

Sex and Relationship Education Summary Table

Key Stage 1 • Year 2

| | LEARNING INTENTIONS & OUTCOMES | N/C Ref | ACTIVITIES | RESOURCES REQUIRED |
|--------------|---|--|---|---|
| KS1 Lesson 1 | <p>Girls and Boys Can...</p> <p>Learning Intention: Children learn to understand and respect the differences and similarities between people</p> <p>Learning Outcomes: Children:</p> <ul style="list-style-type: none"> • Are able to define difference and similarity • Understand that boys and girls can both do the same tasks and enjoy the same things; but that stories, TV and people sometimes say that boys do this and girls do that | <p>PSHE & Citizenship: 1b, 2d, 4c</p> | <p>Intro: Talking Pairs</p> <p>Main: Go-round Glove Puppet Plenary</p> <p>Close: Draw & Write</p> <p>Additional/Alternative Activity: Using non-fiction. Sorting activity</p> | <p>Available in the pack</p> <ul style="list-style-type: none"> • Some people think a girl/boy is... worksheets (Yr2, Ln1, W/s1a and W/s1b) <p>Other Resources</p> <ul style="list-style-type: none"> • Glove puppet • Talking object • What is a girl? What is a boy?, Stephanie Waxman, New York, Thomas Y. Crowell, 1989 (As an additional/alternative activity) |
| KS1 Lesson 2 | <p>What is Male and Female?</p> <p>Learning Intention: Children learn the biological differences between males and females animals and their role in the life-cycle</p> <p>Learning Outcomes: Children:</p> <ul style="list-style-type: none"> • Can describe some of the biological differences between male and female animals • Understand that the creation of new life requires a male and a female • Learn that female mammals give birth and nurse their young | <p>PSHE & Citizenship: 2d, 3d</p> <p>Science: Sc2 – 1b, 4b</p> | <p>Intro: Review last lesson</p> <p>Main: Video Discussion & Identification exercise</p> <p>Close: Research & write</p> | <p>Available in the pack</p> <ul style="list-style-type: none"> • Cats and kittens worksheets (Yr2, Ln2, W/s2) <p>Other Resources</p> <ul style="list-style-type: none"> • Differences Video, Channel 4, Living & Growing Unit 1, Programme 1 (video timecode: 0.05, DVD Chapter 1) • Anatomically correct farmyard animals. Sets to include a male, female and young |

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|---------------|---|--|--|---|
| KS1 Lesson 3a | <p>Labelling Male and Female Bodies</p> <p>Learning Intention: Children learn the biological differences between male and female children</p> <p>Learning Outcomes: Children:</p> <ul style="list-style-type: none"> • Can identify and name the main male and female sex parts • Understand that the male and female sex parts are related to reproduction • Are able to label the main male and female sex parts with confidence | <p>PSHE & Citizenship: 2d, 3e, 4c</p> <p>Science: Sc2 – 2a, 4a</p> | <p>Intro: Male and Female Simon Says. Review</p> <p>Main: Video. Discussion. Group Venn Diagram</p> <p>Close: Individual Venn Diagram. Feedback</p> <p>Additional/Alternative Activity: Picture cards. Singing Heads, Shoulders, Knees and Toes Labelling the Body</p> | <p>Available in the pack</p> <ul style="list-style-type: none"> • Venn diagram labels: male, female and both (<i>pack: Yr2, Ln3, W/s3</i>) • Body part labels (<i>pack: Yr2, Ln3, W/s4</i>) • Body part picture cards (<i>pack: Yr2, Ln13, W/s5</i>) <p>Other resources:</p> <ul style="list-style-type: none"> • Differences Video, Channel 4, Living & Growing Unit 1, Programme 1 (<i>video timecode 0.05.08 – 0.10.44, DVD Chapter 2</i>) • Same but different worksheets (<i>Channel 4 Living and Growing Unit 1 Resource Book, Activity Sheet 5, page 16</i>) • Naming Body Parts worksheets (<i>Channel 4, Living and Growing, Unit 1 Resource Book, Activity Sheet 4, page 15</i>) |
| KS1 Lesson 3b | <p>Labelling Male and Female Bodies without clitoris</p> <p>Learning Intention: Children learn the biological differences between male and female children</p> <p>Learning Outcomes: Children:</p> <ul style="list-style-type: none"> • Can identify and name the main male and female sex parts • Understand that the male and female sex parts are related to reproduction • Are able to label the main male and female sex parts with confidence | <p>PSHE & Citizenship: 2d, 3e, 4c</p> <p>Science: Sc2 – 2a, 4a</p> | <p>Intro: Male and Female Simon Says. Review</p> <p>Main: Video. Group Venn Diagram Discussion</p> <p>Close: Feedback and Labelling</p> <p>Additional/Alternative Activity: Picture cards. Singing Heads, Shoulders, Knees and Toes</p> | <p>Available in the pack</p> <ul style="list-style-type: none"> • Venn diagram labels: male, female and both (<i>pack: Yr2, Ln3, W/s3</i>) • Body part labels (<i>pack: Yr2, Ln3, W/s4</i>) • Body part picture cards (<i>pack: Yr2, Ln13, W/s5</i>) <p>Other resources</p> <ul style="list-style-type: none"> • Naming Body Parts worksheets (<i>Channel 4, Living and Growing, Unit 1 Resource Book, Activity Sheet 4, page 15</i>) • Differences Video, Channel 4, Living & Growing Unit 1, Programme 1 (<i>video timecode 0.05.08 – 0.10.44, DVD Chapter 2</i>) • Same but different worksheets, taking out the word 'clitoris' (<i>Channel 4 Living and Growing Unit 1 Resource Book, Activity Sheet 5, page 16</i>) |

