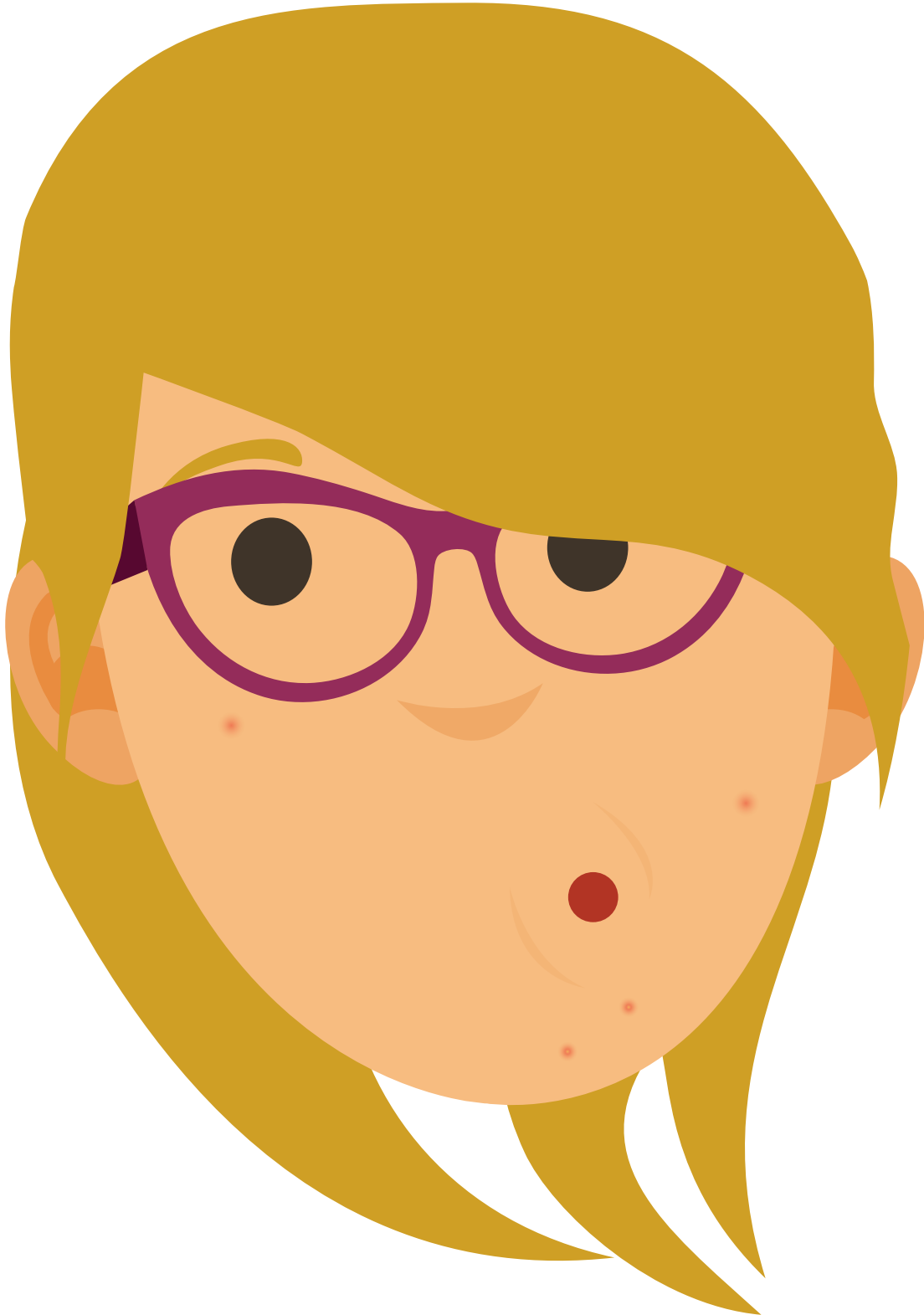
Activity one: Pupils identified a range of different scenarios that may occur online which they, or someone else might find upsetting.

Activity two: Pupils considered differing responses to scenarios, reflecting an understanding that people find different things upsetting.

Activity three: Pupils demonstrated a range of effective strategies for asking for help through role-play.

Evidence of assessment: Conversation fans, if extension activity completed.

Curious



Funny



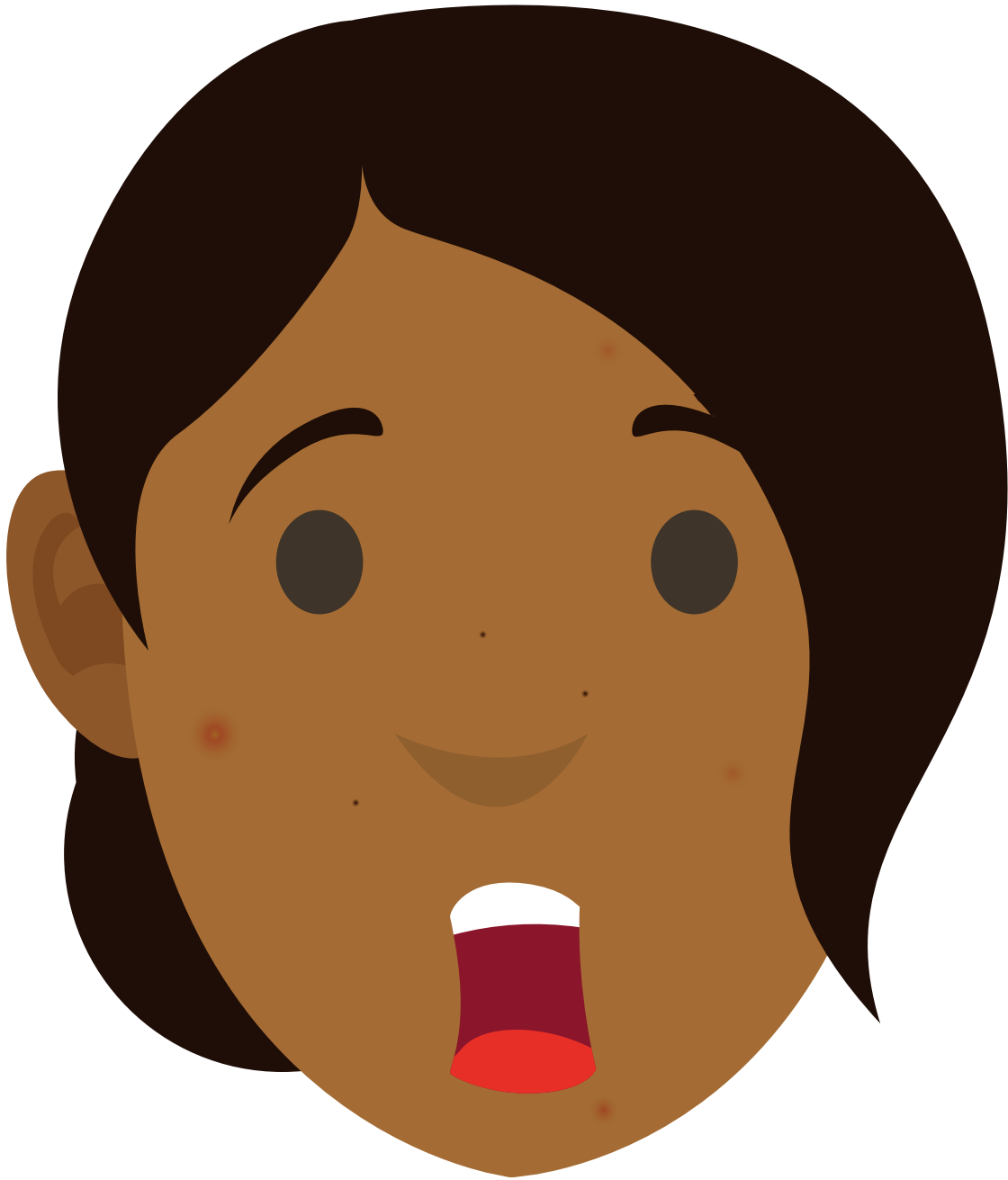
Disgusted



Anxious



Frightened



Excited



Upset



Other

Year six



Contents: Year six

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Pupils can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves.



Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs.



Pupils realise the nature and consequences of discrimination, including the use of prejudice based language.



Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).



Pupils have an awareness that infections can be shared during sexual intercourse and that a condom can help to prevent this.



Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support.



Lesson one: My feelings



Lesson aim:

Pupils can recognise how images in the media, including online, do not always reflect reality and can affect how people feel about themselves.



Learning outcomes:

- I can recognise that images in the media, including online do not always reflect reality
- I understand that the unrealistic media images of the body can have a negative impact on how people feel about themselves
- I have considered ways to feel positive about myself and celebrate my body



Resources required:

- Barbie doll and Ken doll, or pictures of them
- Flip chart paper
- Pens
- Mirror

Key words: body image

Teacher notes:

When discussing body image, it is useful to use the terminology of 'natural' as opposed to 'normal' and to discuss body shapes and sizes in terms of health. Body fat can be discussed in terms of the functions fat serves including insulation, energy and protecting vital organs. Throughout the lesson be mindful to role model a positive self of body image, and not normalise any negative views or comments linked to how you or another person looks. For example, 'It's when you get to my age/size you have to worry about...'

Begin the lesson by...

Explaining that in this lesson we will be learning about body image. Body image is a term used to describe how you feel about the way you look. Reassure pupils that we are all physically different from one another and that ideas about what is 'perfect' or 'attractive' vary depending on personal likes and dislikes. Emphasise that attraction is not just based on someone's physical appearance. Tell pupils that the media often manipulates images to create a 'perfect' body, but this is not representative of how anyone actually looks and can be used as a marketing technique to trick us into buying something on the belief that it will help us to look and feel more attractive. Remind pupils of the working agreement.



Activity one: Barbie is not real!

Display pictures of a Barbie doll or hand a naked Barbie Doll around the class and ask pupils to tell the class what they notice about it. Repeat for the Ken doll.

Tell pupils that a Barbie doll has some unrealistic body proportions:



Can you look at the Barbie doll and guess what the unrealistic body proportions are?

