


Subject	PSHE	Year Group	5	Unit title	RSE
		<ul style="list-style-type: none"> <li>▪ <b>Character:</b> Children will understand the importance of privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</li> <li>▪ <b>Competence:</b> Children will know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).</li> <li>▪ <b>Community:</b> Children will know where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</li> </ul>			
<b>Skills</b>			<b>Assessment</b>		
Self-awareness Self-regulation			<ul style="list-style-type: none"> <li>▪ Retrieval practice at the start of every lesson.</li> <li>▪ Pause points/plenary to check for understanding in every lesson.</li> <li>▪ Socratic quizzes/reflection tasks at end of lessons.</li> </ul>		
<b>Prior linked learning of core concepts</b>		<b>Future linked learning of core concepts</b>		<b>Teacher preparation required</b>	
Y4 T5 Unit 6		Y6 T5 Unit 6		<ul style="list-style-type: none"> <li>▪ Ensure sound knowledge from the knowledge organiser content and prior knowledge.</li> <li>▪ Download teacher and pupil decks to your own iPad and amend for your cohort.</li> <li>▪ Read teacher notes for guidance.</li> </ul>	
<b>Other Resources</b>					
PDFs or PPs will be provided for texts.					
Week	Learning Outcome	PSHE Association: Programme of Study	Additional guidance	Lesson details	Further resources
1	<p>~ <b>Recognise that families of all types can give family members love, security and stability.</b></p> <p>~ <b>Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</b></p>	<p><b>KS2 R6.</b> that a feature of positive family life is caring relationships; about the different ways in which people care for one another.</p> <p><b>KS2 R7.</b> to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster</p>	<p>Informing parents / carers of when all these lessons are being delivered will enable them to respond appropriately and in a timely manner to any potential questions that may arise following these lessons.</p> <p><b>Set ground rules.</b> It's important to tell the children they will be discussing sensitive information, so it is important to have ground rules. Set the ground rules with the children at the start of every lesson this term. Also <b>emphasise confidentiality and safeguarding.</b> There is a slide with Teacher notes and a script to help with emphasising confidentiality and safeguarding.</p>	<p>In this lesson the children will:</p> <ul style="list-style-type: none"> <li>• Identify different relationships in their own life.</li> <li>• Understand that a feature of positive family life is caring relationships.</li> <li>• Consider the different ways in which people care for one another.</li> <li>• Describe what a healthy relationship looks like. Through real life scenarios they will consider the feelings of others and how to respond to this, such as being lonely/excluded.</li> <li>• Learn about appropriate and inappropriate touch and where to find</li> </ul>	<p>The NSPCC has a range of relevant and useful resources on sex and relationships. <a href="https://www.nspcc.org.uk/keeping-children-safe/">https://www.nspcc.org.uk/keeping-children-safe/</a></p> <p><b>IF YOU ARE A MEMBER:</b> <a href="#">Medway / PSHEAssociation RSE Resource</a> – YR 6 – Lesson 3 – Positive and Healthy Relationships.</p>

