**Year 5 RSE Programme of Study**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Input** | **Activity** | **Plenary** | | | | **Resources** |
| Lesson 1 (Pre Nurse visit)  **LO: To understand vocabulary used when discussing puberty**  Lead by Class Teacher | Set Ground rules – children come up with ways to make everyone feel safe to share. Look the confidence ladder (ask children to record their score in their homework diary).  Work through Lesson 1 power point. Make sure that you allow opportunities for the children to ask questions.   1. What is puberty? 2. Why does it happen? 3. Do I need to worry? 4. Activity 1 5. Physical changes 6. Activity 2 & discussion. | **Activity 1 (discussion) Do you think Chris is a boy or a girl, or are you unsure?**  - Ask children to discuss this in pairs and then ask them to put their hands up if they think Chris is a boy and then if they think Chris is a girl. Discuss discussion points on the PowerPoint.  **Activity 2: Bodies Activity**  Children to work in pairs to sort symptoms into male, female and both. Share and discuss. Hand out grid and allow the children to self assess. ***Does anybody have any questions about the symptoms that they have read?*** | Review Confidence ladder  Children to create questions for the next session.  Children may wish to ask questions relating to puberty. May prefer to do this as a circle activity – or individuals to write down a question anonymously for the teacher to discuss openly.  To be aware that some children may not wish to talk openly but prefer an opportunity to discuss privately any issues / questions. | | | | RSE Year 5 Pre and post session Powerpoint  Chris’s story  Bodies activity – symptoms and grid |
| **Lesson 2**  (Single sex lessons)  **LO: I know how my body changes at puberty (3c)**  **Resources:**  PPT  Tampons  Panty liners  Sanitary towels  Lead by PSHCE co-ordinator/ nurse/Year 5 CT. | **Female session NC/DG/ School Nurse** | | | **Male session - AC/ DG/ School Nurse** | | | |
| **Establish Ground Rules**  **Work through PowerPoint ensuing the following is addressed:**   * The female reproductive system internal * The female reproductive system external * What are periods? * Menstrual cycle * Periods and symptoms * Feminine protections – Sanitary towels, tampons and panty liners   -hand around the products  - model the absorbency – coloured water on a sanitary towel, tampon in a glass or water. Explain where to get access to these in school (office) and how to dispose of these at how and in the school (sanitary bins).   * Planning for periods * Breast development * Activity – what is..,. * **Changes to boys**   - The male reproductive system  -purpose of the male reproductive system.  -Male sterotyping – *Be a Man.* Girls starting to understand that the media & society can sterotype boys and they can help break this cycle. **There is a curse word past 1:45 on the ‘be a man’ clip. Be vigilant in stoping the clip at the ‘be a hero’ statement 1:40 in**   * Consent * **Arch of Diginity** – Girls understanding that it’s ok to speak out against sterotype pressures and consider the appropriate balance of privacy. Exterme privacy ends up in reduced wellbeing and being vunderable (FGM addressed here) and over sharing (for example sexting) can result in being exploted.   **Questions:** Give children the opportunity to ask any question (give an option to write questions down if children feel more comfortable to share that way). Ask children to share experiences if they wish. | | | **Establish Ground Rules**  **Work through PowerPoint ensuing the following is addressed:**   * The male reproductive system * Changes to the penis and testicles * Erections * Ejaculation * Wet dreams * **Changes to girls** * Female reproductive system * Periods   -Femail sterotyping – *Act like a girl.*  *-*Respect between the sexes. Boys starting to understand that the media & society can sterotype girls and they can help break this cycle.   * Male sterotyping – *Be a Man.* **There is a curse word past 1:45 on the ‘be a man clip’. Be vigilant in stoping the clip at the ‘be a hero’ statement 1:40 in** * **Arch of Diginity** – boys understanding that it’s ok to speak out against sterotype pressures and consider the appropriate balance of privacy. Exterme privacy ends up in reduced wellbeing and over sharing (for example sexting) can result in being exploted. * Consent   **Questions:** Give children the opportunity to ask any question (give an option to write questions down if children feel more comfortable to share that way). Ask children to share experiences if they wish. | | | |
| **Lesson 3 – Post Nurses Visit.**  LO: To know how to manage the symptoms of puberty  Lead by Class Teacher | **Input** | **Activities** | | | **Plenary** | **Resources** | |
| Review ground rules children set up in lesson 1  Follow PPT . Review Confidence ladder   * Emotional changes * Discussing conflict with parents and carers Activity 1 * Discuss how to resolve parental conflict Activity 2 * Conflict with friends Activity 3 * Resolving conflict – Activity 4 * Managing hygiene * Discussion of how to keep clean * Activity 5 – personal hygiene plan. | **Activity 1**- children to put all the reasons they fall out with carers and parents on a postit note. Discuss and share.  **Activity 2:** Create a conflict resolution mind map. Create one stem for parents and carers. Write all the ways they can resolve problems identified on posits.  **Activity 3:** children to put all the reasons they fall out with friends on a posiit note. Discuss and share.  **Activity 4:** Create a second stem for friends. . Write all the ways they can resolve problems identified on posits.  **Activity 5** – children to create their own personal hygiene plan. Use Some of our bits aint nice leaflet. Children can take these items home but please copy BA, A, AA for the PSHCE coordinator | | | Open question session. Ensure children understand that they can come and talk to you another time if they feel more comfortable.  Fill in refection slip (to be handed to the PSHCE coordinator). Review Confidence ladder and record on refection slip. | PPT  Posits  Plain A4 paper for Mind Maps.  Hygiene plan template  Refection slips  ‘Some of our bits aint nice’ leaflet. | |

