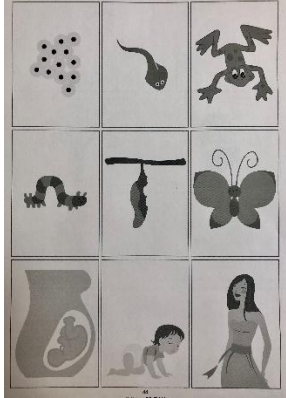
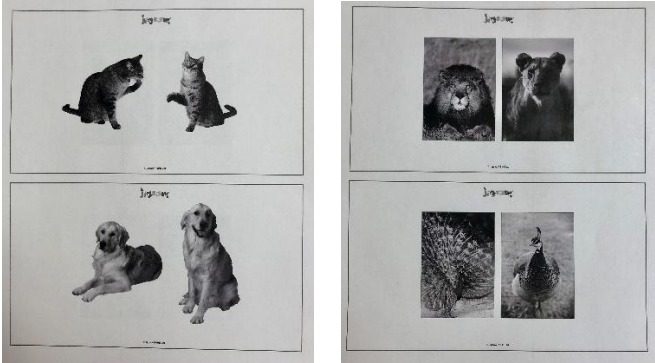
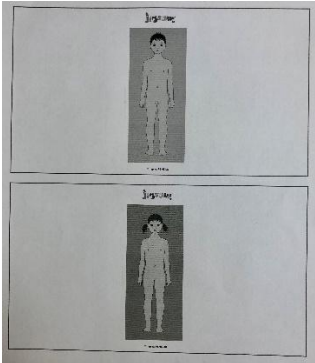


Relationships and Sex Education Lesson Overview

Year 1: Changing Me

Lesson	Learning Objectives	Lesson Overview
1	I am starting to understand the lifecycles of animals and humans.	The children will look at the lifecycle of a frog and discuss what happens at each stage. They will then look at the lifecycle of a human, from baby to adult, and discuss the different stages of growth. The teacher will explain to the children that humans grow at different rates as our bodies are all unique. In groups, the children will then sort the following lifecycle cards sequentially (these will be jumbled prior to the lesson): 
2	I can tell you some things about me that have changed and some things about me that have stayed the same.	The children will recap of the lifecycles covered in session 1 and the teacher will clarify that all living things have a lifecycle and grow from young/baby to fully grown/adult. The children will consider all the things that they can do now that they couldn't do when they were a baby. They will produce a piece of work showing their lifecycle so far, from baby – toddler – child, drawing a picture of themselves at each stage.
3	I can tell you how my body has changed since I was a baby.	Prior to this lesson, the children will be asked to bring in photographs of themselves as babies. The teacher will show the different photographs and the children have to guess who it is. The teacher will explain that we are changing all the time but we are still 'us'. The children will discuss how they have changed since they were a baby in terms of their bodies, abilities and personalities.

4	I can identify the parts of the body that make boys different to girls and can use the correct names for these.	The children will be shown the following slides and asked to distinguish which animals are male and which are female. How do they know?  They will then be shown the following image of a boy and a girl and asked to identify ways in which they look different:  The teacher will establish that we can tell the difference between boys and girls by their private body parts. Teacher to use the words: penis, testicles, vagina/vulva to correctly name these parts of our body. Teacher to explain how these private parts (covered by our underwear) are special and that no one should do anything to them which hurts them or makes them feel scared. The teacher will ensure that they know who they can talk to if ever they do feel hurt or scared. The children will then sort a series of body part cards into a Venn diagram, identifying those associated with boys, those associated with girls and those associated with both boys and girls.
5	I understand that every time I learn something new, I change a little bit.	The children will sequence some picture cards showing different stages of development from baby to child e.g. a baby crawling and an older child skipping. They will then have the opportunity to draw their own pictures to show the things that they have learnt to do since they were a baby.

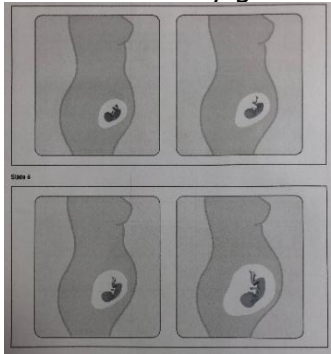
6	I can tell you about changes that have happened in my life.	The teacher will read a story about a class moving to a new year group and their worries. This will allow an ideal opportunity for the children to discuss anything that they are worried about. The children will then consider other big changes that have happened in their life and how they felt about these changes.
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Year 2: Changing Me