- **A neck that is twice as long and thinner than an average woman.** Barbie's head would not be held upright as her neck would not be able to support the weight of her own head, therefore her head would roll around!
- **Her wrists are very thin.** Barbie would be physically incapable of lifting anything heavy!
- **She has a child's size 3 foot.** Barbie would have to walk around on all fours because her ankles would snap if she tried to stand up!
- **A waist circumference that is smaller than her head circumference.** Barbie would not be able to function as her body would not have enough space for all of her vital organs.

Tell pupils that many toys, film characters etc. have unrealistic body shapes and sizes. Ask pupils to suggest examples.



What do you think young children learn about their bodies from playing with toys like a Barbie? What impact do you think these unrealistic toys and characters can have on how someone feels about their own body?

Highlight key points and feedback. Reassure pupils that we are all very physically different and this is completely natural.



Activity two: Media messages

Take five large sheets of paper and draw two overlapping circles onto each sheet to fill the paper. In one circle write 'men' in the other write 'women' and in the middle write 'both'. Next, write one of the following titles onto each:

- Music videos
- Magazines
- Fashion adverts
- Computer games
- Social media

Lay each sheet onto a different table with some pens. Tell pupils to circulate around the room writing the ways the different types of media suggest that men and women should ideally look.

Tell pupils to form two equal sized lines facing each other, leaving a gap big enough for you to walk between them. Explain that you are going to hold up the media sheets that they have written on. As you walk between the two lines, ask pupils to say the ways in which the media may make someone feel about themselves. At the end feedback to pupils some of the comments that were made. Repeat this for each sheet.

Discuss with pupils how unrealistic many media messages are and how the media manipulate images to make them look as 'perfect' as possible. Young people also manipulate images of themselves before posting pictures.

Ask pupils to pair, square and share: Why do some young people manipulate images of themselves to make them look 'perfect' before uploading them? What impact does this have on them? What impact does this have on the people who look at them?

Highlight and feedback key points and reflections.



Activity three: Feeling good about your body

Tell pupils that appearance ideals are present in everyday life beyond the media. For example, family and friends may make negative comments about their own appearance or the appearance of others. Tell pupils that having the confidence to speak up when they overhear this will enable them to help themselves, and the people they care about to feel good about themselves. Encourage pupils to be positive about themselves so they can be good role models!

Ask pupils to pair, square and share: What can make someone feel good about themselves?

Answers may include: *laughing; doing the things they enjoy; exercising; being given a compliment; achieving well at school, eating healthily etc.*

Tell pupils that they are going to play a game. Give pupils alternating names of 'reality runner' and 'compliment catcher'. Explain that it is the role of the reality runners to run around the room until they are caught. When they are caught they must freeze and say something that they think a person might say about themselves. Explain that it is the role of the compliment catchers to catch the reality runners by tapping their arm, shoulder or back to make them freeze. Once the reality runner has said what they think someone might say about themselves, the compliment catcher must make a compliment to the reality runner. Once the pair have finished they can unfreeze and continue the game. Halfway through the game, ask pupils to swap their roles, so a reality runner becomes a compliment catcher and vice versa.



What types of comments did reality runners suggest a person may make about themselves? Were the comments mainly positive or negative? How does it feel to give someone a compliment? How does it feel to receive a compliment?

Feedback and reflect on key points. Remind pupils that it is natural to care about how you look. It is important to be positive about the body and how everyone is naturally different.

Finish this activity by passing a mirror around the class. Ask pupils to think of a positive statement about themselves which they can say in their head as they look at their reflection. Encourage any pupils that feel confident enough to share their positive statement out loud with the class.



Why is it important to feel positive about how you look?

Feedback and reflect on key points.



Extension:

Divide the class into small groups. Tell each group that they are a 'self-esteem team' and the teams are going to compete in a friendly class competition. Task each self-esteem team to create a media campaign that will help other people of their age to feel good about themselves. They can create a vlog, blog, poem, advert, song, dance or poster etc. Ask each team to present their campaign to the rest of the class. The winning team is the one that receives the most class votes. Where appropriate these could be displayed within the school or shared during an assembly to promote healthy body image to younger pupils.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to tell you some positive statements that a person could think when they are reflecting on their image. Ask pupils to share examples of compliments that someone could give another person. Reassure pupils that images in the media do not always reflect reality and remind pupils that whilst this can cause people to worry about how they look it is important to feel positive about your body and image. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils recognised the ways in which body image messages can be unrealistic.

Activity two: Pupils explored and discussed how a range of media manipulate images to create unrealistic body proportions, identifying the impact that this can have on a person.

Activity three: Pupils suggested ways that a person can have positive self-talk, paying themselves and others compliments.

Evidence of assessment: Media sheets; self-esteem campaign, if extension activity completed.

Lesson two: My body



Lesson aim:

Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs.



Learning outcomes:

- I can name the sexual organs of a man and a woman
- I know how a man and a woman have sexual intercourse
- I understand how sexual intercourse can lead to reproduction



Resources required:

- Resource sheet: Male sexual organs
- Resource sheet: Female sexual organs
- Resource sheet: Sexual intercourse cards
- Resource sheet: Conception cards
- Plasticine

Key words: sexual intercourse, conception

Teacher notes:

Give pupils prior notice of this lesson. It may be helpful to invite pupils to put any questions related to the lesson that they would like to ask in an 'ask-it' basket prior to the lesson. This will provide a useful form of baseline assessment, ensuring the lesson is pitched at a relevant level.

It may be necessary to acknowledge:

- People can have sex in different ways, including two men and two women
- People do not always have sexual intercourse to make a baby but may also enjoy sex for pleasure.
- People can conceive a baby scientifically

If the question of how people of the same gender have sex and your school permits discussion of this, you could say: 'People have sex in different ways. What matters is that both people respect each other and agree to what is happening. No one should ever do anything that they are uncomfortable or unwilling to do'. You could also acknowledge that they are likely to learn more about this in KS3 and KS4.

When talking about the body, especially in Activity three, encourage pupils to use correct scientific terminology to describe sexual intercourse and conception.

Begin the lesson by...

Explaining that in this lesson we will be learning about how the male and female sexual parts of the body work to conceive a baby through sexual intercourse. Sexual intercourse is a physical activity that a man and a woman do to conceive a baby. Reassure pupils that sexual intercourse is a natural activity and that there is nothing for them to feel uncomfortable or embarrassed about when they are discussing the sexual parts of the body, sexual intercourse or conception. Remind pupils of the working agreement.



Activity one: Puberty preparations

Remind pupils that the physical changes of puberty allow for the transition of child to adult, enabling the body to prepare for being able to reproduce. Ask pupils to suggest ways that the body changes during puberty to prepare for this. Suggestions may include:

Girls:

- **Hips grow wider** (this is to allow for child birth)
- **Breasts and nipples gradually grow larger and nipples may darken in colours** (to assist breast feeding)
- **Ovaries slowly grow larger** (this is where the eggs are stored)
- **Menstruation (or periods) start** (this is when an egg is released from the ovaries every month and passes through the womb, leaving the body with the womb lining and blood)

Boys:

- Penis gradually grows larger
- Testicles gradually grow larger and start to make sperm
- The penis may experience erections and ejaculate sperm, sometimes as a wet dream

Divide the class into six groups. Provide each group with a male sexual organs worksheet and set of labels, dividing the labels equally between the pupils. Read out the labels from the worksheet so pupils are aware of the correct pronunciation. Ask the pupil who has the corresponding label to hold it up to check that pupils understand what the labels say.

Tell the pupils to take it in turns to read their label, description and take responsibility for placing their own label where they think it should go on the male sexual organs worksheet. Task the group to work together to check and agree that the placement of all the labels is correct.

Circulate around the classroom to check the answers are correct group by group. This prevents any group from feeling embarrassed by any inaccuracies in their knowledge. Advise the groups to display the correctly labelled diagrams on their tables for reference during the following activities, as it may help them to understand sexual intercourse and conception.

Repeat the above for the female sexual organs worksheet.



Activity two: Sexual intercourse

Ask pupils to remain in the same groups as they did for Activity one. Tell pupils they are now going to learn how a man and a woman have sexual intercourse. Give each group a set of sexual intercourse cards. Tell the groups to order the cards as you read out the process of sexual intercourse:

1. Sexual intercourse begins with a man and a woman touching each other's bodies. They may be naked and they may touch their own and each other's bodies, including their sexual organs (penis/testicles and vulva/vagina). This should feel comfortable and enjoyable.
2. The woman's vagina becomes wet and her clitoris may become hard. The man's penis changes from being soft to being hard, this is called an erection.
3. The man slides his erect penis inside the woman's wet vagina. This should not hurt as the vagina is wet and stretches to accommodate the penis. The man and woman move their bodies so that the penis slides backwards and forwards inside the vagina.
4. After the man and woman have had sexual intercourse for a while, the man's penis ejaculates a white sticky fluid called semen, which contains sperm.

Circulate around the room to check the answers are correct group by group. This prevents any group from feeling embarrassed by any inaccuracies in their knowledge. Tell the class that they have now learned how a man and a woman have sexual intercourse.



Activity three: Conception

Ask pupils to remain in the same groups they did for Activity one and two. Tell pupils they are now going to learn how a sexual intercourse can lead to the conception of a baby. Give each group a set of conception cards. Tell the groups to order the cards, adding to their previous cards, as you read out the process of conception:

5. A woman releases an egg from her ovary every month. It travels down the fallopian tube and into the womb.
6. Sperm is ejaculated from the erect penis into the vagina. The sperm swims from the vagina to the womb.
7. If the sperm reaches an egg, one sperm will fertilise the egg to make a baby.

Check that each group has ordered the additional cards correctly.

