

Year Three PSHCE Planning (ASK Curriculum)

All of Summer Term Proud to be Me (Including CSE)

Objective	Activities	Differentiation	Resources	Outcome
To reflect upon what we know already about Feeling Proud	Children to complete a spider diagram of feeling proud			Children have completed a baseline assessment of what they know about getting on and falling of feeling proud.
To describe a range of emotions (Surprise)	Provide children with the words Surprise along with a photo card of the same emotion. In a circle talk about a time when they have felt surprised. Ask them to come up with a range of words to describe how we feel when we are surprised. Use the photo card as a stimulus. Use the words they have generated to arrange the cards in order of intensity. Discuss these questions: Are surprises always good? Is it right to surprise someone? What would happen if everything was a surprise?	Use puppets/soft toys to encourage less confident in their discussion.	Photo cards	Children can describe how it feels to be surprised.
To describe a range of emotions (hopeful)	Provide children with the words Hopeful along with a photo card of the same emotion. In a circle talk about a time when they have felt hopeful. Ask them to come up with a range of words to describe how we feel when we are hopeful. Use the photo card as a stimulus. Use the words they have generated to arrange the cards in order of intensity.	Use puppets/soft toys to encourage less confident in their discussion.	Photo cards	Children can describe how it feels to be Hopeful.

<p>To describe a range of emotions (Disappointed)</p>	<p>Provide children with the words disappointment along with a photo card of the same emotion. In a circle talk about a time when they have felt disappointed. Ask them to come up with a range of words to describe how we feel when we are disappointed. Use the photo card as a stimulus. Use the words they have generated to arrange the cards in order of intensity.</p>	<p>Use puppets/soft toys to encourage less confident in their discussion.</p>	<p>Photo cards</p>	<p>Children can describe how it feels to be disappointed.</p>
<p>To know how to act assertively.</p>	<p>Read the story Lion, Mouse, Fox and Human from SEAL Good to be me Yellow Booklet p.14. Ask the questions: What do you think of the humans way of getting the food back? Do you think it would work? Have you ever tried anything like that? Do you think it is good to be like the Lion, Mouse or Fox? What do you think of the Monster? Why did the monster take all of the food? Ask children to form an inner and outer circle of equal numbers. Each pair has to discuss how they would handle each of the following situations: Your friend wants you to go to the cinema but you don't want to. You are at a friend's house and you want to watch tv but your friend wants to play on the computer. Your friend wants to sit next to you but sometimes you like to sit next to someone else.</p>	<p>SEAL story</p>	<p>Children have a better understanding of how to act assertively.</p>	