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Key Stage 1 • Year 2

LEARNING INTENTIONS & OUTCOMES

N/C Ref

ACTIVITIES

RESOURCES REQUIRED

KS1 Lesson 4

Human Life Cycle

Learning Intention: Children learn

- About growing from young to old
- That they are growing and changing

Learning Outcomes: Children

- Understand that all living things including humans start life as babies
- Can identify key stages in the human life-cycle
- Understand some ways that they have changed since they were babies

PSHE & Citizenship:
1d, 2d, 3d

Science: Sc2 – 1b,
2f4a

Intro: Small Group Human Life-Cycle

Main: Fiction. Create own timeline

Close: Go-round

Available in the pack

- **Male and female life cycle** pictures (pack: Yr2, Ln4, W/s6)
- **My Timeline** worksheets (pack: Yr2, Ln4, W/s7a,b,c)

Other Resources

- Talking object
- **Once there were giants**, Martin Waddell and Penny Dale, Walker

KS1 Lesson 5

Everybody Needs Caring For

Learning Intention: Children learn:

- That everybody needs to be cared for
- Ways that they can care for others

Learning Outcomes: Children

- Can identify ways that they can show care towards each other
- Understand that we all have different needs and require different types of care
- Understand the links between needs, caring and changes throughout the life-cycle

PSHE & Citizenship:
2d, 2e, 3d, 4d

Intro: Talking pairs. Feedback

Main: Group discussion with objects. Drawing & writing

Close: Class commitment to care

Additional/Alternative Activity:
Dramas, story-telling. Non-fiction

Available in the pack

- **Male and female life cycle** pictures (pack: Yr2, Ln4, W/s6)

Other Resources

- **The world is full of babies**, Mick Manning and Brita Granström, Watts
- Objects to do with caring throughout the life cycle. (e.g. bottle, nappies, sticking paste, toy bricks, hairbrush, skipping rope, post-card, valentine, flowers, cooking utensils, phone, walking stick, stethoscope, hearing aid)

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Key Stage 1 • Year 2

KS1 Lesson 6

| LEARNING INTENTIONS & OUTCOMES | N/C Ref | ACTIVITIES | RESOURCES REQUIRED |
|---|--|---|--|
| <p>Special and Different - Families</p> <p>Learning Intention: Children learn:</p> <ul style="list-style-type: none"> • About different types of family • The ways in which their home-life is special. <p>Learning Outcomes: Children</p> <ul style="list-style-type: none"> • Can describe different types of family • Understand that families care for each other in a variety of ways • Can identify what is different and special about their home-life | <p>PSHE & Citizenship: 2d, 2f, 4c, 4d</p> <p>Science: Sc2 – 4a</p> | <p>Intro: Talking Pairs. Brainstorm</p> <p>Main: Fiction. Discussion</p> <p>Close: Art and craft. Writing</p> <p>Additional/Alternative Activity: Family tree. Creating families to write about</p> | <p>Other Resources</p> <ul style="list-style-type: none"> • <i>Tell me about the day I was born</i> Jamie Lee Curtis, Scholastic |