Once the pupils have ordered the conception cards correctly, give each group one of the following stages of sexual intercourse and conception:

1. The woman's vagina becomes wet and her clitoris may become hard. The man's penis changes from being soft to being hard, this is called an erection.
2. The man slides his erect penis inside the woman's wet vagina. This should not hurt as the vagina is wet and stretches to accommodate the penis. The man and woman move their bodies so that the penis slides backwards and forwards inside the vagina.
3. After the man and woman have had sexual intercourse for a while, the man's penis ejaculates a white sticky fluid called semen which contains sperm.
4. A woman releases an egg from her ovary every month. It travels down the fallopian tube and into the womb.
5. Sperm is ejaculated from the erect penis into the vagina. The sperm swims from the vagina to the womb.
6. If the sperm reaches an egg, one sperm will fertilise the egg to make a baby.
7. The fertilised egg starts to grow inside the uterus.
8. After approximately nine months the baby is ready to be born. It leaves the body through the vagina, which stretches to allow the baby to pass through.

Provide each group with some plasticine. Tell each group to model their conception card using the plasticine provided. The model can be interactive if this helps to demonstrate their stage in the process of conception. Advise the groups that they will need to use their model to help explain their stage of the process of conception to the rest of the class. Instruct the class to carousel around each of the models in the order listed above, while the appropriate group explains their model to the rest of the class. They can explain this using their own words, reading out from the card or you can read this for them. After each model demonstration, ask pupils if they have any questions and answer accordingly. The models can be used to help illustrate the answer if helpful.



Extension:

Divide the class into small groups and explain that they are going to play a game of 'Sexual Intercourse and Conception Draw'. Tell pupils to shuffle the conception cards so they are in a random order and turn the pile face down. Starting with the next person who will have a birthday, instruct the groups to work clockwise throughout the game.

Tell pupils to take it in turns to select a sexual intercourse or conception card, which they must not show to the other players and draw that stage. Remind pupils that no talking is allowed by the 'artist', and no words can be written down. The other pupils need to guess the stage of conception. Once correctly guessed the card can be turned face up next to the drawing. The winning team is the first to correctly guess all the conception cards.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Congratulate pupils on their positive behaviour throughout the lesson if appropriate. Remind pupils that sexual intercourse should only take place when both people are happy for it to happen. Reassure pupils that they do not need to feel embarrassed or uncomfortable to discuss sexual intercourse or conception, it is a natural activity. Signpost pupils to who they can talk to in school if they have any questions or concerns about what has been taught in the lesson.



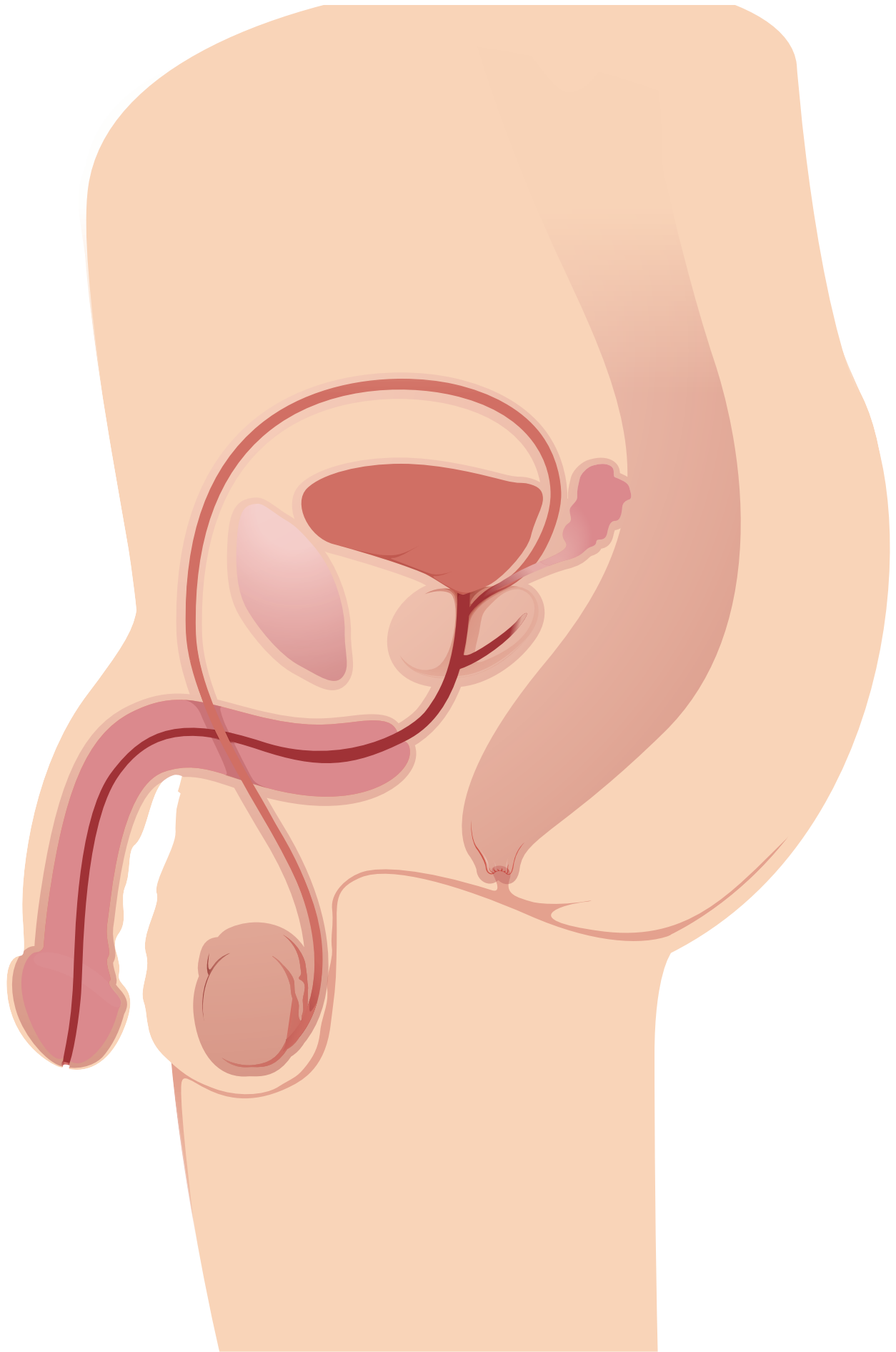
Assessment:


Activity one: Pupils correctly labelled both male and female reproductive diagrams.

Activity two: Pupils correctly ordered stages of sexual intercourse and conception, using diagram and description cards.

Activity three: Pupils created plasticine models of a stage of sexual intercourse or conception and confidently demonstrated their model in small groups to the rest of the class, using the correct terminology.

Evidence of assessment: Labelled reproductive diagrams, conception models.






Penis

The penis is made of soft spongy tissue and hangs down. Sometimes it fills with blood creating an erection. This is where the penis grows longer, wider and sticks out from the body. Sperm is released from the tip of the penis.



Foreskin

Loose skin, covering the tip of the penis. When the penis is erect, the foreskin stretches so the end of the penis is exposed.




Testicles

Two balls, that hang in a bag outside the body, just behind the penis. Sperm is made inside the testicles.




Scrotum

Protective sacks of skin that hold the testicles.




Epididymis

Each testicle is connected to its own epididymis. This is where the sperm that has been made is stored.