<p>Explicit Link to CSE (Child Sexual Exploitation)</p> <p>To reinforce knowledge of how to act assertively.</p> <p>To know the PANTS rule for inappropriate touch.</p> <p>Consider people they can turn to for help.</p>	<p>Before you start</p> <p>Take a few moments to ask the pupils to establish some ground rules for the lesson. These may include things like only one person talking at once, or not asking personal questions. Remind children that in the previous session we learn about how to act assertively and that this will help in our learning today.</p> <p>Slide 1: The Underwear Rule (10 minutes)</p> <ol style="list-style-type: none"> 1. Introduce the Underwear Rule to the class - anything that is covered by underwear is a private part of our body and check that all pupils understand what the word 'private' means. 2. Show the Underwear Rule poster or image. 3. Show children the PANTS acrostic to explain the Underwear Rule. 4. Take each sentence in turn and explain what each letter of PANTS stands for. Check that the children understand each phrase. Encourage them to say it out loud as a chant. <p>Slide 2: Design your own pants (10 minutes)</p> <p>Provide a variety of arts materials so that the class can design their own pants. This can include sheets of plain paper, wrapping paper, tissue paper, colouring, pencils, pens and paints.</p> <p>Working in pairs/small groups ask children to design and make their own pants using the pants templates. Each pair can use one of the PANTS letters so that there are multiple complete versions of PANTS to display. These could be displayed on a washing line in the classroom as a prompt for the future.</p> <p>Plenary (10 mins)</p> <p>*****REMEMBER be very aware of children who may have experienced some form of inappropriate touching/abuse. Look out for signals. Remember your PREVENT training and also refer to teaching advice document in Y3 RSE resources folder.*****</p> <p>Lead a discussion into the types of people children trust in their lives (parents, other family members, teachers, TAs, policemen, nurse, doctor etc). Acting assertively would mean that we tell someone we trust if something inappropriate happens to us. Generate a class list of possibilities to put in the children's PSHCE books.</p>	<p>Underwear rule slide show</p> <p>PANTS poster</p> <p>Outline of PANTS</p> <p>Art resources</p>	<p>Children know how to act assertively.</p> <p>Children know the PANTS rule for inappropriate touch.</p> <p>Children know people they can turn to for help.</p>
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<p>To think about worries and decide what to do about them.</p>	<p>Read the Whatif poem by Shel Silversein, as a class. Look at the different worries and talk about which are likely and not likely, which we can do something about or not do something about.</p> <p>Children to add the worries to the following Carroll diagram:</p> <table border="1" data-bbox="472 483 1043 775"> <tr> <td></td> <td>Worries we can do something about</td> <td>Worries we can't do anything about</td> </tr> <tr> <td>Likely to happen</td> <td></td> <td></td> </tr> <tr> <td>Unlikely to happen</td> <td></td> <td></td> </tr> </table>		Worries we can do something about	Worries we can't do anything about	Likely to happen			Unlikely to happen			<p>More able: Read 'A bag full of worries' add these scenarios to their diagram.</p>	<p>'Whatif' poem available online. Carroll Diagram</p>	<p>Children have thought about worries and have begun to decide what to do about them.</p>
	Worries we can do something about	Worries we can't do anything about											
Likely to happen													
Unlikely to happen													
<p>To recognise when we are beginning to get upset or angry. To understand that we sometimes fight or run away when we feel threatened. To know why it is important to stop and think when we feel angry or stressed.</p>	<p>Explain that we often get angry because we feel threatened. Explain what threat means. Explain it as a scary thing. Look at the photo card 'scared' from SEAL pack. Discuss what it means to feel scared. Talk about feelings we may have when we're scared. Use the fight or flight resource sheet from SEAL Good to be Me Yellow booklet p. 33</p>		<p>SEAL resources</p>	<p>Children can recognise when they are beginning to get angry or scared. Children know to stop and think when they feel angry or stressed.</p>									
<p>To describe how to relax and when you should relax.</p>	<p>Ask the children to think of their favourite place to relax. Teacher might share their own special place to relax. Use a photograph or object to illustrate. Allow the children a few minutes to</p>	<p>Provide least able with photographs of relaxing places to stimulate their ideas.</p>		<p>Children can describe how to relax and when you should relax.</p>									

	<p>think about their special place. Ask them to describe it to a partner.</p> <p>Children to create a place card of their special place. It can be a drawing/graffiti wall of describing words or mixture of both.</p> <p>This can be used to remind them to think of this place to relax when they feel worried, upset or angry.</p>			
<p>To reflect upon learning about Getting on and falling out.</p>	<p>Ask children to add their learning from the unit to their baseline assessment sheet.</p> <p>Display the following questions for reflection:</p> <p>Children also complete the feeling angry sheet where they look at the image of the little girl who has become angry and offer her advice for how to calm down.</p>		<p>Feeling Angry sheet.</p>	<p>Children have begun to reflect upon relationships.</p>
<p>To reflect upon experiences over the past year.</p> <p>To consider how it feels to start something new</p> <p>To consider experiences from another's point of view.</p>	<p>Children to participate in Transition activities with Y2 children – See transition planning.</p>		<p>Transition resources.</p>	<p>Children have reflected upon experiences over the past year.</p> <p>Children can consider how it feels to start something new</p> <p>Children have considered experiences from another's point of view.</p>

PSHCE Scheme of work

Year Four Term 5/6

Topic: Relationships and Sex Education (including CSE) (CHANGES)

In this unit children will:

Know how a baby develops inside its mother's womb and that both male and female sex parts are needed to make a baby.