Sex and Relationship Education Summary Table

Key Stage 2 • Year 3-4

| | LEARNING INTENTIONS & OUTCOMES | N/C Ref | ACTIVITIES | RESOURCES REQUIRED |
|---------------|--|---|--|--|
| KS1 Lesson 1 | <p>Who's in my family?</p> <p>Learning Intention: Children learn about the way they grow and change throughout the human life cycle</p> <p>Learning Outcomes: Children:</p> <ul style="list-style-type: none"> • Can identify changes during the human life cycle • Understand that change is ongoing | <p>PSHE & Citizenship: 2d, 4f</p> <p>Science: Sc2 – 1a, 2f</p> | <p>Intro: Introduce class rules and work in pairs to feedback about babies and toddlers</p> <p>Main: Explore stages of the human life cycle</p> <p>Close: Round</p> <p>Additional/Alternative Activity: Individual work with worksheet</p> | <p>Available in the pack</p> <ul style="list-style-type: none"> • Male and female life cycle pictures <i>Yr3/4 Ln1, W/S1</i> <p>Additional/alternative activity</p> <ul style="list-style-type: none"> • My family worksheet <i>Yr3/4 Ln1, W/S2</i> <p>Other resources</p> <ul style="list-style-type: none"> • images of babies and toddlers taken from magazines and photos stuck on coloured card |
| KS1 Lesson 2a | <p>Changing body parts</p> <p>Learning Intention: Children learn</p> <ul style="list-style-type: none"> • About the physical changes associated with puberty <p>Learning Outcomes: Children</p> <ul style="list-style-type: none"> • Are able to define puberty: the changes that occur sometime between 8-17 that turn children into young adults • Know that puberty happens differently for everyone and begins and ends at different times • Understand that body changes at puberty are linked to human reproduction | <p>PSHE & Citizenship: 2d, 3c, 3e, 4c</p> <p>Science: Sc2 –2a, 4a</p> | <p>Intro: Place clothing on body outline and naming body parts</p> <p>Main: Discussion about puberty and how the body changes. worksheet</p> <p>Close: Make a line according to age and then height</p> <p>Additional/alternative activity: Work in pairs with worksheet</p> | <p>Additional/alternative activity</p> <ul style="list-style-type: none"> • Male and female bodies <i>Yr3/4 Ln2a, W/S3</i> <p>Other resources</p> <ul style="list-style-type: none"> • How do we change? worksheet <i>Channel 4 Living and Growing, Unit 2 activity sheet 1, page 12</i> • items of clothing • large piece of paper to draw body outline |

Sex and Relationship Education Summary Table

Key Stage 2 • Year 3-4

| | LEARNING INTENTIONS & OUTCOMES | N/C Ref | ACTIVITIES | RESOURCES REQUIRED |
|----------------------|--|--|---|--|
| KS1 Lesson 2b | <p>Changing body parts</p> <p>Learning intention: Children learn about the physical changes associated with puberty</p> <p>Learning outcomes: Children</p> <ul style="list-style-type: none"> • Are able to define puberty: the changes that occur sometime between 8-17 that turn us from children into young adults • Know that puberty happens differently for everyone and begins and ends at different times • Understand that body changes at puberty are linked to human reproduction | <p>PSHE & Citizenship: 2d, 3c, 3e, 4c</p> <p>Science: Sc2 2f, 4a</p> | <p>Intro: Introduce puberty and in pairs think of the changes at puberty. Feedback</p> <p>Main: Two readings with discussion</p> <p>Close: Class plenary</p> <p>Additional/Alternative activities:</p> <p>Two worksheets from Living and Growing</p> | <p>Available in the pack</p> <ul style="list-style-type: none"> • Josh's story (pack;Y3/4 Ln2b, resource 1) • Fran's story (pack:Y3/4 Ln3b, resource 2) <p>Other resources</p> <ul style="list-style-type: none"> • A large Venn table or table with three columns on flip chart or board labelled male, female and both <p>Additional/alternative activities</p> <ul style="list-style-type: none"> • Sort the changes worksheet (Channel 4, Living and Growing, unit 2, page 15, sheet 4) • How do we change? worksheet (Channel4, Living and Growing, unit 2, page 12, sheet 1) |
| KS1 Lesson 3 | <p>Feeling good about being different</p> <p>Learning intention: Children learn</p> <ul style="list-style-type: none"> • To recognise their own worth as individuals and to challenge stereotyping <p>Learning outcomes: Children</p> <ul style="list-style-type: none"> • Can identify positive things about themselves and others • Understand that boys and girls can both do the same tasks and enjoy the same things; but that stories, TV and people sometimes present different stereotypes • Can recognise and challenge stereotyping with confidence | <p>PSHE & Citizenship: 2d, 4c, 4e, 4f</p> <p>Science: Sc2 2f</p> | <p>Intro: Pairs sharing things that they are good at and like doing</p> <p>Main: Drawing pictures of different people in work. Discussion about stereotyping</p> <p>Close: Round</p> <p>Additional/alternative activities:</p> <ul style="list-style-type: none"> • Read Amazing Grace story • Cut out pictures of various professions from newspapers and magazines • Worksheet Who does what? • Read Change for the best story | <p>Available in the pack</p> <ul style="list-style-type: none"> • Draw these people worksheet (pack: Yr3/4 Ln 3, W/S 4) <p>Additional/alternative activity</p> <ul style="list-style-type: none"> • Change for the best story (pack: Yr3/4 Ln3, resource 3) <p>Other resources</p> <p>Additional/alternative activities</p> <ul style="list-style-type: none"> • Amazing Grace by Mary Hoffman and Caroline Binch, Frances Lincoln • Who does what? worksheet (Channel 4, Living and Growing, unit 2, page 38, sheet 19) |