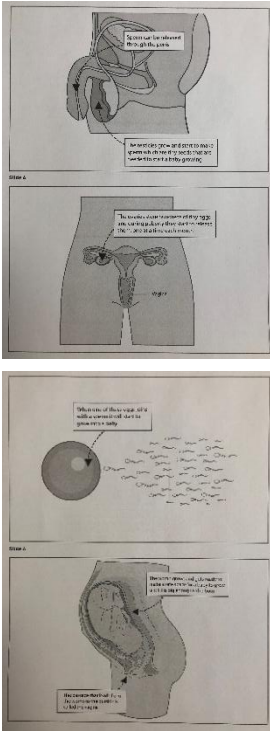
Lesson	Learning Objectives	Lesson Overview
1	I can recognise cycles of life in nature.	The children will discuss the four seasons and the changes that happen at each stage – they will discuss how these changes make them feel and understand that they have no control over the changes that take place. The children will then learn about the lifecycle of a human and the associated changes from egg – baby – toddler – child – teenager – adult. They will have the opportunity to express how they feel about these changes.
2	I can tell you about the natural process of growing from young to old and understand that this is not in my control.	The children will be required to bring a photograph of an elderly relative (or friend) who is special to them. We will discuss the changes we can visibly see between us and our elderly relative/friend (e.g. skin is wrinkly, hair is grey) as well as those changes that we can't see (e.g. we walk slower/with a stick). The children will understand that we have no control over these changes that occur and that it is a natural part of the aging process. The children will be given a paper heart and asked to stick their photograph on one side. They will then write reasons why they love/respect this person on the other side.
3	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.	The teacher will prepare a mystery bag filled with items associated with the different stages of growing up – children to identify which items link to each stage of development. Discuss that with each stage comes more freedom, more independence, more responsibility and more knowledge. The children will produce their own timeline to show how they will develop over time e.g. baby – I sat-up on my own, child – I learnt to read, adult – I will have a job.
4	I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private.	The children will discuss how boys and girls are different in the things that they do. The teacher will place an outline of a girl and a boy on the floor and the children will identify the parts of the body associated with each. We will discuss the physical differences in the way that we look using the correct anatomical vocabulary e.g. penis, testicles, vagina and anus. The teacher will provide some clothing for the children to sort – they will discuss if there is a difference between what boys and girls wear?
5	I understand there are different types of touch and can tell you which ones	The teacher will prepare a mystery bag filled with items of various textures. The children will feel and describe the items and identify those that they like/dislike to touch. The children will be encouraged to explain why they like/dislike the feel of these items against their skin.

	I like and don't like.	The children will be asked to think of other touches that they like or gives them comfort e.g. cuddles, hair being brushed etc.
6	I can identify what I am looking forward to when I move to my next class.	The children will discuss their hopes and fears for moving to Year 3 – hopefully they will have had the opportunity to meet their new teacher and complete other transition work in advance of this session. In summary of this unit of work, the children will produce further paper hearts with information about the following: - What do they like about who they are? - What are they looking forward to about getting older? - What would they like to change about themselves next academic year?

Year 3: Changing Me

Lesson	Learning Objectives	Lesson Overview
1	I can understand that in animals and humans, lots of changes happen between conception and growing up, and that usually it is the female who has the baby.	The children will be shown a picture of a mother and a baby. A discussion will be had about how it is the mother who gives birth to the baby but the father has an important role to play too (no further details will be shared). The children will be asked to list things that a baby can't do for themselves – this will help them to see that an adult has to devote a lot of time and care into helping the baby develop. The children will also consider what it would feel like to have a new baby in the family. The children will draw 3 pictures: a baby, a child and an adult. They will write a short description under each to show the changes that occur as they grow. This could relate to a human or an animal.
2	- I understand how babies grow and develop in the mother's uterus. - I understand what a baby needs to live and grow.	The children will recap on the things that a baby needs to survive, live and grow – the teacher will explain that adults don't just support them with their physical needs but also their emotional needs too. The children will be asked to think about how the life of a baby starts out. They will consider where and how the baby begins to grow. The children will view the following slides of a baby developing inside the mother's uterus and learn that a baby gets all its nutrients from the mother whilst in her womb.  The image consists of four diagrams arranged in a 2x2 grid, labeled 'Slide 1' through 'Slide 4'. Each diagram shows a cross-section of a pregnant woman's torso with the fetus inside the uterus. The diagrams illustrate the progression of fetal development from an early stage to a more advanced stage.
3	I understand that boys' and girls' bodies need to change so that when they grow up, their bodies can make babies.	The children will play a game to help them identify changes that have happened to them in their lifetime e.g. if they've ever moved house, attended a different school or got/lost a pet. The children will discuss how they felt about these changes. The teacher will explain that change is inevitable. The conversation will move onto puberty – this will be explained as '<i>a collection of changes that will gradually change their bodies from a child's body into an adult's body</i>'.

