

Aim of these sessions: *For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty (H18) - see Additional Guidance.*

Suggested number of sessions: 3-4

Essential skills and attributes developed:

Resilience (including self-motivation, perseverance and adaptability)

Strategies for identifying and accessing appropriate help and support

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)

Learning objective:

To learn:

- about the changes that happen at puberty

Learning outcomes: (for years 4 and/or 5) - see Additional Guidance

The learner will be able to:

- identify changes in the human life cycle
- identify puberty as a time in everyone's life when their bodies grow and change from children to young adults
- identify that the changes are ongoing and usually happen between the ages of 8-17 years
- recognise how puberty relates to the sex cells and prepares people's bodies for the possibility of having children when they are adults
- use the correct names of female and male reproductive organs
- describe the effects of puberty on male and female bodies – how bodies grow and change
- explain what happens during periods (menstruation) and ejaculation and how to manage both
- explain why it is important and how to keep themselves clean during puberty
- explain how feelings, emotions and relationships may change during puberty and how it may cause mood swings and other strong feelings
- describe how everyone experiences puberty at different rates and that changes in their bodies will happen at exactly the right time for them
- identify where to get help and support about the changes that happen at puberty

Key questions:

- What happens to people's bodies when they grow up?
- Do these changes happen to everyone at the same time?
- What do we need to know about the changes?
- How can people feel about growing up?
- Who can we talk to about the changes we might experience?

Aim of these sessions: *To learn about human reproduction (H19) – see Additional Guidance*

Suggested number of sessions: 2-3

Essential skills and attributes developed:  
Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Identify links between values and beliefs, decisions and actions

Learning objectives: – see Additional Guidance

To learn:

- about human reproduction in the context of the human lifecycle
- how a baby is made and how it grows
- about roles and responsibilities of parents and carers

Learning outcomes: (for years 5 and/or 6) – see Additional Guidance

The learner will be able to:

- identify the links between love, committed relationships/marriage and conception
- correctly name male and female body parts associated with conception
- identify how the sex parts relate to how a baby is made
- 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 womb (female)
- identify what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults
- explain in simple terms what is meant by ‘consenting’/‘consent’
- explain what pregnancy means, how long it lasts and where it occurs
- recognise the different responsibilities of parents and carers and how having a baby changes their life

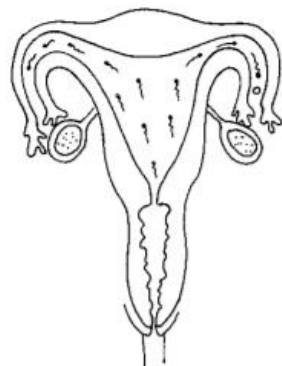
Key questions:

- Why or when might a couple decide to have a baby?
- What roles and responsibilities to parents have?

Additional guidance: Be familiar with school’s RSE policy and agreed approaches to be taken before teaching. It is likely that schools will want to cover this learning opportunity in year 6. Some schools will prefer to cover some of the learning outcomes in year 5 and will therefore need to choose which outcomes are most appropriate for which year group.

Schools will need to decide whether to include the learning outcomes on contraception as part of the SRE programme – as suggested for year 6. Be sensitive to the different faith, ethnic and cultural needs of the pupils in the class. Refer to supplementary guidance *SRE in the 21<sup>st</sup> century* (2013) and [DFEE SRE guidance](#) (2000) and PSHE Association members’ briefings on [teaching about puberty](#). See PSHE Association Quality Assured resources for suggested teaching materials.

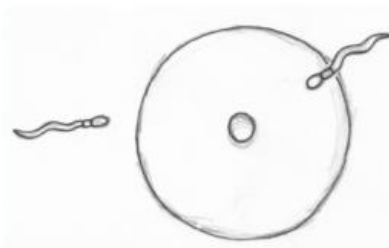
How does pregnancy begin?



The sperm swim into the woman's womb and then onto the fallopian tubes.

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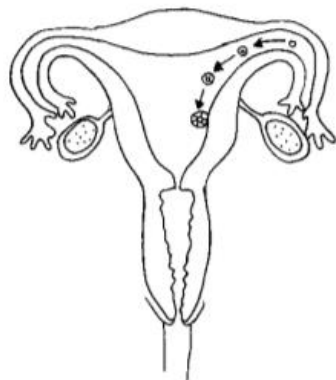
How does pregnancy begin?



If there is an egg in one of the tubes it may join up with one of the sperm. The egg is now fertilised.

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How does pregnancy begin?



The fertilised egg travels down the tube to the womb. As it travels it grows. The 2 cells, one from the egg and one from the sperm, divide into 4 cells, then 8, then 16 and so on...

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How does pregnancy begin?



About 8 days later the fertilised egg reaches the womb and attaches itself to the side. The woman is now pregnant. The baby should grow in the womb for 9 months until it is born.

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## Key Stage 2 Core Theme 2: Relationships

Year Five: R13/R16/R17

Topic: Valuing Difference

Aim of these sessions: *To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) (R13). To recognise and challenge stereotypes (R16). To understand the difference between, and the terms associated with sex and gender identity (R17).*

Suggested number of sessions: 2-3

Essential skills and attributes developed:  
Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)

Clarifying own values (including reflection on the origins of personal values and beliefs) and re- evaluating values and beliefs in the light of new learning, experiences and evidence

Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Discernment in evaluating the arguments and opinions of others (including challenging 'group think')

Valuing and respecting diversity

Learning objectives:

To learn:

- about the factors that make people the same or different
- to recognise and challenge 'stereotypes'
- about the correct use of the terms sex, gender identity

Learning outcomes:

The learner will be able to:

- describe the range of different factors that make up a person's identity
- identify the difference between sex and gender identity and that these are just one factor of a person's identity
- give examples of different types of stereotyping in the media
- explain why stereotyping can lead to prejudice and how this can be harmful, hurtful or influence a person's aspirations
- explain that everyone is equal no matter their identity
- give reasons for challenging stereotypes

Key questions:

- How can we recognise stereotypes?
- What stereotypes do we regularly encounter in the media?
- How can we get to know and respect each other better?

Additional Guidance: Focus on widening the pupils understanding of what is involved in learning to respect and value themselves and other people. Work on challenging stereotypes needs to take place across the school and not just in specific lessons, for it to be effective. Take into account the images and resources that are used and whether they are reinforcing any stereotypes.

PowerPoint example can be found on the [Elsley Primary School website](#).