Sex and Relationship Education Summary Table

Key Stage 2 • Year 4-5

| | LEARNING INTENTIONS & OUTCOMES | N/C Ref | ACTIVITIES | RESOURCES REQUIRED |
|---------------|--|--|---|--|
| KS2 Lesson 1 | <p>Growing and Changing</p> <p>Learning Intention: Children learn about the way we grow and change throughout the human life-cycle</p> <p>Learning Outcomes: Children:</p> <ul style="list-style-type: none"> • Can identify changes throughout the human life-cycle • Understand that change is ongoing • Understand that change is individual | <p>PSHE & Citizenship: 4c, 4e</p> <p>Science: Sc2 – 1a, 2f</p> | <p>Intro: Talking pairs. Class review</p> <p>Main: Ideas carousel. Plenary</p> <p>Close: Go-round</p> <p>Additional/Alternative Activities: Walking carousel. Fiction</p> | <p>Available in the pack</p> <ul style="list-style-type: none"> • Male and Female life cycle pictures (baby, school-aged child, teenager, adult, elder) <i>Yr4&5, Ln1, w/s1</i> <p>Other resources</p> <ul style="list-style-type: none"> • <i>Love you forever</i>, R. Munsch, Red Fox (as an additional/alternative activity) <p>Other:</p> <ul style="list-style-type: none"> • Ask children to bring in a photo, object, picture or story associated with when they were younger |
| KS2 Lesson 2a | <p>Puberty – How Our Bodies Change (with video)</p> <p>Learning Intention: Children learn about the physical changes associated with puberty</p> <p>Learning Outcomes: Children:</p> <ul style="list-style-type: none"> • Are able to define puberty: the changes that occur sometime between 8-17 that turn us from children to young adults • Can identify the physical changes associated with puberty • Understand that everyone’s experience of puberty is different and that it begins and ends at different times | <p>PSHE & Citizenship: 3c</p> <p>Science: Sc2 – 2f</p> | <p>Intro: Boardstorm.</p> <p>Main: Video. Discussion. Anonymous questions</p> <p>Close: Plenary discussion</p> <p>Additional/Alternative Activity: Sort the Changes worksheet</p> | <p>Available in the pack</p> <ul style="list-style-type: none"> • Changes Video Channel 4, Living and Growing, Unit 2, Programme 1 (<i>video timecode - 0.00.28 - 0.11.13</i>) • Your questions pro-forma <i>Yr4&5, Ln2, W/s2</i> <p>Other resources</p> <ul style="list-style-type: none"> • Sort the Changes worksheet Channel 4, Living and Growing, Unit 2, page 15, sheet 4 (as an additional/alternative activity) |

Sex and Relationship Education Summary Table

Key Stage 2 • Year 4-5

LEARNING INTENTIONS & OUTCOMES

N/C Ref

ACTIVITIES

RESOURCES REQUIRED

KS2 Lesson 2b

Puberty – How Our Bodies Change

Learning Intention: Children learn about the physical changes associated with puberty

Learning Outcomes: Children:

- Are able to define puberty: the changes that occur sometime between 8-17 that turn us from children to young adults
- Can identify the physical changes associated with puberty
- Understand that everyone's experience of puberty is different and that it begins and ends at different times

PSHE & Citizenship:
3c

Science:
Sc2 – 2f

Intro: Pair and share
Main: Readings and discussion.
Anonymous questions
Close: Plenary discussion
Additional/Alternative Activities: Sort the Changes worksheet. How do we change? worksheet