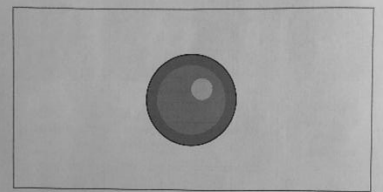
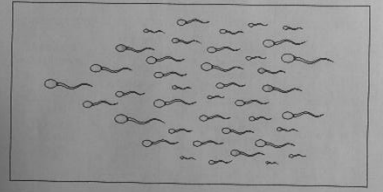
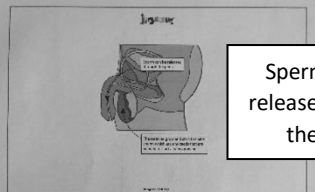
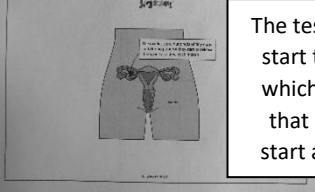
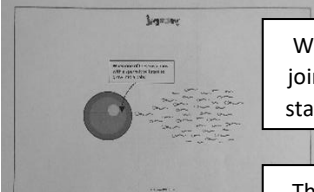
	I can identify how boys' and girls' bodies change on the outside during this growing up process.	The children will learn about the changes that happen on the outside of our bodies – they will be shown a series of cards and need to identify if it is a change that will happen to a male, a female or both. Cards include: - Growing pubic hair - Making new friends - Getting a deeper voice - Hips getting wider - Deciding when to go to bed - Growing facial hair - Choosing what to eat - Earning money - Choosing what clothes to buy - Growing taller - Growing underarm hair - Penis growing larger - Developing breasts - Starting new hobbies - Getting a boyfriend/girlfriend The teacher will explain that these changes will happen at different times for each individual because our bodies are all unique. The teacher will offer the opportunity for children to talk in private if they are worried about any of the changes identified.
4	- I can identify how boys' and girls' bodies change on the inside during the growing up process. - I can tell you why these changes are necessary so that their bodies can make babies when they are older.	The children will recap on how a baby grows inside their mother until they are ready to be born. They will then be asked to consider the difference between hen's eggs, frogspawn and human babies. Teacher to clarify that for some animals, the mother lays the egg(s) which the animal(s) grows inside but for other animals, the baby grows inside the mother until it is ready to be born. Recap on puberty and explain that, in addition to what they learnt last week, it is all about '<i>getting boys' and girls' bodies ready for making and having babies when they are older</i>'. The following information and slides will be shared with the children:

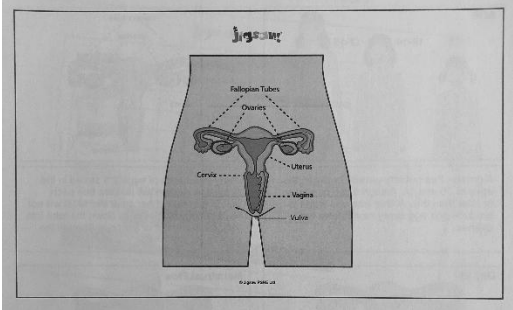
		 Boy's testicles grow and start to make sperm, which are tiny seeds that are needed to start a baby growing. Girl's ovaries store hundreds of tiny eggs. During puberty, these eggs are released, one at a time each month. Girls are born with these eggs inside their ovaries (called ova) waiting for puberty to start. When an egg (ova) joins with a sperm, it will start to grow a baby. The uterus/womb grows and gets ready to make a safe space for a baby to grow inside until it is big enough to be born. The passage that leads from the womb to the outside is called the vagina. If an ovum isn't fertilised, it passes out of the body as a 'period'. Animations may also be shared with the children if the teacher deems it appropriate. The animation shows the same images identified on the slides above.
5	I can start to recognise stereotypical ideas I might have about parenting and family roles.	The children will be given a list of chores and need to decide who is responsible for their completion: males, females or both. The children will discuss how the roles are not gender-specific and may identify how they are executed in their house. The children will participate in a design challenge with the boys designing a duvet cover for the girls and vice versa. The teacher will challenge any stereotypical views that the children might demonstrate in their designs e.g. the use of pink for girls. The children will discuss how these stereotypical views are formed by thinking about how shops, TV commercials and the media specifically aim their products at boys/girls.
6	I can identify what I am looking forward to when I move to my next class.	The children will discuss what they are looking forward to about moving to Year 4. They will produce a mobile showcasing the following information: - Something they are looking forward to about next year - A change they would like to make for themselves - Something they have learnt about their bodies and growing up - How they feel about growing up

		• Something that worries them about growing up and how they can manage their feelings • Something that they are looking forward to about growing up
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Year 4: Changing Me