Develop an awareness of conception and the growth of a baby in the womb

Know some of the physical and emotional changes that occur during puberty

Know the difference between appropriate and inappropriate touch and understand that they have the right to say “no” to unwanted touch – even to a family member or someone they know or love.

Know who they trust and who they can ask for help.

Objective	Activities	Resources	Differentiation (incl extension)	Assessment
<p>To know how a baby develops inside its mother's womb.</p> <p>To understand that male and female sex parts are needed to make a baby.</p> <p>(2x lessons)</p>	<p>Remind the children of activities which they completed in Y3. Complete a short initial assessment to determine prior knowledge. Provide the children with a 'How did I get here?' mind map to note down their ideas. Keep these to refer to at the end of the unit.</p>	<p>Mind map</p> <p>Living and Growing DVD</p> <p>Easiteach teaching file</p>	<p>Children may wish to draw or write on their mind map. They may wish to ask an adult to act as scribe.</p>	<p>Do the children know how a baby develops inside the mother's womb?</p> <p>Do they understand that male and female sex parts are needed to make a baby?</p>

	<p>Establish ground rules for the week to enable children to feel comfortable with their learning. These could include:</p> <p>Taking turns to speak,</p> <p>Having confidence to ask any questions</p> <p>Being respectful towards others ideas/worries</p> <p>Not asking personal questions.</p> <p>Watch Uni1 of Living and Growing: Prog 2 How did I get here? Tell the children that this will show them how a baby develops inside the mother.</p> <p>Review the names of the body parts including the sex parts by naming the male/female images on the IWB. Remind the children that when talking in lessons we should use the correct terms.</p> <p>Ask if they know/have known any pregnant women. Discuss how we know when a woman is pregnant. Explain that like plants and trees grow from seeds, babies result from a little part of the dad called the sperm and a part of the mum, the egg.</p> <p>Show the image of the baby growing inside the womb and stress that this is not the stomach! Show the images of the development of the foetus. Remind them that this period of time is called a pregnancy. Can they remember how long a pregnancy lasts?</p> <p>Children to complete add to their How did I get here? Mind map in an alternative colour to demonstrate what they have learnt.</p>			
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<p>Explicit Link to CSE (Child Sexual Exploitation)</p> <p>Know the difference between appropriate and inappropriate touch and understand that they have the right to say “no” to unwanted touch .</p> <p>Know who they trust and who they can ask for help.</p> <p>(1x lesson or you may want to split this into two shorter 40 min sessions)</p>	<p>Use PANTS Slideshow presentation in Y4 resources folder.</p> <p>PANTS RULE (20 mins)</p> <p>1. Introduce/revise the Underwear Rule to the class— anything that is covered by underwear is a private part of our body and check that all pupils understand what the word ‘private’ means.</p> <p>2. Show the Underwear Rule poster or image.</p> <p>3. Show children the PANTS acrostic to explain the Underwear Rule. Use the PANTS posters in resources folder. Take each sentence in turn and explain what each letter of PANTS stands for. Check that the children understand each phrase.</p> <p>Children Complete the PANTS fill in the gaps. Give pupils a worksheet with the 5 letters of PANTS on it, and encourage them to write the sentences that complete the acrostic. This could be done individually or in groups.</p> <p>DO NOT USE SLIDE 2! (this is Y3).</p> <p>GOOD TOUCH/BAD TOUCH (10 mins)</p> <p>1. Using slide 3. As a class discuss the difference between appropriate/‘good’ touch, and inappropriate/‘bad’ touch. Inappropriate touch can include things like pinching, biting,</p>	<p>NSPCC PANTS slide show</p> <p>PANTS poster</p> <p>Outline body Stencils (use the body parts puzzle in the photocopyable resources).</p>	<p>BE AWARE of children who may have experienced some form of inappropriate touching/abuse. Look out for signals. Remember your PREVENT training and also refer to: teaching advice document in the Y4 resources folder.</p>	<p>Do the children know the PANTS rule?</p> <p>Do they know what good touch and bad touch are?</p> <p>Can they outline a list of people that they can trust or ask for help?</p>
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kicking, scratching, squeezing and hitting. Explain that touch can be good, bad or unwanted.