Available in the pack

- **Your questions pro-forma**
Yr4&5, Ln2, W/s2

Other resources

- **Changes and Mel's Story**
It's Different for Me! The Care Programme, www.d2digital.co.uk, p63-66

Additional/alternative activities:

- **Sort the Changes** worksheet
Channel 4, Living and Growing, *Unit 2, page 15, sheet 4*
- **How do we Change** worksheet Channel 4, Living and Growing, *Unit 2, page 12, sheet 1*

KS2 Lesson 3

Understanding Menstruation and Wet Dreams

Learning Intention: Children learn about menstruation and wet dreams

Learning Outcomes: Children:

- Can describe menstruation and wet dreams
- Understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams
- Know and can explain effective methods for managing menstruation and wet dreams

PSHE & Citizenship:
3c, 4g

Science:
Sc2 – 2f

Intro: Video & reading
Main: Single sex card game
Close: Research & Report back
Additional/Alternative Activities: Sequencing worksheet. Group research and feedback

Available in the pack

- **Menstruation & wet dreams** card game *Yr4&5, Ln3, W/S3*
- **Researching Puberty** worksheets *Yr4&5, Ln3, W/S4 & W/S5*

Other resources

- Sanitary wear, different types and size of tampons, sanitary towels and panty-liners

Additional/alternative activities

- **Understanding Menstruation** sequencing activity *Yr4&5, Ln3, W/s6*
- **Girl Talk** Video Channel 4, Living and Growing *Unit 3, Programme 7*
- **Boy Talk** Video Channel 4, Living and Growing, *Unit 3, Programme 8*
- **Interactive whiteboard materials** to explain menstruation, e.g. http://www.kidshealth.org/teen/sexual_health/girls/menstruation.html, <http://www.teenwire.com/infocus/1999/if-19991005p066.php>
- **Everything you ever wanted to ask about willies and other boy's bits** T. Kreitman et al, Piccadilly
- **It's perfectly normal** Robie H. Harris, Candlewick, Part 3
- Information leaflets on wet dreams, periods and sanitary protection

Sex and Relationship Education Summary Table

Key Stage 2 • Year 4-5

| | LEARNING INTENTIONS & OUTCOMES | N/C Ref | ACTIVITIES | RESOURCES REQUIRED |
|--------------|---|--|---|---|
| KS2 Lesson 4 | <p>Changing the Way We Keep Clean</p> <p>Learning Intention: Children learn about the impact of puberty on physical hygiene and develop strategies for managing this</p> <p>Learning Outcomes: Children:</p> <ul style="list-style-type: none"> • Can explain how changes at puberty affect body hygiene • Can describe how to care for their bodies during puberty • Can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming | <p>PSHE & Citizenship: 3b, 3c</p> <p>Science: Sc2 – 2f</p> | <p>Intro: Class discussion</p> <p>Main: Small groups and artefacts</p> <p>Close: Worksheet. Plenary</p> <p>Additional/Alternative Activities: Brochure design. Exhibition</p> | <p>Other resources</p> <ul style="list-style-type: none"> • Clean Up Worksheet Channel 4 Living and Growing <i>Unit 3, Activity Sheet 5, pg 16</i> • Hygiene products for goody bag, e.g: soap, flannel, face-wash, shampoo, spot cream, razor, comb, deodorant, anti-perspirant, make up remover, shaving foam, sanitary towels, tampons, panty-liners, perfumes, after-shave <p>Additional/alternative activity</p> <ul style="list-style-type: none"> • Teenage magazines |
| KS2 Lesson 5 | <p>Changing Feelings and Changing Lives</p> <p>Learning Intentions: Children learn:</p> <ul style="list-style-type: none"> • How puberty effects emotions and behaviour • Strategies for dealing with the changes associated with puberty <p>Learning Outcomes: Children:</p> <ul style="list-style-type: none"> • Are able to describe how feelings and behaviour change during puberty. • Understand how changes during puberty can affect relationships with other people • Can devise strategies for managing some of these changes | <p>PSHE & Citizenship: 1d, 4a, 4c</p> | <p>Intro: Go-round</p> <p>Main: Kim's Game</p> <p>Close: Reflection & Record ideas</p> | <p>Available in the pack</p> <ul style="list-style-type: none"> • Handling Change worksheet <i>Yr4&5, Ln5, W/S7,</i> <p>Other resources</p> <ul style="list-style-type: none"> • Kim's game objects, e.g. <ul style="list-style-type: none"> - phone - diary - phone - ring - bras - cigarettes - wallet - diary - trainers - make up etc. - keys - cinema tickets - magazines - valentine card • A cloth or piece of material to cover the objects • Talking object |