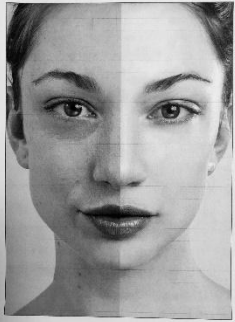
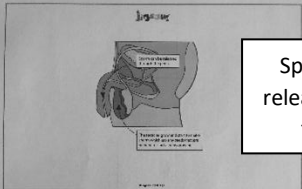
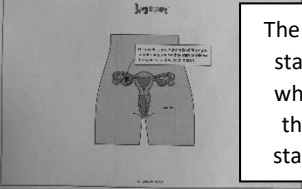
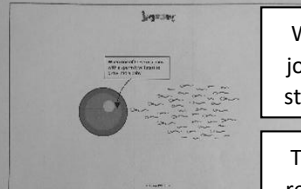
Lesson	Learning Objectives	Lesson Overview
1	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.	The children will learn the following facts about genes: - Each tiny cell in our body contains 25,000 – 35,000 genes. - Our bodies have many trillions of cells. - Genes carry the information that give us our characteristics (traits). - We get half of our genes from our birth mother and half our genes from our birth father. - The father's genes decide whether the baby will be male or female. The children will be shown an image of a mother, a father and their child. They need to identify which characteristics the child has inherited from their parents e.g. blue eyes, brown hair etc. They then need to draw a picture of how they imagine this child's sibling might look by considering the potential characteristics inherited from the parents.
2	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.	The teacher will explain that to make anything new, it requires the right ingredients and the right conditions. They will use the example of making a baby to highlight this. The ingredients would be: a sperm, an egg, a mother's womb to grow in and a family to provide love and care. The teacher will pose the following questions: - What do you think are the reasons why people might choose to have a baby? - What do you think might be difficult about looking after a new baby? In the follow-up discussion, the teacher will highlight that having a baby is a great joy and a big responsibility. Many people wait until they have a loving and stable relationship in which to care for the baby. Having a baby is a choice we make – some people want to have children, others don't. There is no right or wrong choice. The children will be shown the following slides to help them understand where the sperm and egg/ovum come from inside the body:

		      Sperm can be released through the penis The testicles grow and start to make sperm which are tiny seeds that are needed to start a baby growing When one of these ova joins with a sperm it will start to grow into a baby The womb grows and gets ready to make a safe space for a baby to grow until it is big enough to be born The passage that leads from the womb to the outside is called the vagina
		The children will also watch an animation of the female reproductive system – this highlights the journey of the egg/ovum. NB. The animation does not show conception. This animation will be discussed in more detail in lesson 3.
3	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult and that menstruation (having periods) is a natural part of this.	The children will recap puberty from the previous year and asked to share any comments they wish to make about what it means and how they feel about it. The teacher will have a 'bag of tricks' containing items related to puberty/growing up e.g. deodorant, acne cream, hair gel, a comb, a diary, a teenage magazine, a phone/iPad, a bra, shaving foam, a sanitary towel and a tampon. The items will be revealed individually and a brief discussion will take place about how they relate to growing up. The word 'menstruation' will be introduced when the sanitary items are displayed and the teacher will explain that this is a monthly event that affects females – this will be linked to the learning which took place in lesson 2. The children will re-watch the animation of the female reproductive system and the following information will be shared: - When a girl's body reaches puberty, the eggs (ova) in her ovaries start to mature. Puberty can happen any time between the ages of 10 and 14, but it is different for everyone so we shouldn't worry if we start puberty earlier or later than our friends. - Once a month, one of the tiny eggs (ova) stored in the woman's ovaries is released. It passes into the fallopian tube and then into the womb/uterus. - If the egg (ovum) meets a man's sperm at this point, the egg will be fertilised and a baby will start to grow. This is called conception. - Every month. The womb/uterus makes a thick, soft, spongy lining with an extra supply of blood to provide all the nutrients that a baby would need. - If an egg is fertilised, it settles into this soft lining of the womb/uterus and develops into a baby.

		• If an egg (ovum) isn't fertilised by a sperm, then the lining of the womb isn't needed. The lining breaks up and the spare blood it contains passes out of the woman's body through her vagina and vulva. This is what is called 'having a period'. • Unlike when we cut ourselves, this flow of blood is normal and natural for a girl who has reached puberty. It shows that their body is working as it should. • Girls need to soak up the blood (menstrual flow) as it comes out of the vagina/vulva. They can use an absorbent towel which they wear in their underwear, or a tampon which they insert into the vagina. It is important that these are changed regularly. • The amount of blood leaving the body varies from woman to woman, but on average it's about two tablespoons worth or enough to fill an egg cup. Most women have periods once a month until they are in their fifties when they gradually stop. The teacher may also show the following slide of the female internal organs, to explain the above:  The children will be invited to ask questions and share any concerns they have about puberty/growing up. There will also be a box for them to write anonymous questions after the session – these will be answered in the next lesson.
4	• I know how the circle of change works and can apply it to changes I want to make in my life.	The children will be shown four images of a tree during the four different seasons. They need to sequence them in order and discuss the following: • What started the process of change for the tree? • What happened in each stage of the change? • Did the tree have any control over the changes that were happening to it? The teacher will highlight that change is a natural part of life and something that we will all experience – some changes we can control and others we can't. The teacher will also discuss that some people find change difficult, especially when it is something unpleasant or unwanted, but there are ways to manage change so that we cope with it better. A story will be shared with the class underpinning the above.