**Year 6 RSE Programme of Study**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Input** | **Activity** | **Plenary** | | | **Resources** |
| **Lesson 1**  **LO:** I know what moods, emotions and changes to expect around puberty.  Lead by Class Teacher | Set Ground rules – children come up with ways to make everyone feel safe to share. Look the confidence ladder (ask children to record their score in their homework diary). Look the confidence ladder (ask children to record their score in their homework diary).   1. What is puberty? 2. Why does it happen? 3. Do I need to worry? 4. Physical changes 5. Activity 1 6. Activity 2. 7. Difference between boys and girls. 8. Emotional changes 9. Activity 3 10. Activity 4 11. Conclusion – Changes that happen both to girls and boys. | **Activity 1 (discussion) Do you think Chris is a boy or a girl, or are you unsure?**  - Ask children to discuss this in pairs and then ask them to put their hands up if they think Chris is a boy and then if they think Chris is a girl. Discuss discussion points on the PowerPoint.  **Activity 2 (discussion) Can you sort the changes into male and female changes? Why do you think that?** Sort the Symptom slips into two categories-.boys and girls. Self-assess against grid.  **Activity 3: Can you sort the changes into Physical and Emotional? What is the difference?** Sort the Symptom slips into two categories-.Emotional and physical. Discuss  **Activity 4: Look at the Emotional pile. Which are more likely to be experiences by a boy/ girl?** Sort them into two further piles. Discuss | **Sterotyping**  Be a Man & Act Like a Girl.   * **Arch of Diginity** – Boys and Girls understanding that it’s ok to speak out against sterotype pressures and consider the appropriate balance of privacy. Exterme privacy ends up in reduced and over sharing (for example sexting) can result in being exploted.   Review Confidence ladder  Secret Question Envelope – allow children privacy to be able to ask question that are posted confidentiality and only seen by the cT, Review for next session are there any issues that need to be addressed. Gaps to fill? | | | RSE Year 6 session Powerpoint  Chris’s story  Bodies activity – symptoms and grid |
| **Lesson 2**  LO: I can plan how to deal with moods, emotions and changes around puberty.  Lead by Class Teacher | **Input** | **Activities** | | **Plenary** | **Resources** | |
| Review ground rules children set up in lesson 1  Follow PPT . Review Confidence ladder   * Emotional changes * Discussing conflict with parents and carers Activity 1 * Discuss how to resolve parental conflict Activity 2 * Conflict with friends Activity 3 * Resolving conflict – Activity 4 * Managing hygiene * Discussion of how to keep clean * Activity 5 – personal hygiene plan. | **Activity 1**- children to put all the reasons they fall out with carers and parents on a postit note. Discuss and share.  **Activity 2:** Create a conflict resolution mind map. Create one stem for parents and carers. Write all the ways they can resolve problems identified on posits.  **Activity 3:** children to put all the reasons they fall out with friends on a posiit note. Discuss and share.  **Activity 4:** Create a second stem for friends. . Write all the ways they can resolve problems identified on posits.  **Activity 5** – children to create their own personal hygiene plan. Use Some of our bits aint nice leaflet. Children can take these items home but please copy BA, A, AA for the PSHCE coordinator | | Open question session. Ensure children understand that they can come and talk to you another time if they feel more comfortable.  Fill in refection slip (to be handed to the PSHCE coordinator). Review Confidence ladder and record on refection slip. | PPT  Posits  Plain A4 paper for Mind Maps.  Hygiene plan template  Refection slips  ‘Some of our bits aint nice’ leaflet. | |

