


Subject	PSHE	Year Group	6	Unit title	RSE
		<ul style="list-style-type: none"> <li>▪ <b>Character:</b> Children will understand about how responsibilities, rights and duties are part of their lives now and how they will change in the future.</li> <li>▪ <b>Competence:</b> Children will know about the processes of reproduction and birth as part of the human life cycle.</li> <li>▪ <b>Community:</b> Children will be able to recognise that a feature of positive family life is caring relationships and know about the different ways in which people care for one another.</li> </ul>			
<b>Skills</b>			<b>Assessment</b>		
Positive risk taking Self-awareness Clarifying and re-evaluating values and beliefs			<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>	
Y5 T5 Unit 6		KS3 RSE Positive relationships, Relationship values, forming and maintaining respectful relationships, consent, contraception and parenthood		<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>~ Know about the new opportunities and responsibilities that increasing independence may bring.</p> <p>~ Know strategies to manage transitions between classes and key stages.</p>	<p><b>KS2 H35.</b> about the new opportunities and responsibilities that increasing independence may bring.</p> <p><b>KS2 H36.</b> strategies to manage transitions between classes and key stages.</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></p>	<p>In this lesson the children will:</p> <p><b>Learn about how responsibilities, rights and duties are part of their lives now and how they will change in the future.</b></p> <p><b>Name responsibilities they have at school and at home.</b></p> <p><b>Describe how it feels when they act responsibly.</b></p> <p><b>Identify how as we grow and change, we have increased independence and responsibilities.</b></p> <p><b>Name some of the responsibilities they may have as they get older.</b></p> <p><b>List different responsibilities to different stages in life.</b></p> <p><b>Consider why they have more responsibilities as I grow older.</b></p>	<p><b>IF YOU ARE A MEMBER:</b></p> <p><a href="#">Medway /PSHEAssociation RSE Resource</a> YR 6 Lesson 2 – Change and Becoming Independent</p>

			<p>There is a slide with Teacher notes and a script to help with emphasising confidentiality and safeguarding.</p> <p>Be aware of vulnerable pupils and safeguarding (family backgrounds/ history). Some sensitive lesson topics may increase the risk of disclosure and it is therefore important to allow time to explore feeling unsafe and who they should speak to if they are worried or concerned.</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>Explore how they feel about transitioning to secondary school.</b></p> <p><b>Identify the reasons why transition may be challenging.</b></p> <p><b>Provide some examples of how to cope with transition to secondary school.</b></p> <p><b>Identify different strategies that may help with this change.</b></p>	
2	<p>~ <b>Know that a loving relationship might result in marriage or civil partnership as a legal declaration of commitment, which is intended to be lifelong.</b></p> <p>~ <b>Understand that people who love and care for each other can be in a committed</b></p>	<p><b>KS2 R3.</b> about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.</p> <p><b>KS2 R4.</b> that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.</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>Be aware of vulnerable pupils and safeguarding (family backgrounds/ history). Some sensitive lesson topics may increase the risk of disclosure</p>	<p>In this lesson the children will:</p> <ul style="list-style-type: none"> <li>• Identify the positive qualities and expectations for different relationships.</li> <li>• Describe different types of relationship, including marriage.</li> <li>• Explain the similarities and differences between friendships and romantic relationships.</li> <li>• Define forced marriage.</li> </ul>	<p>Sign up for free KS2 forced marriage lesson <a href="https://freedomcharity.org.uk/forced-marriage/">https://freedomcharity.org.uk/forced-marriage/</a></p> <p>Further educational resources recommended by Amnesty International on forced marriage <a href="#">here.</a></p>

	<p>relationship, living together, but may also live apart. ~ Know what a 'forced marriage' is.</p>	<p><b>KS2 R5.</b> that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.</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>and it is therefore important to allow them to feel safe and know who they should speak to if they are worried or concerned.</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>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> -that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. - 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.</p>		
3	~ Know about the processes of reproduction and	<b>KS2 H30.</b> to identify the external genitalia and internal	Informing parents / carers of when these lessons are being delivered will enable them to respond	In this lesson the children will: <ul style="list-style-type: none"> <li>• Write down how a loving couple may express their love and commitment to each other.</li> </ul>	PSHE association has teacher guidance on teaching consent

	<p><b>birth as part of the human life cycle.</b></p> <p>~ <b>Know how babies are conceived.</b></p>	<p>reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p><b>KS2 H33.</b> about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.</p>	<p>appropriately and in a timely manner to any potential questions that may arise following these lessons.</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>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>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 home or putting a question in the class private question box.</p>	<ul style="list-style-type: none"> <li>• Explain what sexual intercourse is and identify that this may be one part of an intimate relationship between consenting adults.</li> <li>• Understand what it means to give consent and how both adults should freely agree, feel comfortable about having a sexual relationship.</li> <li>• Identify things that adults may need to consider before having a baby.</li> <li>• Learn about human reproduction.</li> <li>• Name the male and female body parts associated with conception and pregnancy.</li> <li>• Know how babies are conceived.</li> <li>• Know that it requires an ovum (egg) and sperm for fertilisation to occur and to begin the process of conception.</li> <li>• Explain that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus/womb (female).</li> <li>• Describe what pregnancy is, where a baby grows and develops and how long pregnancy takes in a human.</li> <li>• Order the stages of conception and fertilisation.</li> </ul>	<p><a href="https://fs.hubspotusercontent00.net/hubfs/20248256/Guidance/Documents/Teaching%20about%20consent%20-%20teacher%20guidance.pdf?hsCtaTracking=ff60c667-bdf9-46d2-93c1-62986c000924%7Cc388c8eb-7b52-4d5e-9cab-c502e76a3523">https://fs.hubspotusercontent00.net/hubfs/20248256/Guidance/Documents/Teaching%20about%20consent%20-%20teacher%20guidance.pdf?hsCtaTracking=ff60c667-bdf9-46d2-93c1-62986c000924%7Cc388c8eb-7b52-4d5e-9cab-c502e76a3523</a></p> <p>IF YOU ARE A MEMBER PSHE Association have a lesson <a href="#">Medway / PSHE Association RSE Resource</a> – YR 6 – How a baby is made</p>
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