	<p>~ <b>Know about keeping something confidential or secret, when this should or should not be agreed to and when it is right to break a confidence or share a secret.</b></p>	<p>parents); that families of all types can give family members love, security and stability.</p> <p><b>KS2 R9.</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p> <p><b>KS2 R22.</b> about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p> <p><b>KS2 R25.</b> recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p> <p><b>KS2 R27.</b> about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</p>	<p>Be aware of vulnerable pupils &amp; safeguarding (family backgrounds/history). For lessons covering a sensitive topic always provide information at the end of the lesson on who children can speak to with any worries or concerns. Be aware that safeguarding issues may arise from discussion on these topics, if this did occur then Academy Child Protection Procedure should be followed.</p> <p>This may be a sensitive topic for some pupils therefore it is important to end the lesson with signposting to appropriate support or further advice for pupils. Encourage them to share, if they have any further questions, even if this is simply encouraging them to discuss with family at home or putting a question in the class private question box.</p> <p><b>2020 Statutory Guidance Families and people who care for me:</b></p> <ul style="list-style-type: none"> <li>- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>- how to recognise if family relationships are making them unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>- how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul> <p><b>Being Safe:</b></p>	<p>support if needed.</p> <ul style="list-style-type: none"> <li>• Explain the right to privacy and where on their body is private.</li> <li>• Recognise that their body belongs to them and recall how to protect their bodies.</li> <li>• Discuss the difference between good and worry secrets and identify who to approach for help if they were worried.</li> <li>•</li> </ul>	<p>The NSPCC have a range of lessons and resources called <a href="#">PANTS</a>.</p>
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2	<p>~ <b>Know about puberty and what it means to me.</b></p> <p>- <b>Identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</b></p>	<p><b>KS2 H30.</b> to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p><b>KS2 H31.</b> about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).</p> <p><b>KS2 H32.</b> about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</p> <p><b>KS2 H34.</b> about where to get more information, help and advice about</p>	<p><b>Recap the ground rules.</b> It’s important to remind the children they will be discussing sensitive information. Recap the ground rules at the start of every lesson this term. Also <b>emphasise confidentiality and safeguarding.</b> There is a slide with Teacher notes and a script to help with emphasising confidentiality and safeguarding.</p> <p>It would also be helpful to arrange for an additional female member of staff (teacher or classroom assistant) to support this session.</p> <p>This may be a sensitive topic for some pupils therefore it is important to end the lesson with signposting to appropriate support or further advice for pupils.</p> <p>Encourage them to share, if they have any further questions, even if this is simply encouraging them to discuss with family at home or putting a question in the class private question box.</p> <p>Be aware that vocabulary around body parts particularly when discussing genitalia may not be developed. Often children use non-scientific or ‘home accepted’ words.</p> <p>Familiarise yourself with the vocabulary required in this lesson. Prior to the lesson, read the lesson guidance throughout the slides, for additional support.</p> <p><b>2020 Statutory Guidance Changing adolescent body:</b></p>	<ul style="list-style-type: none"> <li>• In this lesson the children will:</li> <li>• Learn about puberty and what it means grow into an adult.</li> <li>• Describe how children change into adults so that they are able to reproduce and understand that puberty is part of this process.</li> <li>• Label the main parts of the male reproductive organs including external genitalia.</li> <li>• Define what puberty is and list physical and emotional changes that happen to boys and girls during this time of change.</li> <li>• Identify some similarities in the changes for males and females during puberty.</li> <li>• Explain the steps required to look after their bodies during puberty and how to manage their personal hygiene.</li> </ul>	<p>Further information for teachers - <a href="https://www.nhs.uk/conditions/early-or-delayed-puberty/#:~:text=Signs%20of%20puberty%20include%20girls,the%20average%20age%20is%2012.">https://www.nhs.uk/conditions/early-or-delayed-puberty/#:~:text=Signs%20of%20puberty%20include%20girls,the%20average%20age%20is%2012.</a></p> <p>NHS Wales information for signs of puberty: <a href="https://111.wales.nhs.uk/Puberty/">https://111.wales.nhs.uk/Puberty/</a></p> <p>Child and parent friendly leaflet on puberty by the NHS <a href="https://www.nhs.uk/livewell/puberty/documents/4yomarch2010nonprinting.pdf">https://www.nhs.uk/livewell/puberty/documents/4yomarch2010nonprinting.pdf</a></p> <p>IF YOU ARE A MEMBER: Medway / PSHE Association RSE Resource Yr 4/5 – Lesson 2 – Menstruation and Wet Dreams <a href="https://pshe-association.org.uk/search?queryTerm=relationships+and+sex+education">https://pshe-association.org.uk/search?queryTerm=relationships+and+sex+education</a></p>

		growing and changing, especially about puberty.	- <i>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</i>		Advice for parents and carers: Royal College of Psychologists - Surviving Adolescence <a href="https://www.rcpsych.ac.uk/mental-health/parents-and-young-people/information-for-parents-and-carers/surviving-adolescence-for-parents">https://www.rcpsych.ac.uk/mental-health/parents-and-young-people/information-for-parents-and-carers/surviving-adolescence-for-parents</a>  Sex Education Forum - <a href="#">Puberty</a>
3	<p>~ Know about puberty and what it means to me.</p> <p>- Identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p>	<p><b>KS2 H30.</b> to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p><b>KS2 H31.</b> about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).</p>	<p>This is a lesson for which you will find it helpful to have the support of a School Health Nurse, if you can arrange it. They will probably be happy to take the lead on clarifying details about menstruation and explaining and demonstrating the items of sanitary wear.</p> <p>Ensure you know the policy and procedures that support any girls in your Academy when having a period.</p> <p><b>Recap the ground rules.</b> It's important to remind the children they will be discussing sensitive information. Recap the ground rules at the start of every lesson this term. Also <b>emphasise confidentiality and safeguarding.</b> There is a slide with Teacher notes and a script to help with emphasising confidentiality and safeguarding.</p> <p>It is important to include in the lesson signposting to appropriate support or for further advice for pupils, should they have any further questions, even if this is simply encouraging them to discuss with family at</p>	<p>In this lesson the children will:</p> <ul style="list-style-type: none"> <li>• Understand there is much about puberty that is completely out of their control but there are also things they can control.</li> <li>• Identify changes that they can control as they grow into an adult.</li> <li>• Give advice or words of support that they could offer if a friend has a particular worry or concern about a change that occurs in puberty.</li> <li>• Describe how periods affect girls both physically and emotionally.</li> <li>• Discuss how personal hygiene is even more important when a girl is having her period.</li> <li>• Describe how females maintain hygiene during menstruation (having a period).</li> </ul>	<p>TES <a href="https://www.tes.com/d7/period-education-betty-for-schools">https://www.tes.com/d7/period-education-betty-for-schools</a> Please note Betty for schools link does not work but TES have other resources here too.</p> <p>Further information for teachers - <a href="https://www.nhs.uk/conditions/early-or-delayed-puberty/#:~:text=Signs%20of%20puberty%20include%20girls,the%20average%20age%20is%2012.">https://www.nhs.uk/conditions/early-or-delayed-puberty/#:~:text=Signs%20of%20puberty%20include%20girls,the%20average%20age%20is%2012.</a></p> <p>NHS Wales information for signs of puberty: <a href="https://111.wales.nhs.uk/Puberty/">https://111.wales.nhs.uk/Puberty/</a></p>