2. Move on to a teacher-led discussion about positive and negative feelings linked to 'good' touch/'bad' touch. Say that 'good' touch should make you feel positive – like hugs and kisses from family members. Talk about why people might touch you:

- to show affection (hugs, kisses, cuddles)
- to keep you safe (holding your hand when you cross the road)
- if you're ill or hurt (doctors and nurses)

3. Then talk about touch which maybe doesn't feel good but is necessary:

- grabbing you to stop you running into a busy road, or other danger
- examination by a doctor or nurse (explain that you can always ask for a trusted adult to be present). Reinforce that if someone needs to break the Underwear Rule, they should explain why. Children can say no, and it should never be a secret.

4. Make sure the children understand that they should not be asked to keep secrets that involve touch. Give this example:

A parent's friend comes into your room and gives you a hug and a kiss, then they tell you it's a secret and you shouldn't tell anyone.

Explain to pupils that if they are being asked to keep secrets by people and don't understand why, they should talk to someone they trust about them.

4. Finally – 'bad touch'. Again, this needs to be teacher-led. Avoid discussions about abuse, reinforce that if they feel uncomfortable about touch they can talk to someone they trust.

PEOPLE WE CAN TRUST(10 minutes)

Use Slide 5. Lead a discussion and ask the children to think of different types of helpful people or professions. Explain that people who you can trust and who can help might be very different for different people and COULD include a parent, a sibling, a friend's parent, a teacher, a police officer etc.

Pupils use an outline stencil of a child and adapt it to look like them. Around it annotate with the names of people they trust most. You should offer guidance on who this might be but make sure this does not include generalised statements

	<p>of people who can definitely be trusted e.g. all teachers</p> <p>Each child should create their own individual list. Encourage them to make it more personal. Ask them to think of people in their life who they feel they could confide in and trust.</p> <p>Continue to refer to the PANTS message in all sessions throughout the week.</p>			
<p>To introduce children to the physical and emotional changes that occur during puberty.</p>	<p>On each table arrange a set of images of girls and women, boys and men. Children sort them into gender groups and then a possible age order. Ask the children to discuss similarities and differences as the males and females age.</p> <p>Feedback as a class. Discuss how a grown up's body is different from a child's by working through the parts of the body powerpoint.</p> <p>Children complete Parts of the body worksheet from Living and Growing unit 1.</p>	<p>Magazine images</p> <p>Parts of the Body PP</p> <p>3 parts of the Body worksheets</p>	<p>3 differentiated worksheets where prompts may or may not be given.</p> <p>Ext: Draw a picture of a girl and boy. Label and annotate with the sentences from the Parts of the Body sheet.</p>	<p>Do the children know the physical and emotional changes that occur during puberty?</p>
<p>To introduce children to the physical and emotional changes that occur during puberty.</p>	<p>Ask the children what changes they expect to take place as they get older. Include physical changes but also talk about other things. Sort these ideas into those which they feel they can control and those which they can't.</p>	<p>Living and Growing Unit 2.</p>	<p>With support from tchr or TA least able cut and stick the phrases rather than writing them.</p>	<p>Do the children know the physical and emotional changes that occur during puberty?</p>

	<p>Watch Living and Growing DVD Unit2 'Changes'</p> <p>Children complete the worksheet 'Sort the Changes'.</p>	Sort the changes worksheet.	Ext: Add in some of their own ideas from the class discussion.	
To introduce children to the physical and emotional changes that occur during puberty.	<p>Remind children of the DVD they watched previously. Ask if they can remember some of the changes that occur as they get older. Explain that one of these was that girls will start their periods. Ask them to try to explain what we mean by this. Complete a short cloze procedure passage together on IWB about periods.</p> <p>Children then work in pairs to complete 'Periods – what do you know?'</p>	<p>Cloze procedure on IWB.</p> <p>Periods worksheet.</p>	<p>Children to work in mixed ability pairs.</p> <p>Tchr or TA to act as scribe if required.</p>	Do the children know the physical and emotional changes that occur during puberty?