5	I can identify changes that have been, and may continue to be, outside of my control that I learnt to accept.	The children will be shown some slides showing environmental change and will be asked to consider the following: - Why do these changes happen? - Do human beings have complete control over these changes? The teacher will elicit that humans can influence the planet for good or ill but that humans do not have complete control over it. The children will be asked to write a list of changes that have happened in their lives that they did not have control over – they will also be asked to describe how they felt when these changes were happening. The teacher will explain that accepting change is an essential ingredient for coping with it. The children will learn that whilst they do not have control over some changes, they do have control over how they approach and handle them and this should alleviate their fears/anxieties.
6	I can identify what I am looking forward to when I move to a new class.	The children will reflect on their learning throughout this unit and the teacher will address any unanswered questions that the children may still have. The children will then make a list of the changes that they think might happen to them during the next academic year, either personal or academic. They will consider the following: - Which changes can you control? - Which ones have you no control over? - How do you feel about this change? - What might help you best to manage/achieve the change? - How are you feeling about puberty? - Can you think of ways to help you manage the changes that are going to happen at puberty?

Year 5: Changing Me

Lesson	Learning Objectives	Lesson Overview
1	I am aware of my own self-image and how my body image fits into that.	The children will view some statements and consider whether they perceive them to be a positive or negative aspect of self-image. Cards will include the following: thin, short, blue eyes, sporty, caring, argumentative, timid, chatty. The teacher will question how they formed their views. The teacher will show the following image:  The teacher will explain how lots of the images we see online have been airbrushed or filtered to change their appearance. This means that what we see isn't always a true perception. It is therefore unfair to compare ourselves to things we see online. The children will consider the impact of seeing images (such as the above) on someone who disliked their body image. The teacher will elicit that this could affect their mental and physical health.
2	I can explain how a girl's body changes during puberty and understand the importance of looking yourself physically and emotionally.	The children will be shown the following slides:  Sperm can be released through the penis  The testicles grow and start to make sperm which are tiny seeds that are needed to start a baby growing  When one of these ova joins with a sperm it will start to grow into a baby  The womb grows and gets ready to make a safe space for a baby to grow until it is big enough to be born The passage that leads from the womb to the outside is called the vagina

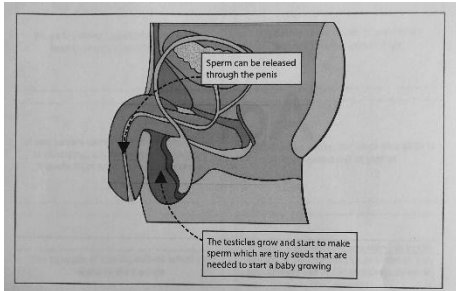
The children will then watch an animation of the female reproductive system – this highlights how the female body prepares to have a baby and how this results in menstruation/monthly periods. The teacher will share the following information with them:

- When a girl's body reaches puberty, the eggs (ova) in her ovaries start to mature. Puberty can happen any time between the ages of 10 and 14, but it is different for everyone so we shouldn't worry if we start puberty earlier or later than our friends.
- A female's reproductive system has five main parts: fallopian tubes, ovaries, uterus, cervix and vagina.
- Once a month, the woman's oestrogen levels rise in her ovaries and one of the tiny eggs (ova) stored there is released. It passes into the fallopian tube and then into the womb/uterus. Oestrogen is a hormone (chemical) in the woman's ovaries. The oestrogen also causes the womb/uterus lining to thicken, getting it ready with an extra supply of blood in case the woman becomes pregnant with a baby.
- If sexual intercourse happens between a man and a woman, the man's sperm is released into the woman's vagina and they travel up through the cervix.
- If the egg (ovum) meets a sperm, the egg will be fertilised and a baby will start to grow. This is called conception. The baby at this point is an embryo.
- If an egg is fertilised, it settles into this soft lining of the womb/uterus and the embryo develops into a baby.
- If an egg (ovum) isn't fertilised by a sperm, then the lining of the womb isn't needed. The lining breaks up and the spare blood it contains passes out of the woman's body through her vagina and vulva. This is what is called 'having a period'.
- Unlike when we cut ourselves, this flow of blood is normal and natural for a girl who has reached puberty. It shows that her body is working as it should.
- The same cycle (the menstrual cycle) repeats itself once a month. The exact number of days between periods is different for every woman, but it is usually between 21 and 35 days.
- Girls and women need to soak up the blood (menstrual flow) as it comes out of the vagina/vulva. They can use an absorbent towel which they wear in their underwear, or a tampon which they insert into the vagina. It is important that these are changed regularly.
- The amount of blood leaving the body varies from woman to woman, but on average is about two tablespoons worth, or enough to fill an egg cup. Most women have periods once a month until they are in their fifties when they gradually stop.