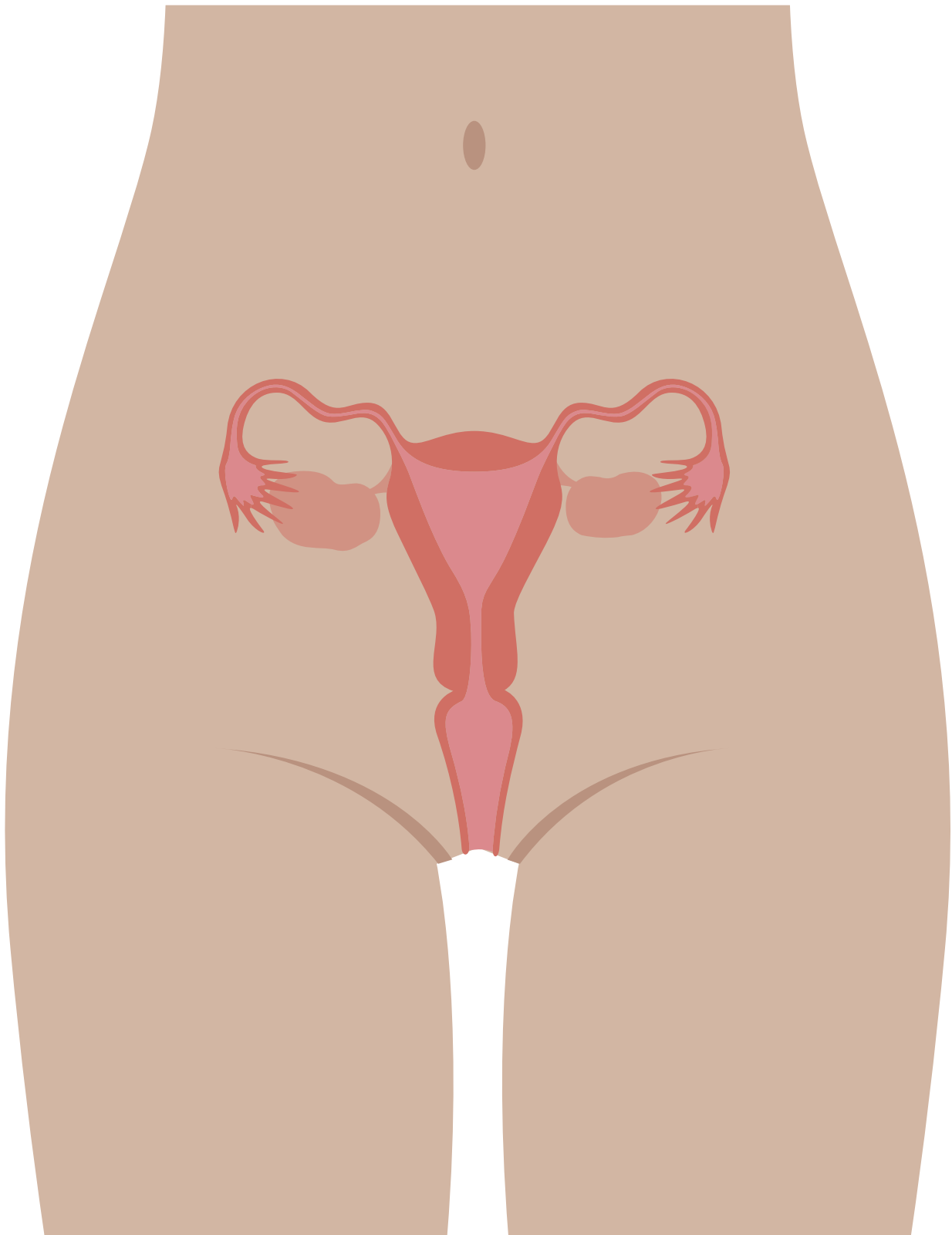
Sperm ducts

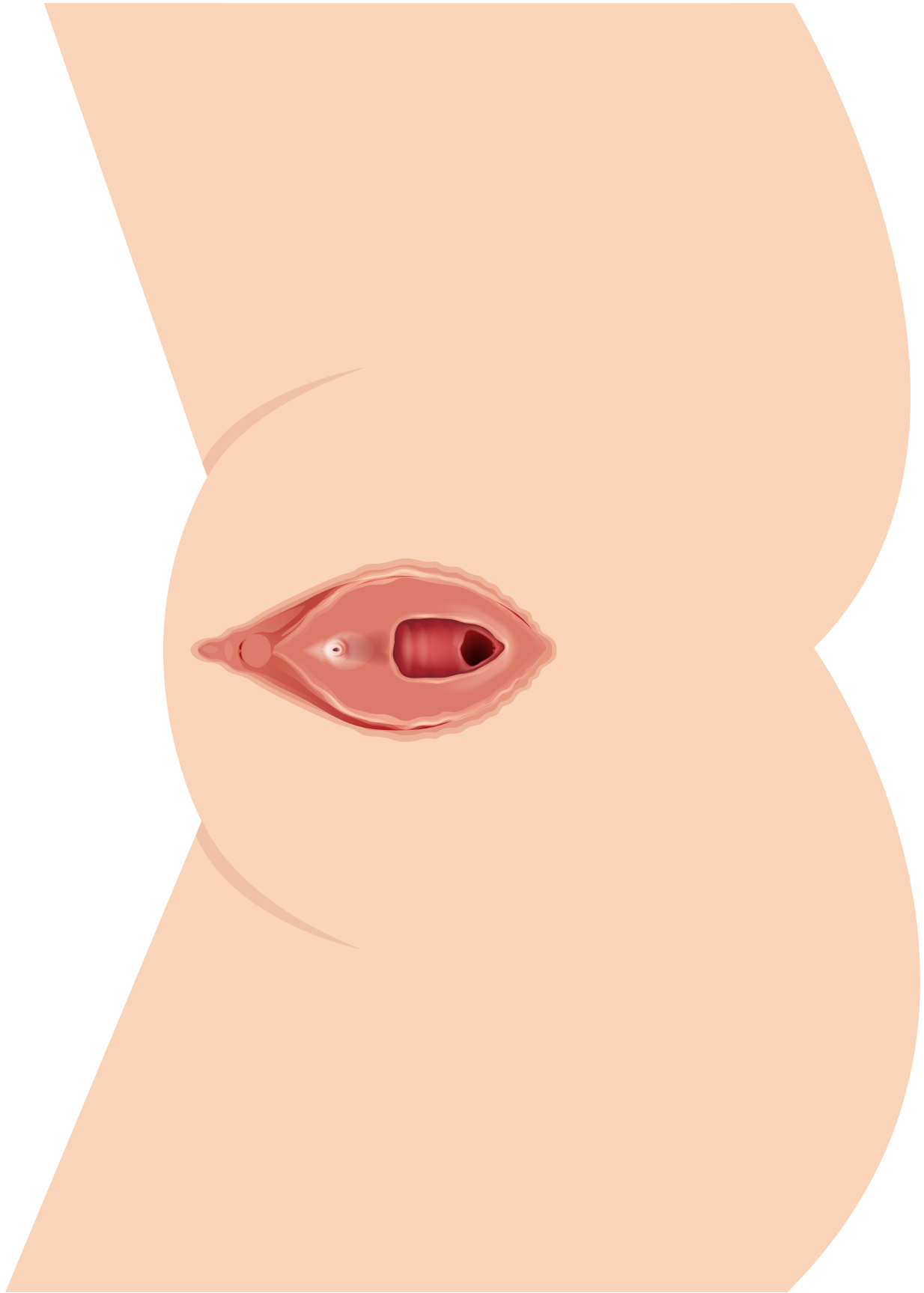
Narrow flexible tubes that take the sperm from the epididymis to the urethra.



Urethra

A thin tube inside the penis that is used for sperm to travel from inside the body to the tip of the penis. This is the same tube that is used for urine to pass from inside the body to the tip of the penis, but it is not possible for the body to mix up the sperm and urine.





Vulva

A word used to describe all of the soft skin (clitoris, labia, opening to vagina).

Labia

Two sets of soft folds of skin (labia is the Latin word for lips) that cover the clitoris and opening to vagina.

Clitoris

A small pea sized lump that can feel sensitive to touch.

Vagina

A stretchy tube-shaped muscle. The penis slides into the vagina during sexual intercourse. A baby is born out of the mother's body, through the vagina.

Ovaries

Two small sacks, inside the body that are roughly the size of a large strawberry. They contain the eggs.

Fallopian tubes

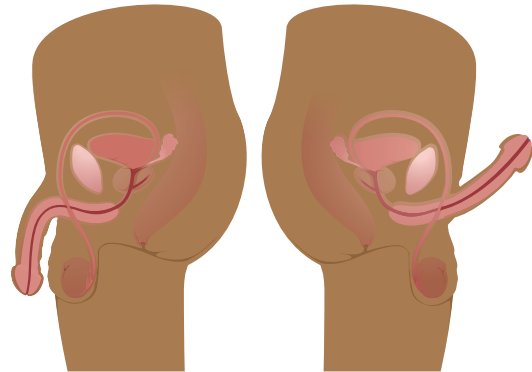
The tubes that lead from the ovaries to the uterus. Once a month when an ovary releases an egg, it travels down the fallopian tube to the uterus.

Uterus

The uterus looks like a small, upside down pear. It is made of strong muscles and is hollow inside. The uterus leads to the vagina.



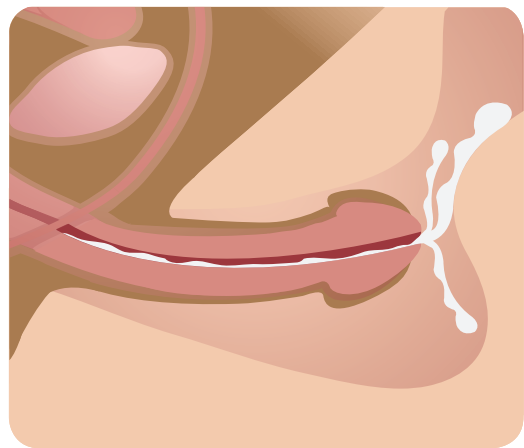
Sexual intercourse begins with a man and a woman touching each other's bodies, they may be naked and they may touch their own and each other's bodies, including their sexual organs (penis/testicles and vulva/vagina). This should feel comfortable and enjoyable.



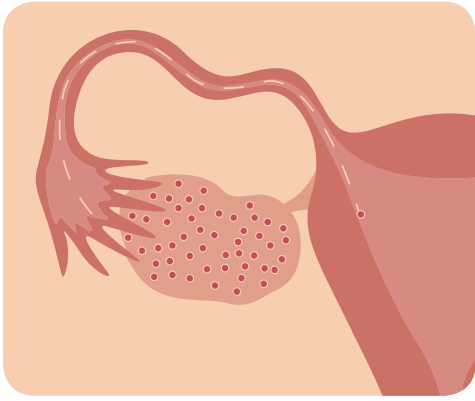
The woman's vagina becomes wet and her clitoris may become hard. The man's penis changes from being soft to being hard, this is called an erection.



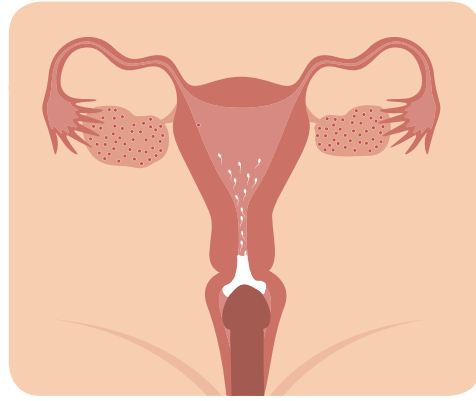
The man slides his erect penis inside the woman's wet vagina. This should not hurt as the vagina is wet and stretches to accommodate the penis. The man and woman move their bodies so that the penis slides backwards and forwards inside the vagina.



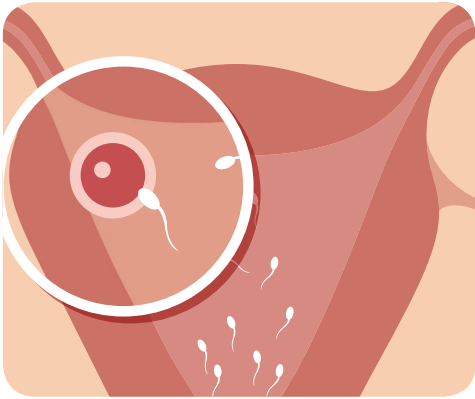
After the man and woman have had sexual intercourse for a while, the man's penis ejaculates a white sticky fluid called semen, which contains sperm.



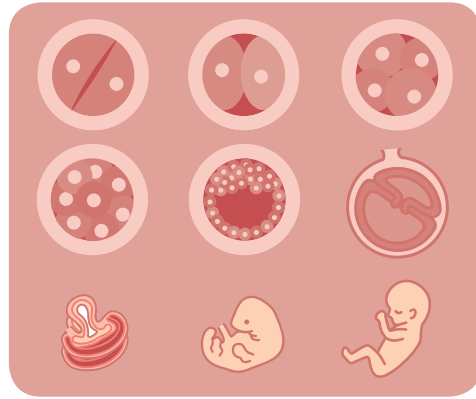
A woman releases an egg from her ovary every month. It travels down the fallopian tube and into the womb.