PSHCE Scheme of work

Year Five Term 5

Topic: Relationships and Sex Education – Living and Growing (including CSE)

In this unit children will:

- know changes that occur during puberty*
- know the different changes that occur for boys and girls*
- understand how they can approach and deal with changes in their life*
- know how to develop positive attitudes towards change*
- know feelings associated with change and how to deal with these*
- understand how to communicate effectively in relationships*
- know the vocabulary linked to reproductive organs*
- examine the human lifecycle and reproduction*
- understand the importance of loving, caring relationships between couples*
- know how a baby develops in the womb*
- understand the needs of the baby and mother before birth*
- have the opportunity to discuss their own questions or worries relating to puberty, sex and the human lifecycle.*

-know some situations where young people can be pushed into decisions.

-know the terms manipulation/persuasion.

-know who to talk to if we are in situations which make us feel uncomfortable.

-define the word permission

-know how it feels to give/not give permission

-consider options for how they could respond to situations where they have not given permission.

Objective	Activities	Assessment
<p>Day 1 – Changes</p> <p>Lesson 1</p> <p>To set ground rules for work conducted in Sex and Relationships education.</p> <p>To assess prior knowledge and understanding.</p>	<p>Outline with the children, through discussion, why we are doing sex education. Explain that as we grown older there are a number of changes which occur and that we need to understand what they are so that we can deal with them appropriately. Briefly outline what will be happening in the week. Explain that as this is a sensitive topic we need to set some ground rules so that we feel comfortable to discuss things without getting embarrassed.</p> <p>Work with the children to create rules.</p> <p>Explain that through the week the children may have questions or worries. Discuss with them who they might talk to if this was the case. Explain that there are also some external agencies who might offer support i.e. doctor, nurse, Child line, . Explain how they might go about receiving support from these agencies. Show the</p>	<p>Children understand the sensitive nature of the topic and have created a set of ground rules.</p> <p>Children have considered their own prior knowledge and what they need to learn from the week.</p>

	<p>children the question box and explain that through the week, if they have a question and they want to, they can place it in the box and we will discuss it as a class at the end of the week. This can be anonymous, if they wish.</p> <p>Children to then complete a needs assessment Concept Map. They write down what they feel they know already about changes, how babies are made and how Babies are born.</p> <p>Collect in the children's responses and explain that we will revisit these at the end of the week.</p>	
<p>Lesson 2</p> <p>To explore the physical and emotional changes that take place at the onset of puberty.</p>	<p>Recap the ground rules set in the previous session.</p> <p>Watch Living and Growing DVD Unit 1 – Changes.</p> <p>Work through IWB presentation on Hygiene. Discuss the changes that take place and why we need to wash regularly and use deodorants. Move on to Male and Female physical changes. Children to look at drawings of a man and woman on IWB and drag arrows to label the parts. Recap information from the DVD by outlining the functions. Look again at how do we change. Children to drag and drop physical and emotional changes into correct section on the grid as to whether</p>	<p>Children know the physical and emotional changes that take place at the onset of puberty.</p>