Lesson 1 Resource: Chris’ Story

**“THEY TELL ME I’M GOING THROUGH PUBERTY”**

Hi, I’m Chris and I’d like to tell you about what’s happening to me. It seems that every day brings a new change. It’s almost like I’m getting a new body! They tell me I’m going through puberty.

One thing that’s happening is this new hair that’s growing in places it’s never been before. Like under my arms. I know this is normal and all, but it still takes getting used to.

I don’t mind some of the changes I’m seeing. In fact, some things I even like. I’m taller than I was last year. I know I’m smarter just because I’m able to think and write about what I’m going through now.

But then, there are some changes that aren’t so good. Like B.O; body odour. I didn’t understand why I was starting to smell but when I was told that it is because my sweat glands are reacting to my hormones I realise it’s not too bad if I wash and use deodorant.

What I really don’t like is acne. I remember I was getting ready to go to a party, when I looked in the mirror and saw this big spot staring back at me. I went to the party anyway. I noticed that many other kids had the same or worse luck with their spots. I wonder how common this is.

There’s one thing I get a little embarrassed about. It’s even hard for me to say this. When I was at the party the other night, I was with someone I like and I got this new feeling, it was strange but kind of nice. They tell me it’s normal. Is it?

They tell me I’m going through puberty. That means I have to go to school with my spots and manage things like body odour. But, I’m taller and smarter and growing into an adult so I think I’ll survive.

Lesson 1: Bodies Activity

**Changes during puberty**

|  |  |  |  |
| --- | --- | --- | --- |
| **Changes** | **Boy** | **Girl** | **Both** |
| Grow taller |  |  | **X** |
| Skin becomes oily |  |  | **X** |
| Spots appear on skin |  |  | **X** |
| Hair grows on face |  |  | **X** |
| Hair grows under arms |  |  | **X** |
| Hair grows on arms and face |  |  | **X** |
| Hair grows on genitals (pubic hair) |  |  | **X** |
| Breasts develop\* |  | **X** |  |
| Hips get bigger |  | **X** |  |
| Testicles produce sperm | **X** |  |  |
| Penis grows longer and wider | **X** |  |  |
| Testicles grow larger and fuller | **X** |  |  |
| Body produces sex hormones |  |  | **X** |
| Ovaries start releasing eggs |  | **X** |  |
| Periods start |  | **X** |  |
| Produce vaginal discharge |  | **X** |  |
| Body shape changes |  |  | **X** |
| Weight gain |  |  | **X** |
| Face shape changes |  |  | **X** |
| Spontaneous erections and wet dreams | **X** |  |  |
| Voice becomes deeper |  |  | **X** |
| Body sweats more |  |  | **X** |
| Start having sexual thoughts and feelings |  |  | **X** |
| May be physically attracted to other people |  |  | **X** |
| Sometimes feel lonely and confused |  |  | **X** |
| Mood swings (including irritability, tearfulness, overwhelming happiness and confusion) |  |  | **X** |
| May become argumentative and bad tempered |  |  | **X** |
| Want more independence |  |  | **X** |
| Start to think about the future |  |  | **X** |
| Start to think more about appearance |  |  | **X** |