Sperm is ejaculated from the erect penis, into the vagina. The sperm swims from the vagina to the womb.



If the sperm reaches an egg, one sperm will fertilise the egg to make a baby.



The fertilised egg starts to grow inside the uterus.



After approximately nine months the baby is ready to be born. It leaves the body through the vagina, which stretches to allow for the baby to pass through.

Lesson three: My relationships



Lesson aim:

Pupils realise the nature and consequences of discrimination, including the use of prejudice-based language.



Learning outcomes:

- I know the correct terms to describe gender and sexuality
- I know that treating someone as 'wrong' or 'less than' because of their gender and/or sexuality can constitute homophobic, biphobic or transphobic bullying
- I have considered appropriate ways to communicate about gender and sexuality



Resources required:

- Resource sheet: Definition dominoes
- Resource sheet: Gender and sexuality fact sheets
- Resource sheet: Gender and sexuality answer sheets
- Resource sheet: Mobile phone template 2
- Resource sheet: Pictures of different people (inclusive of a range of genders, ages, ethnicities, body shapes and including disabilities)
- Large paper
- Pens

Key words: homophobic, biphobic, transphobic

Teacher notes:

A lack of understanding around terminology to describe gender and sexuality can lead to inappropriate use of terms and can also be a factor in homophobic, biphobic and transphobic bullying. Whilst the focus of this lesson is on understanding gender and sexuality, the subject of same gender sex may arise. If a pupil raises the question of how people of the same gender have sex, you could say: 'People have sex in different ways. What matters is that both people respect each other and agree to what is happening. No one should ever do anything that they are uncomfortable or unwilling to do'. Ensure that any misuse of terminology is corrected gently. It is important not to suggest that the word is wrong. Instead, check the pupil's understanding of the term and suggest the correct term, clarifying its meaning.

Begin the lesson by...

Explaining that we will be learning about the words that are used to describe different genders and different sexualities. Tell pupils that people are romantically attracted to a range of different types of people and that attraction varies from one person to another. Some people are attracted to people of a different gender to them, some people are attracted to people of the same gender as them and some people are attracted to both. What matters is that people feel comfortable and safe to be themselves. Remind pupils it is unacceptable to use words that describe any gender or sexuality as an insult. This is known as homophobic, biphobic or transphobic bullying. Everyone has the right to be respected as individuals. Remind pupils of the working agreement.



Activity one: Definition dominoes

Divide the class into small groups. Provide each group with a large sheet of paper and a blue, black and green pen. Ask pupils to write down all of the words they have heard of to do with sexuality and gender using the black pen. Then instruct pupils to circle the words that they believe to be acceptable words to use with the blue pen.

Explain the following definitions:

Gender	Whether you describe yourself as a boy, or a girl.
Cisgender	Feeling the same gender as the sex you were born: Being born with a penis and feeling like a boy Being born with a vagina and feeling like a girl
Transgender	Feeling a different gender to the sex you were born: Being born with a penis and feeling like a girl Being born with a vagina and feeling like a boy
Pangender	Someone who does not feel like a boy or a girl.
Sex	The sexual organs you were born with: Male (penis and testicles) Female (vulva and vagina)
Intersex	Being born with features of both male and female sexual organs. This can be either internally and/or externally.
Sexuality	Who you are attracted to.
Gay	Being attracted to someone of the same gender as you.
Lesbian	A woman who is attracted to women.
Bisexual	Someone who is attracted to both men and women.

Tell pupils that they are going to play a game of definition dominoes. Give each pupil a domino and ask them to circulate around the room until they find their match. Check the matches as the game progresses to ensure correct understanding of all the definitions.

Return pupils to their original groups. Tell pupils to use a green pen to circle and add any additional words they now know are the correct words to use when talking about sexuality and gender.

Remind pupils it is unacceptable to use words that describe any gender or sexuality as an insult. Everyone has the right to be respected as individuals.

Activity two: Find the fact

Display the gender and sexuality fact sheets around the classroom. Give each pupil an answer sheet. Tell pupils to move around the classroom and read the fact sheets in any order. Instruct pupils to write the answers on their answer sheet and also the letter that is displayed at the bottom of the fact sheet.

1. Many gay people say they first knew that they were gay when they were in **primary** school.
2. It is legal for people to have sex over the age of **16** whoever they are in a relationship with.
3. Judging gay and lesbian people as 'wrong' or 'less than' is known as **homophobia**.
4. Judging bisexual people as 'wrong' or 'less than' is known as **biphobia**.
5. Judging transgender people as 'wrong' or 'less than' is known as **transphobia**.
6. People rarely choose their sexuality. It is a **natural** feeling of attraction they have towards another person.
7. People rarely choose their gender. It is a **natural** feeling of being more like a boy or girl or neither.
8. Same-sex marriage became legal in England, Scotland and Wales in **2014**.
9. **Heteronormativity** is a term used to describe the way in which the world assumes relationships are always with people of the opposite gender.

Tell pupils to look at the letters from the fact sheets and unscramble them to make a word that they have been learning about in this lesson.

Answer: Sexuality



Can you think of any examples of heteronormativity?

Suggested answers may include: adverts, children's story books, wedding cards etc



Activity three: Right responses

Give each pupil a mobile phone template. Tell pupils to imagine that their friend has just sent them a message to tell them that they are gay. Ask pupils to consider how they could respond in a supportive way if their friend told them they are gay, writing down the message that they would send back onto the mobile phone template. If time allows repeat this activity, this time imagining a friend telling them that they are transgender.

Invite any pupils who feel comfortable to share their responses with the rest of the class. Highlight and feedback on any strengths from the suggested responses.



Extension:

Prior to the lesson gather a range of pictures of different people. Put different coloured dots on the back of the pictures at your discretion to pair people together. Reflect a range of relationships including same sex, someone who is single (recently divorced) and someone who is single (intentionally and happy to be).

Invite the class to gather around the people pictures. Ask pupils to suggest who they think could be in a romantic relationship with each other. Ask pupils to group the people according to their suggestions. Once the pupils have finished grouping the people, ask them to explain why they made their choices. Feedback any observations such as if they have been grouped by gender, race, interests, age etc.



Does this represent the full range of relationships?

Invite pupils to turn the characters over to reveal who is in a relationship and if so with who.



Are there any surprises? Why?

Normalise a full range of relationships by discussing with the class that people are romantically attracted to a range of different types of people and that attraction varies from one person to another.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to tell you some of the new terms that they have learned to describe a person's gender or sexuality. Ask pupils to tell you something supportive that they could say if someone told them that they were gay or transgender.

Reassure pupils that people are romantically attracted to a range of different types of people, and that attraction varies from one person to another. What matters is that people feel comfortable and safe to be themselves. Remind pupils it is unacceptable to use words that describe any gender or sexuality as an insult. This is known as homophobic, biphobic or transphobic bullying. Everyone has the right to be respected as individuals. Tell pupils that if they are aware of any homophobic, biphobic or transphobic bullying it is important to report this to an adult they trust in the school. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils explored a range of terminology used to describe gender and sexuality, identifying the correct terminology.

Activity two: Pupils discovered and discussed facts relating to gender and sexuality, including those related to homophobic, biphobic and transphobic bullying.

Activity three: Pupils considered supportive responses to disclosures about gender identity and sexuality.

Evidence of assessment: Gender and sexuality answer sheets, mobile phone templates.

Gender

Cisgender

Transgender

Pangender

Sex

Intersex

Sexuality

Gay

Lesbian

Bisexual

Whether you describe yourself as a boy, or a girl

Feeling the same gender as the sex you were born:

Being born with a penis and feeling like a boy

Being born with a vagina and feeling like a girl

Feeling a different gender to the sex you were born:

Being born with a penis and feeling like a girl

Being born with a vagina and feeling like a boy

Someone who does not feel like a boy or a girl

The sexual organs you were born with:

Male (penis and testicles)

Female (vulva and vagina)