	<p>they refer to males or females. Present period slide show to recap what happens to girls during a period.</p> <p>Children to work through 'What will happen during puberty?' independently. Teacher to support less able with recording.</p> <p>Children to complete differentiated version of 'Periods – What do you know?' in mixed ability pairs. Children to use the vocabulary provided to discuss responses and write their ideas on the sheet.</p> <p><u>More able extension:</u> Discuss in pairs how these changes might make them feel, Use cards from 'Box of Feelings' match a feelings card to changes presented on their worksheets.</p> <p>Plenary: Children to write any questions they may have for the Question Box. Work as a whole class to complete 'Sort the Changes' on IWB. Children drag and drop the changes into 'Changes we can control' and 'Changes we cannot control'.</p>	
<p>Day 2 – How a Baby is Made</p> <p>Lesson 3</p> <p>To understand the importance of loving and</p>	<p>Recap the ground rules from the previous day.</p> <p>Watch Living and Growing DVD Unit 2 – How Babies are Made.</p> <p>Summarise the DVD through discussion and questioning.</p>	<p>Children understand the importance of loving and caring relationships between couples</p>

<p>caring relationships between couples</p> <p>To know the process of the human lifecycle and reproduction.</p>	<p>Work as a class on IWB to label reproductive organs of male and female.</p> <p>Children to demonstrate their understanding by labelling their own diagrams independently at their tables. Less able to be provided with the labels. More able to label using the initial letter.</p>	<p>Children know the process of the human lifecycle and reproduction.</p>
<p>Lesson 4</p> <p>To understand the importance of loving and caring relationships between couples</p>	<p>Work through 'A woman's period' and 'How sperm leaves the body' on IWB. Read through the cloze procedure as a class. Then drag the boxes to reveal the answers. Chose less able to complete this exercise using prompts from more able.</p> <p>Pair the children randomly. Children to work with their partner to complete 'A woman's period' and 'How sperm leaves the body' on their sheets.</p>	

<p>To know the process of the human lifecycle and reproduction.</p>	<p>Recap how a baby is made by providing children with whiteboards with sections of the human lifecycle. Children from each group to place themselves in the correct place on a human timeline. Stress the loving and caring relations that should exist between a man and woman before sex starts.</p> <p>Children to work in own choice pairs to complete the 'How a Baby Starts' cut and stick activity.</p> <p>Ext: Play The Fertilisation Game in Pairs.</p> <p>Plenary: Refer to the Fertilisation Game. Ask the children to explain in their own words what happened in the game and what this tells us about fertilisation. Discuss why they had to start again if the egg and sperm 'missed' each other. Explain that if the egg was not fertilised there would be no baby. Tell them that it is the same in real life and, that men and women are not always successful when they want a baby. Discuss why so many sperm are produced to fertilise a single egg. Remind that it needs only a single sperm to fertilise an egg.</p> <p>Ask the children to add any questions they have to the question box.</p> <p>Remind children who they can talk to if they have any problems or worries.</p>	
<p>Day 3 – How a Babies are Born</p> <p>Lesson 5</p>	<p>Recap ground rules.</p> <p>Watch Living and Growing DVD Unit 3 – How Babies are Born</p>	<p>Children understand the importance of loving, caring relationships between couples</p>

<p>To understand the importance of loving, caring relationships between couples</p> <p>To reflect on different types of love</p>	<p>Reinforce that intercourse should occur within a loving and caring relationship. Through Circle Time, encourage the children to consider what love is.</p> <p>Opening Game: Mix the children using the fruit bowl game.</p> <p>In the round: Children complete the sentence 'I love...'</p> <p>Open forum: Discuss what children think love is. Show the children the dictionary definition of love. In class discussion encourage children to think about whether they really 'love' all the people or things they said. They will love their family but do they really love their Play station? Discuss any other words that we could use which would be better than using 'love' in some cases.</p> <p>Pair the children in random pairs. Children to talk to their partner about something they actually love and why. Explain why they love them and what they do/say/think to show their love. Children could complete the sheet 'Love is...'</p> <p>Stress that in a relationship love is about caring for the other person and wanting the best for them.</p>	<p>Children have reflected on different types of love</p>
<p>Lesson 6</p> <p>To know how a baby develops in the womb</p> <p>To know the needs of the baby and the mother before birth.</p>	<p>Recap, through discussion, the DVD seen earlier.</p> <p>Work through 'The Start of a New Life' sheet as a class. Discuss any questions the children have. Allow the children time to complete the sheet.</p> <p>Use the IWB to sort and reorder the stages of labour. Children to work in ability groups to cut and stick 'How a Baby is Born'.</p>	<p>Children know how a baby develops in the womb</p> <p>Children know the needs of the baby and the mother before birth.</p>

