RSE – Penny Acres/Wigley Federation – Summer Term 2023

Activities taken from *PSHE Matters: A PSHE Curriculum for Primary Schools*

Years 3 and 4

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| Learning Outcomes | Activity ideas | Resources and additional information |
| * That images in the media do not always reflect reality. * Celebrate our strengths/qualities. * About the kind of changes that happen in life and the associated feelings. * That simple hygiene routine can prevent the spread of bacteria. * About the changes that happen as they grow up. * The right to protect our bodies. * About differences and similarities between people, but understand everyone is equal. * About the difference between acceptable and unacceptable physical contact. * Knowing the names of the body parts. * Recognise and challenge stereotypes. | Baseline assessment: In pairs, what does growing up mean to them?  Read the story ‘Your Mummy Ate my Football’ by Lynwen Jones. It uses clear language to describe how babies are born and taken care of.  Provide the children with different headings:   1. What do parents/carers need? 2. What does a baby need? 3. What do the brothers/sisters need?   Imagine a new baby has been born into the family. Think of what each family member’s needs might be, emotionally and physically. Create lists. Draw a cartoon strip for either the parent, baby or sibling. | Your Mummy Ate my Football’ by Lynwen Jones.  ‘True Love’ Babette Cole |
| Use some of the words from *Your mummy ate my football* to create a game to ensure children understand the vocabulary. Give each group a set of cards with these words on:   |  |  |  | | --- | --- | --- | | womb/uterus | breast | ovaries | | umbilical  cord | sperm | testicles | | ovary | vagina | breasts |   Read out he definition from the book. Ask the group to decide together and hold up the correct word card. Use the book to check for the correct answers. Ask the children to stick the words onto a chart with male, female and both. Clear up any misunderstandings.  Explain that a woman’ s body gets ready for a baby to grow by developing a safe place in the womb. If a baby doesn’t grow there, the body gets rid of some extra blood that isn’t needed. This happens for a few days every month and is called a period. Alert them who to ask for help in school and where to go to dispose of products.  Extension activity: Provide children with the covers of 2 comics – one aimed at boys and one at girls. Ask them to identify the different presentation e.g. font colours, pictures etc. What ideas would the covers give an alien from another planet about boys and girls? (interests, aspirations) Are these ideas accurate? How might they influence children? Can everyone like Spiderman or Cinderella?  Design a magazine cover which might appeal to boys and girls. | Vocabulary list |
| Imagine in a science lesson the teacher has created a potion that can make someone younger and reverses the human life cycle. Discuss and draw on the board what is meant by the human life cycle.  Watch the video.  Whilst eating a school dinner, the teacher puts a potion in their food. Draw what they might look like as they go through the changes.  Label all the changes on their piece of work.  Highlight din different colours the changes they might be in control of e.g. clothes. Hairstyle. And the changes they are not in control of e.g. height, shoe size, facial hair, spots, voice changes.  Does this happen to everyone?  At what age might they happen? Is it the same for everyone? Why might this information be important for you to know?  If you were to make a magic potion, which part of the human lifestyle would you like to visit and why? | <https://www.bbc.co.uk/bitesize/topics/zgssgk7> |
| What do we mean by personal hygiene? Think about how growing up might mean different routines. Why do people sweat? Discuss how sweat can produce an odour or smell. This is normal but often you can’t smell yourself. Wah and change underwear and socks regularly.  Develop an advert that encourages young people to stay clean and remember their personal hygiene.  Imagine you were feeling very uncomfortable about the way someone was behaving towards you or something they have shown you on your phone. Draw 3 large concentric circles with you in the middle. Ask the class who could be in the next circle? (family I can talk to), who in the last circle (people in school I can talk to), and who in the last circle (people who I don’t know well I can talk to e.g. ChildLine, police.  Get out their initial assessment. Can they add to this list of growing up? | Sheet with concentric circles on |