The teacher will then show a range of sanitary wear to the children and explain how they are used.

The children will complete a carousel of activities – one such activity will be writing responses to the following worries:

- My mum has told me what to expect when my periods start, but I'm worried what will happen if they start while I am at school. I won't know who to talk to or how to get the stuff I need, and it could be really embarrassing.
- I am a really keen swimmer and I also do a lot of dancing and other sports. It bothers me that when my periods start, they'll interfere with all my activities and I won't be able to do what I want when I want.

		• Help! I've been told that when your periods start, they go on until you are in your fifties. Am I really going to be bleeding for all that time? • Some of my friends say they would rather use tampons than pads/towels when their periods start. But I don't like the idea of putting something inside myself – and doesn't it mean that you're not a virgin anymore? • I'm scared about my period starting because my big sister gets bad period pains and they make her really grumpy. Is there anything I can do to make sure I don't have the same kind of problems? • I hate the idea of my periods starting because it all sounds so yucky and messy. I think it'll be embarrassing because everyone will know I've got my period. • I think I could cope with having a period at home, but at school...where would I put the used tampons as I don't see any bins in the girl's toilets for our year group? • What if I need to change a sanitary pad/towel during a lesson? Won't everyone know that's why I am going to the toilet? I feel embarrassed. Finally, the children will be invited to ask questions and share any concerns they have. There will also be a box for them to write anonymous questions after the session – these will be answered in the next lesson.
3	• I can describe how boys' and girls' bodies change during puberty.	The children will be shown the following slide of the male genitalia:  They will then watch an animation of the male reproductive system and the teacher will share the following information: • When a boy reaches puberty, his testicles start making more of a hormone called testosterone. This hormone is responsible for the changes to the boy's body at puberty. Puberty usually starts around the age of 12, but for some boys it can be earlier and for some much later. Whatever is the right time for that boy's body. • At puberty, the boys testicles grow in size and start making sperm. The boy's penis may also get bigger. Body changes on the outside include growing facial hair, pubic hair and body hair. Boys may also get taller; their voice will get deeper because of changes in their Adam's apple (larynx) and they will become more muscular. Like the rest of puberty, these changes are individual and not all boys develop in the same way or at the same time. • A male's sexual organs consist of five main parts: sperm ducts, epididymis, scrotum, penis and testicles.

		• The boy's testes are held in bags of skin called the scrotum. Inside the testes there are many tiny tubes which make the sperm. At puberty, the testes start to make millions of sperm every day. These sperm carry the messages (genes) about his characteristics and are necessary to fertilise an egg to create a baby. • The sperm are stored in the epididymis. When a man becomes sexually excited, the spongy tissue inside his penis fills with blood and it becomes erect (stiff). This happens so the penis can enter the vagina during sexual intercourse. • When having sexual intercourse, the sperm are mixed with a special fluid called semen that give the sperm energy and keep them healthy. The semen containing the sperm then passes out of the penis which is called ejaculation. • It is quite normal for boys and men to get 'wet dreams' at night where a tiny amount of the sperm and semen stored in the epididymis leaks out. This can also be another sign that puberty has started and is nothing to worry about. • During sexual intercourse, the sperm enter the woman's vagina and swim to meet the egg to create a baby. People can choose to have sex so that the sperm and egg don't meet – this is called protected sex. The children will produce their own posters/leaflet stating ten facts about puberty – they must ensure that the information they include is factual, accurate and reassuring.
4	• I understand that sexual intercourse can lead to conception and that is how babies are usually made. • I also understand that sometimes people need IVF to help them have a baby.	The children will consider different types of relationships that they will encounter in their lifetime: family, peer, working and physical. They will look in closer detail at relationships that involve physical attraction and will learn that these entail two people becoming very close and loving, choosing to become a couple/get married/share their life together/start a family. The children will work in groups to consider the following: 'before a couple decides to have a baby, they should...' They will sort a set of 9 cards into a diamond shape, placing them in order of priority so that what they think is the most important consideration is at the top, working down to those they think are least important or irrelevant: • Be in a settled, loving relationship • Have plenty of money • Be married to each other • Be over 20 years old • Be ready to put the baby's needs before their own • Both be fit and healthy • Both agree on the right way to bring up a child • Have a house to live in • Be prepared for one of them to stay at home and look after the baby The class will share and discuss their ideas. The teacher will introduce the word conception – '<i>the moment when a new life begins</i>'. They will recap on the female and male reproductive systems and the physical facts for how conception occurs. They will also explain that