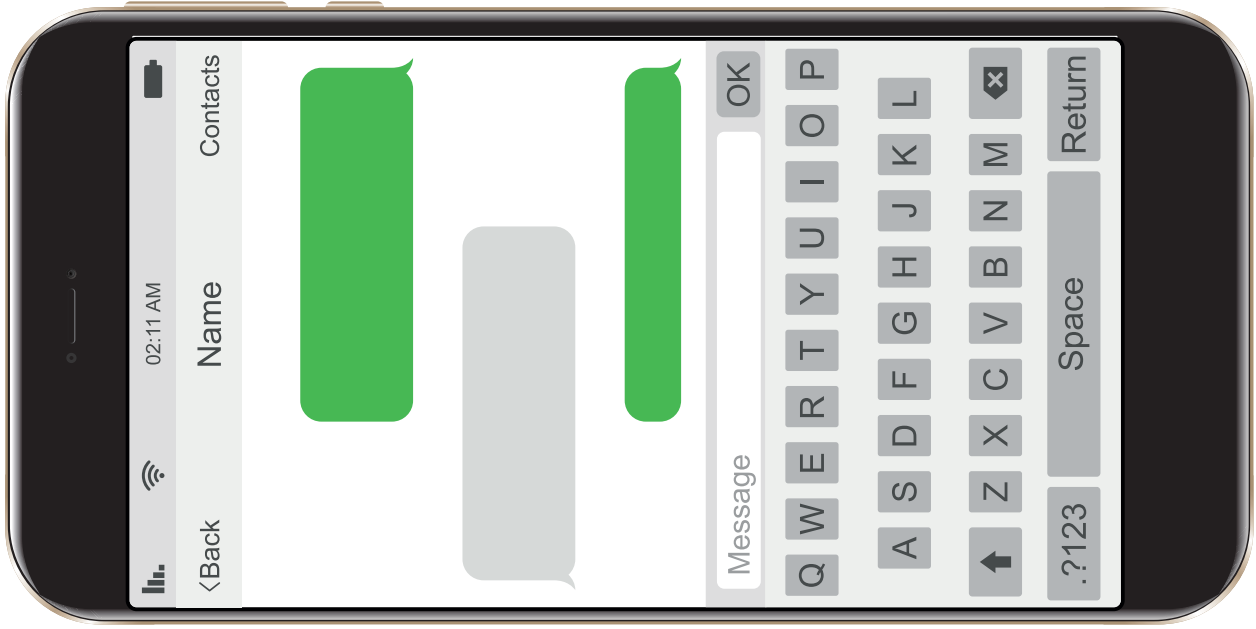
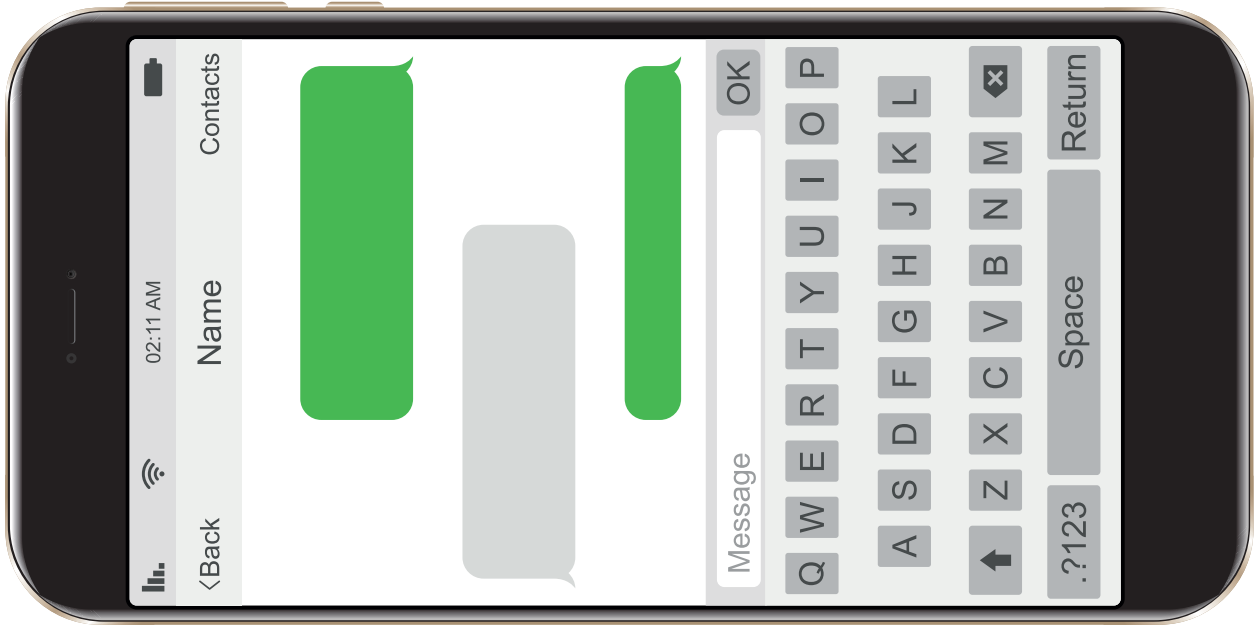
Being born with features of both male and female sexual organs. This can be either internally and/or externally

Who you are attracted to

Being attracted to someone of the same gender as you

A woman who is attracted to women

Someone who is attracted to both men and women



1. Many gay people say they first knew that they were gay when they were in primary school.

S

2. It is legal for people to have sex over the age of 16, whoever they are in a relationship with.

E

3. Judging gay and lesbian people as 'wrong' or 'less than' is known as homophobia.



4. Judging bisexual people as 'wrong' or 'less than' is known as **biphobia**.



5. Judging transgender people as 'wrong' or 'less than' is known as transphobia.



6. People rarely choose their sexuality. It is a natural feeling of attraction they have towards another person.



7. People rarely choose their gender. It is a natural feeling of being more like a boy, girl or neither.



8. Same-sex marriage became legal in England, Scotland and Wales in 2014.



9. Heteronormativity is a term used to describe the way in which the world assumes relationships are always with people of the opposite gender.



1. Many gay people say they first knew that they were gay when they were in _____ school.
2. It is legal for people to have sex over the age of _____, whoever they are in a relationship with.
3. Judging gay and lesbian people as 'wrong' or 'less than' is known as _____.
4. Judging bisexual people as 'wrong' or 'less than' is known as _____.
5. Judging transgender people as 'wrong' or 'less than' is known as _____.
6. People rarely choose their sexuality. It is a _____ feeling of attraction they have towards another person.
7. People rarely choose their gender. It is a _____ feeling of being more like a boy, girl or neither.
8. Same-sex marriage became legal in England, Scotland and Wales in _____.
9. _____ is a term used to describe the way in which the world assumes relationships are always with people of the opposite gender.

Letters: _____



1. Many gay people say they first knew that they were gay when they were in _____ school.
2. It is legal for people to have sex over the age of _____, whoever they are in a relationship with.
3. Judging gay and lesbian people as 'wrong' or 'less than' is known as _____.
4. Judging bisexual people as 'wrong' or 'less than' is known as _____.
5. Judging transgender people as 'wrong' or 'less than' is known as _____.
6. People rarely choose their sexuality. It is a _____ feeling of attraction they have towards another person.
7. People rarely choose their gender. It is a _____ feeling of being more like a boy, girl or neither.
8. Same-sex marriage became legal in England, Scotland and Wales in _____.
9. _____ is a term used to describe the way in which the world assumes relationships are always with people of the opposite gender.

Letters: _____



Lesson four: My beliefs



Lesson aim:

Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).



Learning outcomes:

- I know that the cultural practice of female genital mutilation is against British law
- I know that female genital mutilation constitutes abuse and is a crime
- I know how to support a friend who I am worried might be at risk of female genital mutilation



Resources required:

- Resource sheet: Vulva
- Resource sheet: FGM fact and fiction cards

Key words: vulva, clitoris, circumcision, female genital mutilation

Teacher notes:

Male circumcision is a legal practice in this country and can be necessary for medical reasons. Female genital mutilation (FGM) is an illegal practice in this country and many countries around the world. It is surrounded by cultural sensitivities which need to be addressed. Discussing from a human rights perspective provides a helpful approach. It is important all young people have awareness of FGM so that young people from practising communities and their peers are able to discuss this practice and know how to support each other.

Teach this lesson with full consideration that some pupils may have experienced or know of family and/or friends that have already experienced FGM. The lesson may lead to cultural sensitivity and/or safeguarding disclosures.

Begin the lesson by...

Explaining to pupils that this lesson is going to look at female genital mutilation, sometimes referred to as FGM. FGM breaches a person's human rights and is considered a form of abuse. FGM is illegal in this country and many other countries around the world. FGM can only happen to girls and the process of FGM means that sexual intercourse is unlikely to be enjoyable and pleasurable (as it is meant to be), but could be uncomfortable and painful. Explain to pupils what they can do if they find any aspect of the lesson upsetting and need to leave the classroom. Remind pupils of the working agreement, especially the process for making disclosures.



Activity one: Pleasure ping pong

Divide the class into pairs. Instruct the pairs to face each other. Tell pupils that you are going to give them a category, following which they are to take it in turns to say something that gives them the most pleasure relevant to the topic. The first person to take more than three seconds to respond or who cannot name something loses. Play the game to best of five, using the following topics:

- **Favourite foods** – chocolate, strawberries, sweet and sour chicken, popcorn, chips etc
- **Favourite things to do** – Xbox, cycling, eating chocolate, football, singing, soak in the bath etc
- **Favourite things about school** – art, being with friends, the library, home time, learning new things etc
- **Favourite things to receive as a present** – new clothes, music, fun stationary, bath bombs etc
- **Favourite music** – names of favourite music artists, genres, song names, instruments etc



What would it be like if someone didn't let you have any of the favourite things that you identified in the game?

Explain to pupils that they have a right to enjoy things that give them pleasure, providing this does not cause harm to another person. This can include having pleasurable sexual experiences with the people they love when they are older.

Divide the class into groups of five. Give each pupil within the group a number between one and five. Provide each group with a vulva worksheet and labels. Tell each group to label the part of the vulva that corresponds with the number they have been allocated.

To check the answers are correct, ask pupils to stand up if their number represents the part of the vulva that provides an experience of pleasure. (pupils allocated a 'one' should be standing). Repeat for the remaining numbers.

Explain to pupils that some boys are circumcised which is the surgical removal of some or all of the foreskin (the skin that covers the tip of the penis) and that this is legal. Some girls are circumcised. This is called female genital mutilation (FGM) and is the removal of the clitoris and sometimes the removal of the inner, or the inner and the outer labia. It can also include sewing the vulva together so that only a small hole is left to urinate and menstruate (having a period) through. All types of FGM are illegal.



Activity two: FGM fact or fiction?

Divide the FGM fact and fiction cards between the pupils. Tell pupils who have a card to move to the left of the classroom if they think their card is a fact and the right side of the classroom if they think their card is fiction.

Tell pupils that if they have a blue or a purple card, they should be stood on the right of the classroom. If their card is black or green, they should be stood on the left of the classroom. Tell pupils if they need to correct their position they can swap sides now.

Ask pupils with facts (left side) to take turns in reading their cards out to the class. Reinforce that all of these statements are true.

Myth	Fact
People have FGM for religious reasons.	FGM is not required by any religion.
The clitoris will continue to grow if it is not cut.	The clitoris stops growing after puberty.
The clitoris will harm the man during sexual intercourse.	The clitoris gives the woman sexual pleasure. It does not cause harm to anyone.
Without FGM the woman will smell.	FGM makes the vagina less hygienic. It can be harder for urine and menstruation fluids (period) to pass out of the body.
FGM heals quickly.	FGM can take up to 7 weeks to heal. In some cases it can become infected and never completely heals.
FGM is a matter of personal choice.	FGM is illegal in the UK and many other countries.
FGM has to be done using pain relief.	FGM is conducted without any pain relief. It can be very painful.