Years 5 and 6

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| Learning Outcomes | Activity ideas | Resources and additional information |
| * Explore how images from the media and online do not always reflect reality. * Identify the intensity of feelings. * Recognise conflicting feelings. * That simple hygiene routine can prevent the spread of bacteria. * Identify pressures and influences. * Understand changes that happen at puberty. * Understand what puberty and human reproduction is. * Identify qualities of a healthy relationship. * About committed loving relationships. * About differences and similarities between people, but understand everyone is equal. * Debate topical issues. | Baseline assessment:  What is puberty? List ideas together. Using a body outline, ask children to add what sort of physical and emotional changes may happen during puberty. Is this different for boys and girls?  Provide cards describing the changes:  <https://www.abovethewaist.org/sites/default/files/6th_pondering_puberty.pdf>  In pairs, ask them to split into changes to boys, girls and both.    Additional vocabulary list from parents’ meeting may be used.  Ask them to talk about any questions or worries they may have about going through puberty. Set guidelines: they are not to discuss other individuals – respect their privacy. Questions will be answered about puberty only. Some questions may be referred back to talk with parents. Go through the questions in the next session.  Look at question box: Suggest to children that they may place any anonymous questions inside the box. If they are appropriate to the programme, they will be answered. |  |
| Provide a bag of objects: deodorant, socks, book *Your mummy ate a football,* sanitary towel.  What are they? How do they relate to puberty?  Boys and girls to be taught separately this session.  Start with Chris’s story.  Mr Ratcliffe and Miss Gregory may teach separately.  (Puberty power point boys and girls)  Girls: Review as a group and answer any misconceptions. Have examples of sanitary towels and tampons and talk about menstruation. Discuss what to do at school. (Sanitary Disposal in toilet cubicle, sanitary pads available in the toilets.)  Boys: Revise changes to boys during puberty. Look at the production of sperm and misconceptions. Look how emotions change. Briefly discuss changes for girls. Go over hygiene. Years 5 and 6 taught together.)  Last 10 minutes of session:  Bring back together and answer questions from questions box. | Bag of items including tampons, sanitary towels,  reusable sanitary wear |
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| Explain that sometimes during puberty, an adolescent goes through many emotional, as well as physical changes. Why might young people often go through puberty start to feel self-conscious or embarrassed? List ideas.  Explain that being embarrassed is a normal emotion.  Read out a list of embarrassing situations:   * Being asked out on a date. * Falling over in the mud at school. * Getting a kiss from a parent in public. * Receiving a Valentine’s day card. * Developing spots. * Getting a question wrong in class. * Seeing an unflattering photo of themselves. * Being praised in a school assembly. * Being told they smell of sweat.   Use an emotional thermometer (page 110)  Does everyone all feel the same? What does this depend on? What strategies could you use? How could they support a friend?  Think about the word ‘selfie’. What does it mean? Why do you think people take selfies? Write a list in a small group of the pros and cons of taking a selfie. Talk about ‘airbrushing’ online and wanting the perfect body image. Discuss the issues with this. Design a ‘H’Elfie’ – a healthy or happy selfie, based on activities that show a healthy, happy lifestyle rather than a prescribed body image.  Relationships.  Have a number of pictures on the table of different relationships. List all the types of relationships they can see, plus any others they can think of. Correct any terminology and stereotypes. Choose a picture. Ask them to stick it in the middle of the sheet and write down a list of positive/healthy relationships.  Would a positive relationship ask you to share a body image that you don’t want to? What should you do if this happens? If you see an image online, what should you do and what shouldn’t you do? Discuss taking appropriate images and sharing these.  Summarise what they have learnt today and give time for additional problems to be added to the box. | Emotional Thermometer |
| Possible Y6 activity only, on parental request.  Read the book *Where Willy Went* by Nicholas Allan. Ask them to review which parts of the book were fact and which were fiction.   * There are 300 million sperm in a man’s testicles * Sperm go to school * Sperm race to reach the egg * Eggs live inside women’s bodies * Sperm wear goggles, have a number, and use maps to reach the egg * Men and women make a baby by joining together * When an egg and sperm join, they make a baby * Children are usually good at the same things as their parents   Is there any information missing from this book? Why do you think that is? Why does the book combine fact and fiction? What age range is the book aimed at?  How does sperm enter a woman’s body? Discuss what sexual intercourse is and any misconceptions about how a person can get pregnant. Go back to the last session about healthy relationships. Talk about this happens in the loving and respected relationships discussed. Tell the children the legalities – the law states that anyone over the age of 16 can legally consent to sex. What does the word consent mean to them? Go over work covered in previous years about inappropriate touching and gaining consent.    Go over any additional questions they may have and talk about discussing the content of these sessions with parents. |  |