		<p><b>KS2 H32.</b> about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</p> <p><b>KS2 H34.</b> About where to get more information, help and advice about growing and changing, especially about puberty.</p>	<p>home or putting a question in the class private question box.</p> <p>Be aware that vocabulary around body parts particularly when discussing genitalia may not be developed. Often children use non-scientific or ‘home accepted’ words.</p> <p>Familiarise yourself with the vocabulary required in this lesson.</p> <p>Prior to the lesson, read the lesson guidance throughout the slides, for additional support.</p> <p><b>2020 Statutory Guidance</b>  <b>Changing adolescent body:</b>  <i>- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</i>  <i>- about menstrual wellbeing including the key facts about the menstrual cycle.</i></p>		<p>Child and parent friendly leaflet on puberty by the NHS  <a href="https://www.nhs.uk/livewell/puberty/documents/4youmarch2010nonprinting.pdf">https://www.nhs.uk/livewell/puberty/documents/4youmarch2010nonprinting.pdf</a></p> <p>IF YOU ARE A MEMBER:  Medway / PSHE Association RSE Resource Yr 4/5 – Lesson 2 – Menstruation and Wet Dreams <a href="https://pshe-association.org.uk/search?queryTerm=relationships+and+sex+education">https://pshe-association.org.uk/search?queryTerm=relationships+and+sex+education</a></p> <p>Advice for parents and carers: Royal College of Psychologists - Surviving Adolescence  <a href="https://www.rcpsych.ac.uk/mental-health/parents-and-young-people/information-for-parents-and-carers/surviving-adolescence-for-parents">https://www.rcpsych.ac.uk/mental-health/parents-and-young-people/information-for-parents-and-carers/surviving-adolescence-for-parents</a></p> <p>Sex Education Forum - <a href="#">Puberty</a></p>
4	Know what FGM is.	<p><b>KS2 H46.</b> that female genital mutilation (FGM) is against British law, what to do and whom to</p>	<p><b>Optional lesson to be decided by each Academy.</b>  Recommended to be delivered in conjunction with Lesson 1.</p>	<p>In this lesson the children will:</p> <ul style="list-style-type: none"> <li>Identify who they may give permission to touch us. e.g. holding a parent’s hand as we cross a road, a nurse or doctor if</li> </ul>	<p>The NSPCC has a range of lessons and resources called <a href="#">PANTS</a>.</p>

		<p>tell if they think they or someone they know might be at risk.</p> <p><b>KS2 R9.</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p> <p><b>KS2 R22.</b> about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p> <p><b>KS2 R25.</b> recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p> <p><b>KS2 R29.</b> where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p>	<p>Be aware of vulnerable pupils &amp; safeguarding (family backgrounds/history). For lessons covering a sensitive topic always provide information at the end of the lesson on who children can speak to with any worries or concerns. Be aware that safeguarding issues may arise from discussion on these topics, if this did occur then school child protection procedure should be followed.</p> <p>FGM is a sensitive and emotive subject. It is therefore essential that a safe learning environment is created for the session to take place. Ensure that other staff are aware that FGM will be discussed with pupils before teaching takes place. This will help to ensure the school is prepared to respond to any concerns or disclosures that arise, in particular child protection concerns.</p> <p>This may be a sensitive topic for some pupils therefore it is important to end the lesson with signposting to appropriate support or further advice for pupils. Students should be encouraged to identify who they can speak to for support and how they can ask for support.</p> <p>Familiarise yourself with the vocabulary required in this lesson. Prior to the lesson, read the lesson guidance throughout the slides, for additional support.</p> <p><b>2020 Statutory Guidance – Being Safe:</b>  - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).  - about the concept of privacy.</p>	<p>we were poorly.</p> <ul style="list-style-type: none"> <li>• Know that their body belongs to them and recall how to protect their body.</li> <li>• Label the main parts of the female reproductive organs including external genitalia.</li> <li>• Learn what FGM stands for.</li> <li>• Learn what FGM is.</li> <li>• Learn what harm FGM causes.</li> <li>• Recall what legal and illegal means.</li> <li>• Know that female genital mutilation (FGM) is against British law.</li> <li>• Learn where to find support if needed for themselves or others.</li> </ul>	<p><a href="#">Learning about Human Rights in the Primary School</a> – <b>Universal Declaration of Human Rights</b> and <b>UN Convention on the Rights of the Child</b></p>
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