Sex and Relationship Education Summary Table

Key Stage 2 • Year 4-5

| | LEARNING INTENTIONS & OUTCOMES | N/C Ref | ACTIVITIES | RESOURCES REQUIRED |
|--------------|---|--|---|---|
| KS2 Lesson 6 | <p>Feeling, Thinking and Doing – Changing Relationships</p> <p>Learning Intention: Children learn strategies to deal with feelings in the context of relationships</p> <p>Learning Outcomes: Children:</p> <ul style="list-style-type: none"> • Are able to identify feelings and understand how they affect behaviour • Show awareness that feelings change during puberty and these changes can affect our relationships • Can practise strategies for managing some of these relationships and changes • Can empathise with other people’s feelings in relationships, including parents and carers. | <p>PSHE & Citizenship: 1d, 2e, 2f, 4a, 4c</p> | <p>Intro: Board storm</p> <p>Main: Scenarios. Feel, Think, Do</p> <p>Close: Reflective traffic light. Go round</p> <p>Additional/Alternative Activities: Role play. Stories. Cartoon strips</p> | <p>Available in the pack</p> <ul style="list-style-type: none"> • Feel, Think, Do worksheet <i>Yr4&5, Ln6, W/s8</i> • Changing Relationships scenarios <i>Yr4&5, Ln6, W/s9</i> <p>Other</p> <ul style="list-style-type: none"> • Red, yellow, green pens or circles of paper |
| KS2 Lesson 7 | <p>Your Questions Answered</p> <p>Learning Intention: Children learn:</p> <ul style="list-style-type: none"> • To answer each other’s questions about puberty with confidence • To seek support and advice when they need it <p>Learning Outcomes: Children:</p> <ul style="list-style-type: none"> • Can answer their own questions about puberty and growing up • Can use appropriate language to discuss puberty and growing up with confidence • Can identify sources of information, support and advice for children and young people | <p>PSHE & Citizenship: 1c, 3c, 4g</p> <p>Science: Sc2 – 1a, 2f</p> | <p>Intro: Review</p> <p>Main: Anonymous Quiz and Questions. Support Service Board Storm</p> <p>Close: Evaluation Go-round</p> | <p>Available in the pack</p> <ul style="list-style-type: none"> • What do you know? worksheet made into true/false quiz using pupils’ anonymous questions <i>Yr4&5, Ln7, w/s10</i> <p>Other</p> <ul style="list-style-type: none"> • Typed up pupils’ anonymous questions |

Sex and Relationship Education Summary Table

Key Stage 2 • Year 5-6

LEARNING INTENTIONS & OUTCOMES

N/C Ref

ACTIVITIES

RESOURCES REQUIRED

KS2 Lesson 1

What's All This About Puberty?

Learning Intention:

- Children learn about the changes that occur during puberty

Learning Outcome:

- Children:
- Can identify the physical, emotional and behavioural changes that occur during puberty for both males and females
 - Understand that puberty is individual and can occur any time between 8-17
 - Understand that body changes at puberty are a preparation for sexual maturity

PSHE & Citizenship:
1d, 3c

Science:
2f

Intro: Pair brainstorm.
Class Venn diagram

Main: Problem pages.
Group plenary

Close: Draw and write

Additional/Alternative Activity:
Video Carousel

Available in the pack

- **Problem page letters**
Yr 5&6, Ln1, W/s1

Other

- Talking object

Additional/Alternative Activities:

- **Girl Talk and Boy Talk** Video
Channel 4, Living and Growing
Unit 3, Programme 7 and 8

KS2 Lesson 2

Becoming Men and Women

Learning Intention: Children learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact

Learning Outcomes:

- Children:
- Understand how our attitudes and values about gender and sexuality may be affected by factors such as age, religion, and culture
 - Can recognise and challenge gender stereotypes
 - Understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour

PSHE & Citizenship:
1a, 2k, 4e, 4f

Intro: Class discussion

Main: Group collage

Close: Go round

Additional/Alternative Activities: Class book.
Continuum

Other:

- **Let's Talk about Sex** Video
Channel 4, Living and Growing
Unit 3, Programme 9