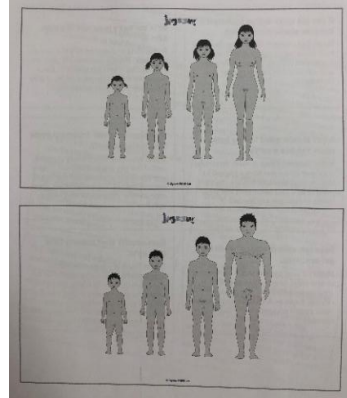
		when conception through sexual intercourse is not possible, babies can be conceived in other ways e.g. through egg donation, artificial insemination, surrogacy or IVF. Alternatively, people can choose to adopt. The children will consider the following statements and identify whether they are true or false: • If a couple makes love, it doesn't necessarily mean they will have a baby. • Fertilisation happens when the sperm meets the egg in the vagina. • One of the first signs to tell a woman she is pregnant is that her periods stop. • If two sperm fertilise one egg, it will form identical twins. • The baby is attached in the womb by a cord through which it gets oxygen and food from the mother. • A woman can't have a baby unless she has sexual intercourse with a man.
5	• I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).	The children will examine a selection of pages from teen magazines and discuss the following: • What are these magazines telling us about how the publisher sees what being a teenager is like? • What is the perception of teenagers shown in the magazines? Is this accurate? • Which pages reflect reality and which do they think are unrealistic? • What statements/words/phrases are associated with both positive and negative perceptions of teenagers? The children will then design a birthday card for a teenager. Inside their card, they will include three pieces of advice to help the recipient cope with the changes involved in becoming a teenager. They must also include a positive message underneath.
6	• I can identify what I am looking forward to when I move to my next class.	The children will make a spinning top highlighting four changes they are looking forward to/are worried about when moving to Year 6. In small groups, the children will play the game, discussing the changes identified and how they can be managed.

Year 6: Changing Me

Lesson	Learning Objectives	Lesson Overview
1	I am aware of my own self-image and how my body image fits into that.	The children will be shown some facts about fashion and a discussion will follow about why they think people spend so much time and money on how they look. Conversations will include: peer pressure, the impact of social media and the internet and the 'pressure' to have a girlfriend/boyfriend and how they are 'supposed to look/behave' to be attractive. The children will consider if there are more helpful and productive ways that they can measure themselves beyond appearance. The teacher will emphasise the importance of spending time and money for personal hygiene but that we have a choice about how much extra time and effort we spend beyond this. The boys will be asked to draw their idea of a 'perfect' man and the girls will be asked to draw their idea of a 'perfect' woman. Discussions will be had on the following: - Where have their ideas come from? - Have other people considered the same things? - Are they being fair to themselves if we always try to look perfect? The teacher will elicit that comparing ourselves to others can lead to unhelpful thoughts, feelings and behaviours. The teacher will explain that if we constantly compare and criticise ourselves, especially about how we look, this can damage our self-esteem. They will then consider how to turn negative thoughts into positive ones.
2	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.	The children will be asked to identify if the following changes during puberty apply to the boys or the girls: - Pubic hair - Voice breaks - Menstruation - Semen - Growing taller - Hips widen - Facial hair - Erection - Tampon - Breasts - Hormones - Wet dream - Ovulation - Masturbation – <i>a time when a person touches their own private parts for pleasure.</i> - Sanitary towel

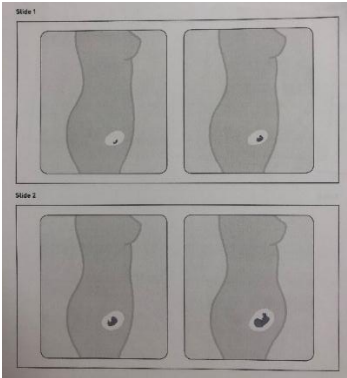
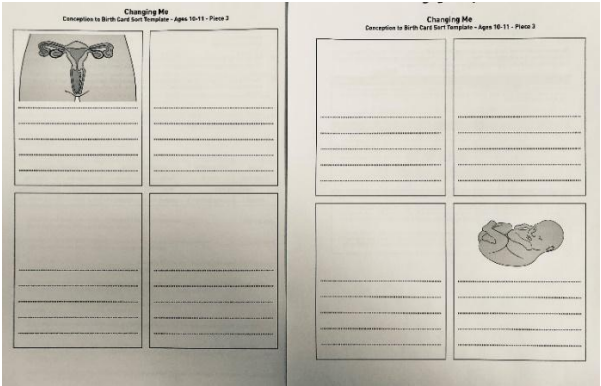
- Clitoris – *part of a woman's sexual organs that gives her nice feelings when having sex and when masturbating*
- Testicles
- Sperm
- Underarm hair
- Penis
- Feeling moody
- Vagina
- Womb
- Fallopian tube
- Vulva