\* Breast development is related to an increase in the oestrogen hormone. Males normally produce some oestrogen in the adrenal glands and testes. Nearly one in two boys experience temporary enlargement of the breasts during puberty.

Grow Taller

Skin becomes oily

Spots appear on skin

Hair grows on face

Hair grows under arms

Hair grows on face and arms

Hair grows on genitals

Testicles produce sperm

Body produces sex hormones

Ovaries start releasing eggs

Periods start

Body shape changes

Weight gain

Face shape changes

Voice becomes deeper

Body sweats more

Start having sexual thoughts and feelings

May be physically attracted to other people

Sometimes feel lonely and confused

Mood swings (including irritability, tearfulness, overwhelming happiness and confusion)

May become argumentative and bad tempered

Want more independence

Start to think about the future

Start to think more about appearance

**Reflection Slip**

**Class: No name needed**

|  |  |  |
| --- | --- | --- |
| **How I felt before learning about Puberty…**  **Confidence Ladder score:** | **How I feel now that I have learnt about Puberty…**  **Confidence Ladder score:** | **What I would still like to know…** |

**Reflection Slip**

**Class: No name needed**

|  |  |  |
| --- | --- | --- |
| **How I felt before learning about Puberty…**  **Confidence Ladder score:** | **How I feel now that I have learnt about Puberty…**  **Confidence Ladder score:** | **What I would still like to know…** |

**Teacher RSE Evaluation Form**

Please circle the number according to whether you agree or disagree with the statement. Be as honest as you can!

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Strongly**  **Disagree** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | **Strongly Agree** |

The RSE curriculum is clear and comprehensive. You are aware of what you need to be delivering and when.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |

The programme for personal well-being is very highly regarded by pupils and enables them to lead safe and healthy lives.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |

The subject is very well resourced in terms of curriculum time, staff training and the use of external services and materials.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |

You are confidence in teaching RSE

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |

You have good knowledge and understanding of effective learning in RSE.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |

You use clear learning objectives in your RSE lessons and appropriate learning outcomes.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |

You use a wide range of imaginative resources and strategies to stimulate pupils’ interest and active participation.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |

Pupil Progress is tracked in RSE and you are using this to inform future planning.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |

You are confident and skilled in discussing sensitive and/or controversial issues.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |

Effective discussion is a very strong feature of your lessons.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |

Your pupils are encouraged to investigate, express opinions and listen to others.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |

Pupils demonstrate independence during RSE, articulating their learning and their views with great confidence.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |

Pupils work constructively with others and challenge their own and others’ views using appropriate evidence.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |

Pupils show outstanding understanding of, and commitment to, their own and others’ health and well-being.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |

Pupils, appropriate to their age and capability, have a good understanding of relationships, sexual development and respect.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |

They have a strong understanding of the principles which underpin positive parenting.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |

Pupils know how to develop resilience and resist peer pressure and know where to go to seek further help and advice.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |

**Comments:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** | **Sat** | **Sun** |
| **Brush teeth** |  |  |  |  |  |  |  |
| **Shower/bath** |  |  |  |  |  |  |  |
| **Brush hair** |  |  |  |  |  |  |  |
| **Deodorant** |  |  |  |  |  |  |  |
| **Wash feet** |  |  |  |  |  |  |  |
| **Wash face** |  |  |  |  |  |  |  |
| **Cut nails** |  |  |  |  |  |  |  |
| **Wash hands** |  |  |  |  |  |  |  |
| **Change underwear** |  |  |  |  |  |  |  |
| **Change uniform** |  |  |  |  |  |  |  |