Explain to pupils that FGM is a very dangerous procedure that can cause many complications, including death. FGM does not serve a positive function for women. FGM denies girls their rights as a child under the United Convention of the Rights of a Child, Article 19 which states that they have a 'right to be protected from being hurt or mistreated'. FGM can also make sexual activity an uncomfortable and painful experience, instead of a pleasurable activity. It is against the law to have FGM in the UK or to arrange for a child to be sent abroad for FGM and is punishable by a prison sentence.



Activity three: FGM fears

Read the following scenario to the class:

"I am an 11-year-old girl. I have two sisters. They are age three and nine years. I also have a brother who is age seven years. My parents have recently started talking about taking my brother, sisters and I back home for the summer holidays and have said that there will be a special party just for the girls. My sisters are really excited about this and my brother is annoyed that he is being left out. I am feeling anxious and scared as I have heard that sometimes these parties are where FGM happens. I don't want to have FGM done, but I don't want to go against my parents who have told me if I don't have FGM one day then I will never be able to get married as people will think I just want sex all the time. What should I do?"

Ask pupils to pair, square and share how they might feel if they found out that one of their friends was going to have FGM.

Divide the class into pairs. Tell each pair to create a freeze frame that demonstrates someone as the 11-year-old girl from the above scenario, whilst the other is their friend. Ask each pair to consider the body language and what they might say to each other. Move around the room touching the frozen pairs on the shoulder in turn, and ask them to share their response with the class. If they are uncomfortable doing this, allow them to demonstrate this by putting a finger over their lips.

Highlight key points and discuss the strengths of the responses with the class.



Extension:

Tell pupils to create a FGM factsheet. The factsheet should include the health risks of FGM, the law and what to do if someone is worried about FGM.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share some of the FGM facts that they have learned in the lesson. Remind pupils that FGM breaches a person's human rights and is considered a form of abuse. FGM is illegal. Reassure pupils that if they have any concerns they, or someone they know has experienced, or is at risk of FGM they should report it to an adult they trust in the school. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils developed an awareness of the cultural practice of FGM, including labelling a vulva diagram to understand different types of FGM.

Activity two: Pupils correctly sorted FGM fact and fiction cards, increasing knowledge of cultural myths about FGM.

Activity three: Pupils considered how anticipating FGM might make a person feel and identified appropriate ways to seek support and report this.

Evidence of assessment: FGM factsheets, if extension activity completed.

Vulva

A word used to describe all of the soft skin (clitoris, labia, opening to vagina).



Labia

Two sets of soft folds of skin (labia is the Latin word for lips) that cover the clitoris and opening to vagina.



Clitoris

A small pea sized lump that can feel sensitive to touch.



Vagina

A stretchy tube-shaped muscle. Menstruation fluids (period) leaves the body through the vagina. The penis slides into the vagina during sexual intercourse. A baby is born out of the mother's body, through the vagina.



Urethra

Not part of the female sexual organs. A tube that urine leaves the body through. The opening to the urethra is a very small hole in between the clitoris and the opening to the vagina.



People have FGM for religious reasons.

The clitoris will continue to grow if it is not cut.

The clitoris will harm the man during sexual intercourse.

Without FGM the woman will smell.

FGM heals quickly.

FGM is a matter of personal choice.

FGM has to be done using pain relief.

FGM is not required by any religion.

The clitoris stops growing after puberty.

The clitoris gives the woman sexual pleasure. It does not cause harm to anyone.

FGM makes the vagina less hygienic. It can be harder for urine and menstruation fluids (period) to pass out of the body.

FGM can take up to 7 weeks to heal. In some cases it can become infected and never completely heal.

FGM is illegal in the UK and many other countries.

FGM is conducted without any pain relief. It can be very painful.

Lesson five: My rights and responsibilities



Lesson aim:

Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help to prevent this.



Learning outcomes:

- I know that infections can be shared during sexual intercourse
- I am aware that infections spread easily, and to lots of people
- I know a condom can help reduce the spread of infections



Resources required:

- Resource sheet: Condom
- Resource sheet: Infection game cards
- Post-it notes
- Plasticine

Key words: infection, sexually transmitted infection, condom

Teacher notes:

When teaching this lesson, it is important not to stigmatise infections by referring to them as being 'dirty'. It is the embarrassment of having something undesirable that can cause some people to hide an infection and fail to access medical treatment as soon as it is required. It may be helpful to explain that condoms can prevent the spread of some infections, but they cannot stop the spread of all infections. It may also be necessary to explain that as condoms work by stopping the sperm from getting inside another person's body. This will prevent pregnancy.

Begin the lesson by...

Explaining that if a person with a cold sneezed in the classroom, they could give the cold to other people as microscopic droplets of moisture carrying the cold virus fly out into the room. The microscopic droplets can enter another person's body and infect them. Similarly, infections that are carried in other bodily fluids such as blood can easily spread. This means that people can share infections when they have sexual intercourse as the vagina becomes wet (which is a bodily fluid) and sperm is released into the vagina. Explain that in this lesson they will be learning about some of these infections and how they be prevented from spreading. Remind pupils of the working agreement.

Activity one: Sharing

Give each pupil a post-it note, laying it face up on their desk. Prior to the lesson mark some of the post-it notes with a dot on the reverse. Tell pupils to move around the room until you shout 'stop'. When they hear you shout stop, they must turn to the person they are standing nearest to and share a high-five with each other before continuing to move around the room. Repeat three more times.

Ask pupils to return to their seats and look at the back of their post-it notes. Tell pupils to stand up if they have a dot on the back of their post-it note. Now ask pupils to stand up if they shared a high-five with any of these pupils that are stood up. Finally, ask pupils to stand up if they shared a high-five with anyone who is now standing up.

Tell pupils to look around the room and highlight how just as the high-fives were easily shared, so infections can be easily shared from one person to another.

Reassure pupils that most infections including those that are transmitted during sexual intercourse, can be treated with antibiotics. However, some infections can be hard to treat and may cause problems if left untreated for a long time, such as leaving someone unable to have a baby. Some infections can also lead to death but this is quite rare.

Ask pupils to pair, square and share what they think someone could do if they thought they might have an infection. Reaffirm to pupils that it is always the right thing to see a doctor if they have any concerns about their body or health. When they are older, this includes infections that are spread through sexual intercourse.



Activity two: Catching condoms



How can we prevent a cold from being shared?

Answers may include: covering their mouth and nose with a hand or tissue to catch the germs and then binning the tissue and washing their hands.

Divide the class into small groups. Explain that when two people have sexual intercourse, semen comes out of the tip of the penis. This can enter the body of the person the man is having sexual intercourse with. If the semen contains an infection, as the infected semen is put inside the other person's body it may cause that person to become infected. This type of infection is known as a sexually transmitted infection or STI for short. Both men and women can carry and spread STI's.

Give each group a copy of the condom sheet as a visual aid. Explain that there is something called a condom. A condom is like a small, stretchy plastic bag that can be rolled onto the penis to catch the semen that comes out of the tip of the penis. This prevents semen from entering another person's body and any bodily fluids from the other person entering the tip of the penis. Some adults use a condom if they want to have sex but do not want to have a baby as it catches the semen, stopping the sperm from being able to swim to the egg.

Divide the class into small groups. Tell each group to create a model from plasticine that demonstrates a condom catching semen from a penis. They can use the condom sheet as a visual aid. When all the groups have finished, invite the class to carousel around the models, looking at each other's models.

Take the best model and invite this group to re-explain how condoms can help to prevent against STI's and pregnancy, if they feel comfortable to. If not, you can re-explain using their model as a visual aid.



Activity three: Going round in circles

Divide the class into groups of eight. Provide each group with an infection game card. (Tell pupils that they are going to play a game). The aim of the game is to correctly answer the questions on their card to create a circle. Starting with Card 1, ask the group that has this to read it out to the rest of the class before deciding if they think the statement is true, or false. The corresponding number to their answer indicates the group that needs to join the circle. This group then reads their card and the game continues as before. If they answer a card incorrectly it will be impossible to form a circle, and they will need to work as a class (with guidance) to repeat the activity until they have formed a circle.

Card 1: STI stands for sexually transmitted infection = True

Card 2: STI's are spread through sexual activity = True

Card 3: An STI might have no symptoms so it might be hard to know you have one = True

Card 4: An STI can always be treated with anti-biotics = False, most can - but not all

Card 5: People only have sex to have a baby = False, people also have sex for pleasure

Card 6: A condom can help to prevent against STI's = True

Card 7: A condom can help to prevent pregnancy = True

Card 8: STI's can only be caught by women = False, both men and women can catch, carry and spread an STI

The correct order of the cards is:

1, 8, 2, 7, 3, 6, 4, 5



Extension:

Ask pupils to write and illustrate three top tips when visiting a doctor about something that might feel awkward or embarrassing.