- Lots of newspapers, magazines, catalogues

Sex and Relationship Education Summary Table

Key Stage 2 • Year 5-6

LEARNING INTENTIONS & OUTCOMES

N/C Ref

ACTIVITIES

RESOURCES REQUIRED

KS2 Lesson 3

Building Good Relationships

Learning Intention: Children learn:

- What values are important to them in relationships
- To appreciate the importance of friendship in intimate relationships

Learning Outcome: Children:

- Can identify positive qualities and expectations for a variety of relationships
- Can explain the similarities and differences between friendships and intimate relationships
- Can describe different types of intimate relationship, including marriage
- Understand that sex or making love may be one part of an intimate relationship between adults

PSHE & Citizenship:
1a, 4a, 4c

Intro: Go-round

Main: Pair and group work. Diamond 9.

Close: Individual worksheet

Additional/Alternative Activities: Rules. Role play scripts

Available in the pack

- **What is love?** worksheet
Yr5&6, Ln3, W/s2

Other

- Talking object

KS2 Lesson 4

Sexual Relationships

Learning Intention: Children learn about human reproduction in the context of the human life-cycle

Learning Outcomes: Children:

- Understand that sexuality is expressed in a variety of ways between consenting adults
- Know that sexual intercourse may be one part of a sexual relationship
- Can describe how babies are made, including the relationship between sexual intercourse and conception
- Can name the male and female sex cells and reproductive organs

PSHE & Citizenship:
4c

Science:
1a, 2f

Intro: Body Parts Corners

Main: Video. Plenary Anonymous Questions

Close: Go round

Available in the pack

- **Reproductive Organs** diagrams
Yr 5&6, Ln4, W/s3
- **Anonymous Questions** pro-forma
Yr5&6, Ln4, W/s4

Other resources

- **How babies are made** video
Channel 4, Living and Growing
Unit 2, Programme 5

Sex and Relationship Education Summary Table

Key Stage 2 • Year 5-6

| | LEARNING INTENTIONS & OUTCOMES | N/C Ref | ACTIVITIES | RESOURCES REQUIRED |
|--------------|---|--|--|---|
| KS2 Lesson 5 | <p>Conception and Pregnancy</p> <p>Learning Intention: Children learn how a baby is made and grows (conception and pregnancy)</p> <p>Learning Outcomes: Children:</p> <ul style="list-style-type: none"> • Know the key male and female body parts associated with conception and pregnancy • Can define conception and understand the importance of implantation in the womb • Know what pregnancy is, where it occurs and how long it takes | Science: Sc2 1a, 2f | <p>Intro: Class time line. Pair sequencing activity</p> <p>Main: Group true/false cards</p> <p>Close: Plenary</p> <p>Additional/Alternative Activities: Information books, worksheet, quiz</p> | <p>Available in the pack</p> <ul style="list-style-type: none"> • How Does Pregnancy Begin? cards <i>Yr5&6, Ln5, w/s5</i> • Conception and Pregnancy quiz cards <i>Yr5&6, Ln5, W/s6</i> <p>Other</p> <ul style="list-style-type: none"> • Talking object • Big Words, Little Words worksheet Channel 4 Living and Growing, <i>Unit 2, Activity Sheet 6, page 17</i> <p>Additional/Alternative Activities</p> <ul style="list-style-type: none"> • Conception and Pregnancy quiz <i>Yr5&6, Ln5, W/s6b</i> • How did I begin? Mick Manning & Brita Granström, Watts • Let's talk about where babies come from Robie H. Harris, Walker |
| KS2 Lesson 6 | <p>Being a Parent</p> <p>Learning Intention: Children learn about the roles and responsibilities of carers and parents</p> <p>Learning Outcomes: Children:</p> <ul style="list-style-type: none"> • Can identify some of the skills and qualities needed to be a parent and carer • Understand the variety of ways in which parents and carers meet the needs of babies and children • Can recognise that both men and women can take on these roles and responsibilities | PSHE & Citizenship: 2e, 4a Science: Sc2 - 2f | <p>Intro: Talking Threes. Plenary</p> <p>Main: Poetry – reading and writing</p> <p>Close: Performance and discussion</p> | <p>Other</p> <ul style="list-style-type: none"> • 'Kids' by Spike Milligan (In: <i>The Puffin book of utterly brilliant poetry</i>, ed Brian Patten) • 'I Luv Me Mudder' by Benjamin Zephaniah (In: <i>Poems about relationships: nearly best friends</i>, chosen by Wendy Cooling, Watts) |