The teacher will help elicit the meaning of new vocabulary and will show the following images to consolidate the children's knowledge and understanding:



The children will then look at a series of cards to establish whether they are true or a myth:

- If you get spots during puberty, it's because you have a bad diet
- A girl should avoid having baths when she has a period
- Boys can always control when they get erections
- Girls get hairy legs, just like boys do
- Most boys have wet dreams at some time during puberty
- Boys usually start puberty later than girls
- Masturbation is bad for you
- A girl can't get pregnant before she starts her periods
- You can't expect adults to understand what it feels like going through puberty
- A girl might have one breast bigger than the other
- There is an age limit for people to have sex
- It's normal to have rapid changes of mood during puberty

		For the remainder of the session, the children will be taught in boy/girl groups. Each child will be asked to write down any questions or worries that they have about puberty. These will be placed in a box and answered by the teacher, as long as they are deemed appropriate to the age-range and learning covered in Jigsaw.
3	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.	The children will be shown a series of images of a baby developing in a womb:  The teacher will explain that no one remembers what it is like to grow inside their mother's uterus. The children will then consider some statements about what babies can do inside the womb and whether they are true or false. For example: - When I was a baby in the womb, I could wave my hands about - When I was a baby in the womb, I could laugh and smile - When I was a baby in the womb, I could kick my feet - When I was a baby in the womb, I could breathe The children will produce a piece of work outlining the journey of conception to birth. They will also consider how a mother might feel at each stage of the journey and once the baby is born. The following template will be used to record their work: 

4	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a boyfriend/girlfriend.	The children will look at the following statements to decide whether they are good or bad reasons for wanting a boyfriend/girlfriend: - You are physically attracted to them - You are the only one in your group without one - You want to be treated like a grown-up - You like the attention they give you - You enjoy their company - You can have a laugh together - You don't want to look like a loser - You like doing things together - You want to make your friends envious The teacher will summarise that people should decide to enter into a relationship when they feel ready and that it is a personal choice. There is no expectation for everyone to be dating and just because others are, it doesn't mean that they have to. The teacher will share a scenario with the children whereby a girl messages a picture of herself in her underwear to her boyfriend. He then shares the images with his friends, everyone calls her a 'loser' and they break-up. The teacher will explain that when you send messages of this nature, it is called 'sexting' and that once something is sent online, via text or social media, it can NEVER be taken back. The teacher will also explain how it is against the law to share images of someone else in their underwear. The children will be asked to consider the following questions: - Why do you think she sent the photo? - What pressure was she under? - Was the boy under pressure too? - What would you have done in their position? - Is it easier to think of the right thing to do having had time to think about it rather than being in 'the moment'? The children will then sort a series of cards under the headings 'ok' and 'not ok': - Have a boyfriend/girlfriend at the age of 10 - Text 'I love you' to your boyfriend/girlfriend - Sulk until you get what you want from your boyfriend/girlfriend - Make fun of somebody's looks and say they'll never get a boyfriend/girlfriend - Chat to your parents about a boyfriend/girlfriend worry - Criticise yourself for not having a boyfriend/girlfriend - Send a 'sexy' photo or text to prove you love someone - Have a boyfriend/girlfriend at the age of 15
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		• Tell someone that you'll only go out with them if they do something you want • Chat to a friend about a boyfriend/girlfriend worry • Accept other people's compliments about you • Look online for advice about boyfriend/girlfriend problems • Send a horrible message back if your boyfriend/girlfriend sends you a horrible message • Be assertive if you don't want to do something that could hurt you or someone else • Try to be a grown-up before you are ready • Not wanting to having a boyfriend/girlfriend
5	• I am aware of the importance of a positive self-esteem and what I can do to develop it.	The children will be shown the following images and asked to consider how they make them feel: Teacher to elicit how shops and social media expose us to images of 'ideal bodies' but these are rarely made with accurate measurements that reflect a 'real' body shape. The children will draw a picture of their 'real self' and their 'ideal self' to show what they would like to look like when they are an adult. They will then repeat this activity identifying the personality traits of their 'real self' and the type of person they would like to be on the inside when they are an adult. The children will consider how similar/dissimilar their ideals are to their 'real self'.
6	• I can identify what I am looking forward to and what worries me about the transition to secondary school.	The children will be shown an image of a person on a bungee run. They will consider the following: • How is the bungee run a symbol for them starting secondary school in September? • What could the bungee run mean? The children will note down any concerns that they have about going to secondary school and will work together to find solutions. They will then consider and record their happiest memories of primary school from EYFS – Y6.