Suggestions may include:

- Being honest with the doctor that you are feeling awkward or embarrassed
- Knowing the correct names for the parts of the body that you need to discuss
- Not mumbling so the doctor can hear you and you don't have to repeat yourself

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Reassure pupils that infections are very common and many people do share them. Remind pupils that it is always the right thing to see a doctor if a person has any concerns about their body or health including STI's. A doctor can test and often treat an STI but the longer someone has one the harder it can be to treat. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



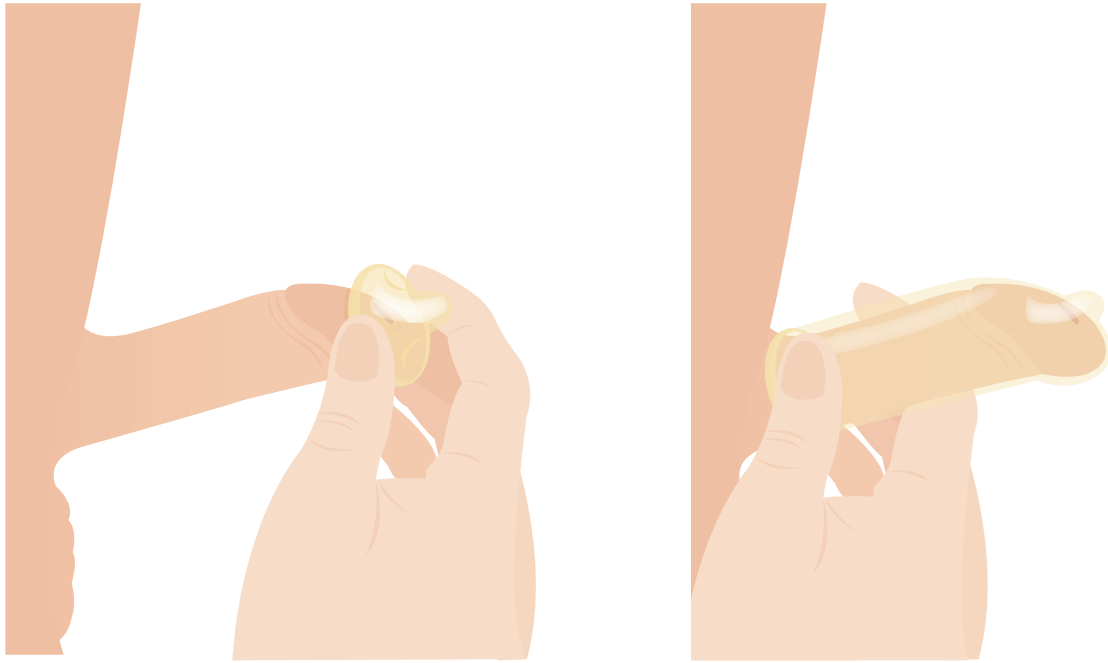
Assessment:

Activity one: Pupils know infections can be spread easily, including through sexual intercourse.

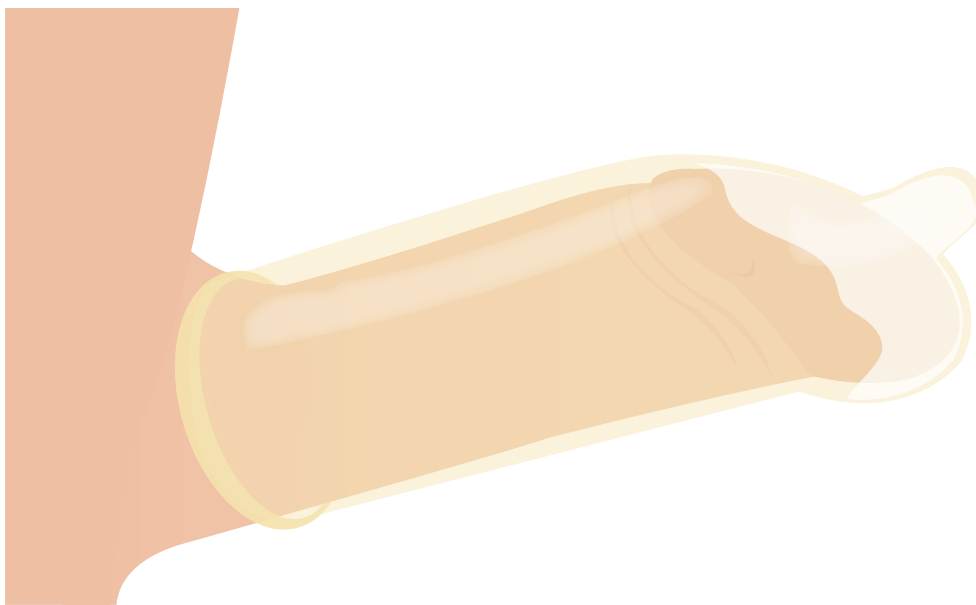
Activity two: Pupils know that a condom can help to prevent STI's and pregnancy, creating plasticine models to demonstrate their comprehension of this.

Activity three: Pupils embedded understanding of what an STI is, how it can be spread and prevented through a card matching game, in which pupils correctly completed a circle of cards.

Evidence of assessment: Plasticine models



A condom is like a small, stretchy plastic bag that can be rolled onto the penis from the tip to the base.



The condom catches the semen when it leaves the tip of the penis, so it cannot be released inside the body of his partner. A condom can help to protect against sexually transmitted infections (STI's). A condom can also prevent pregnancy as the sperm cannot swim to the egg.



Card 1

STI stands for sexually transmitted infection.

True → **8**

False → **3**



Card 2

STI's are spread through sexual activity.

True → **2**

False → **8**



Card 3

An STI might have no symptoms so it can be hard to know you have one.

True → **7**

False → **1**



Card 4

An STI can always be treated with anti-biotics.

True → **2**

False → **3**



Card 5

People only have sex to have a baby.

True → 3

False → 6



Card 6

A condom is a type of contraception that can help to prevent against STI's.

True → 4

False → 7



Card 7

A condom is a type of contraception that can help to prevent against pregnancy.

True → 5

False → 1

Card 8

STI's can only be caught by women.

True → 3

False → 1

Lesson six: Asking for help



Lesson aim:

Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.



Learning outcomes:

- I have considered a range of problems that may affect people of my age
- I have identified different sources of help, advice and support for a range of problems
- I feel confident to ask for help and to help other people to ask for help if needed



Resources required:

- Resource sheet: Help game
- Paper
- Pens
- Blue material or paper
- Dice
- Counters

Key words: problems, support, help, trust

Teacher notes:

Whilst all schools do their best to support students, pupils can resist attempts to help them overcome their problems. As pupils reach this stage of development and start to become increasingly independent, physical and psychological maturation is taking place against a backdrop of forming and developing relationships with adults and peers. Teaching adaptive skills of seeking help independently and anonymously are essential to empower pupils to self-advocate and support their peers.

Begin the lesson by...

Explaining that in this lesson we will be learning about how to manage a range of problems. Tell pupils that most people will experience problems at various points in their life. It is often better to share a problem with someone else who you trust, so that they can help to guide you and support you to access the help you need to manage the problem. Remind pupils of the working agreement, including what to do if they have a problem that they would like to talk about.



Activity one: Problems

Give each pupil a piece of A4 paper. Tell pupils to write in large lettering a problem that someone of their age may experience. Reassure pupils that their suggestion does not have to reflect a problem that they have experienced themselves. Tell pupils to screw their piece of paper into a ball.

Suggested answers may include: *online situations, puberty experiences, friendship and family relationships, FGM, questioning gender, questioning sexuality, body image, self-esteem etc.*



Activity two: River of life

Explain to pupils that life is not always smooth sailing and that it is likely that they may experience problems and challenges throughout their lives.

Lay out the blue material or paper on the floor to represent the 'river of life'. Tell pupils to stand either side of the river, facing each other and throw their problem balls into the river. Explain that these represent boulders in the river that can get in the way of the water and change the direction of its flow. Just like problems can get in the way of us enjoying our life and may change its direction if we do not manage the problem appropriately.

Walk down the river stopping at each 'boulder'. Open the ball of paper and read out the problem to the class. Ask pupils to make suggestions about who you could approach to get help to manage this problem. If pupils identify an effective source of support, throw the boulder out of the way. If they cannot identify an effective source of support, leave the opened boulder in place, stepping around it. Repeat until you have progressed to the end of the river, leaving any remaining problems clearly visible in the river. Walk back down the river making suggestions about places that are available to support with the remaining problems. Encourage pupils to consider targeted local support services, as well as generic options such as a teacher and quality assured online support.

To reinforce the message that it is always important to ask for help, ask pupils to imagine a life full of boulders getting in their way!



Activity three: Game of life

Divide the class into groups of up to 6. Give each group a game board, dice and enough counters for one each.

Tell pupils to reflect on the problems identified in Activity 1 and write down what the internal thoughts of a person experiencing some of those problems might be in the speech bubbles on the game board. Instruct pupils to play the game as per the instructions.

Circulate around the classroom to support. Highlight and feedback to the class key points and effective suggestions made by pupils to the rest of the class.



Extension:

Task pupils to create a poster that encourages young people to ask for information, advice and help if they have a problem. The posters can be displayed within the school as appropriate.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to suggest some trusted sources of support for a range of problems explored within the lesson. Reassure pupils that it is important to seek help and support so that problems do not make them unhappy, unsafe, unhealthy or become barriers to them enjoying their lives. Remind pupils that if they don't know where to go for help they can ask someone in school who will help them to find the best place to get information, advice and guidance related to their issue without them having to disclose details of the problem. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils considered a range of different issues that can affect someone of their age.

Activity two: Pupils identified safe places they can access help, support and advice for a range of problems.

Activity three: Pupils played a game of life that showed empathy to how issues may make a person feel as well as consolidating their learning on appropriate sources of help, support and advice, demonstrating a level of confidence to do this.

Evidence of assessment: Paper problem balls, completed game of life boards.

The board game grid is a 5x5 grid of colored squares. The starting point is labeled 'START' and the ending point is labeled 'FINISH'. Four characters are positioned around the grid, each with a speech bubble pointing to a specific square. The grid is composed of blue, green, and white squares. The 'START' square is green, and the 'FINISH' square is green. The characters are: a girl in a purple top and black pants (top left), a boy in a red jacket and blue pants (middle left), a girl in a yellow top and blue pants (middle right), and a boy in a blue striped shirt and dark pants (bottom right).

Instructions:

The first player is the person whose birthday is next.

Take it in turns to roll the dice and move your counter along.

If you land on a:

- **Green square** – say a person or organisation you can contact for information, help and advice
- **Blue square** – a problem that is best shared and not kept to yourself
- **White square** – take a breather, sometimes life is OK!

The winner is the first person to reach the end of the game. Congratulations on surviving the challenges of life!

KS2 RSE Solution

This resource is a Relationships and Sex Education (RSE) solution for time pressured teachers, ensuring RSE is relevant to the current needs of children growing, learning and living in the modern world.

Forming a complete schedule of work that utilises evidence-based teaching strategies, the resource meets national legislation and guidance requirements to support schools to teach a spiral curriculum for KS2.

The resource has been written by a national RSE Adviser who has first-hand experience of teaching RSE in a wide range of settings. It is part of a package of training, resources and consultancy to help schools teach RSE effectively.

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