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Key Stage 2 • Year 5-6

LEARNING INTENTIONS & OUTCOMES

N/C Ref

ACTIVITIES

RESOURCES REQUIRED

Your Questions Answered

Learning Intention: Children Learn:

- To answer each other's questions about sex and relationships with confidence
- Where to find support and advice when they need it

Learning Outcomes: Children:

- Can answer their own questions about sex and relationships
- Can use appropriate language to discuss sex and relationships with confidence
- Can identify sources of information, support and advice for children and young people

PSHE & Citizenship:
1c, 4c, 4g

Science: Sc2 –
1a, 2f

Intro: Fiction

Main: Anonymous quiz and questions
Support Service
brainstorm

Close: Evaluation Go-round

Additional/Alternative Activity: Let's Talk About Where Babies Come From

Available in the pack

- **What Have You Learned?** worksheet made into true/false quiz using pupils' anonymous questions
Yr5&6, Ln7, W/s7

Other resources

- **How did I begin?**
Mike Manning & Brita Granström, Watts

Other

- Typed up pupils' anonymous questions

Additional/Alternative Activity:

- **Let's talk about where babies come from**
Robie H. Harris, Candlewick

Sex and Relationship Education Summary Table

Key Stage 2 • Year 6 SRE, HIV and contraception summary table

| | LEARNING INTENTIONS & OUTCOMES | N/C Ref | ACTIVITIES | RESOURCES REQUIRED |
|--------------------------|---|---|--|--|
| KS2 HIV lesson 1 | <p>Learning intentions Children learn:</p> <ul style="list-style-type: none"> to explore some common myths and misconceptions about who HIV affects how HIV can and cannot be transmitted <p>Learning outcomes Children:</p> <ul style="list-style-type: none"> know that HIV can affect anyone, not a specific group of people or type of person know how someone can become infected with HIV | PSHE and citizenship: 3b, 3e, 4a, 4e, 4g | <p>Hook: pair and share</p> <p>Intro: class mind map and teacher input</p> <p>Main: sorting pictures and word cards</p> <p>Close: decisions chart</p> <p>Additional/alternative activities: writing a newspaper article</p> | <p>Available in the pack:</p> <ul style="list-style-type: none"> Picture cards Yr6, HIV Ln 1/2, w/s 2 Word cards Yr6, HIV Ln 1/2, w/s 2 Decisions chart (a) with pictures Yr6, HIV Ln1/2, w/s 3a or (b) with no pictures Yr6, HIV Ln 1/2, w/s 3b <p>Other resources:</p> <ul style="list-style-type: none"> Flipchart/whiteboard |
| KS2 HIV lesson 2 | <p>Learning intentions Children learn:</p> <ul style="list-style-type: none"> that the risk of transmitting HIV during sexual intercourse can be reduced if a condom is used <p>Learning outcomes Children:</p> <ul style="list-style-type: none"> can describe how a condom protects against HIV and other sexually transmitted infections | PSHE and citizenship: 3a, 3b, 3e, 4a | <p>Hook: recap – sorting picture and word cards</p> <p>Intro: discussion and whole class input</p> <p>Main: decisions chart</p> <p>Close: learning review</p> | <p>Available in the pack:</p> <ul style="list-style-type: none"> Picture cards Yr6, HIV Ln 1/2, w/s 2 Word cards Yr6, HIV Ln 1/2, w/s 2 Decisions chart (a) with pictures Yr6, HIV Ln1/2, w/s 3a or (b) with no pictures Yr6, HIV Ln 1/2, w/s 3b <p>Other resources:</p> <ul style="list-style-type: none"> Flipchart/whiteboard |
| KS2 contraception lesson | <p>Learning intention Children learn:</p> <ul style="list-style-type: none"> that contraception can be used to stop a baby from being conceived <p>Learning outcomes Children:</p> <ul style="list-style-type: none"> know that a condom stops sperm from meeting an egg and therefore stops fertilisation know that women can take a pill to stop an egg from being released, preventing conception understand that contraception is both partners' responsibility | PSHE and citizenship: 3a, 3e, 4a | <p>Hook: pairs</p> <p>Intro: discussion</p> <p>Main: Venn diagram</p> <p>Close: group discussion</p> | <p>Available in the pack:</p> <ul style="list-style-type: none"> Venn diagram labels Yr 6, con Ln, w/s 1 Venn diagram outline Yr 6, con Ln, w/s 2 <p>Other resources:</p> <ul style="list-style-type: none"> Condom Picture of contraceptive pill tablets in the packet Flipchart/whiteboard |