	<p>Less able children to discuss what happens in each picture as they are organising the images. Present this to the teacher once complete.</p> <p>More able groups to write a sentence to explain what is happening.</p> <p>Extension: Children complete the 'Healthy Mum, Healthy Baby' sheet and/or 'Building for a Baby'.</p> <p>Plenary: Look together at the pictograph on 'What a Big Baby'. Children to answer questions by interpreting the data.</p>	
<p>Day 4 -</p> <p>Girl Talk and Boy Talk</p> <p>Lesson 7</p> <p>To understand how they can approach and deal with changes in their life.</p> <p>To know how to develop positive attitudes towards change.</p> <p>To know feelings associated with change and how to deal with these.</p>	<p>Prior to the session, teacher to select questions from the question box which can be addressed through single sex sessions. Split the year group into boy and girl groups. Ground rules will need to be referred to at the start of both sessions.</p> <p>Girl Talk – Spend time discussing aspects of periods not referred to previously. Look at a selection of tampons/sanitary towels. Explain ways of disposal both at school and at home. Stress importance of hygiene. Suggest ways of storing sanitary products to conceal them e.g. in a bag/pencil case. Teacher to read out any questions from the question box which would be best dealt with in a single gender group.</p> <p>Girls to complete a word search for a friend using key vocabulary from the previous sessions.</p>	<p>Children understand how they can approach and deal with changes in their life.</p> <p>Children know how to develop positive attitudes towards change.</p> <p>Children know feelings associated with change and how to deal with these.</p> <p>Children have the opportunity to discuss their own questions or worries relating to puberty, sex and the human lifecycle.</p>

<p>have the opportunity to discuss their own questions or worries relating to puberty, sex and the human lifecycle.</p>	<p>Boy Talk – Spend time discussing aspects of puberty not referred to previously. Teacher to read out any questions from the question box which would be best dealt with in a single gender group.</p> <p>Boys to complete a word search for a friend using key vocabulary from the previous sessions.</p>	
<p>Day 4 Lesson 8 (Explicit link to CSE)</p> <p>To know some situations where young people can be pushed into decisions.</p> <p>To know the terms manipulation/persuasion.</p> <p>To know who to talk to if we are in situations</p>	<p>Starter: Display the terms ‘Manipulation and Persuasion on the IWB. Discuss their meanings. Have you ever been manipulated or tricked? Have you ever been persuaded to do something you didn’t want to do? Did you realise it at the time? How did it feel to be persuaded or manipulated? Where does persuasion exist in the world? (E.g. selling items, adverts, relationships, friends, peer pressure, advice giving etc.) Talk about how there can be benefits to manipulation and persuasion, as well as negative impacts, for example, overcoming a fear or as an incentive for doing something helpful.</p> <p>Main Exercise: Split the room into 2 equal groups. The teacher or another adult will be the subject of this exercise. One group of students will be a ‘for’ team and the other group an ‘against’ team.</p> <p>The adult has the scenario ‘Do I put up this sexy picture of me on Facebook?’ and stands in the middle of the two teams. The ‘For’ team must convince the adult to do what it says in the scenario. The ‘Against’ team must convince the student</p>	<p>Children know some situations where young people can be pushed into decisions.</p> <p>Children know the terms manipulation/persuasion.</p> <p>Children know who to talk to if we are in situations which make us feel uncomfortable.</p>

which make us feel uncomfortable.

not to do what it says in the scenario. They must use techniques like lying, persuasion, manipulation and blackmail to make sure their team wins.

Plenary:

- Who was the better team at convincing the adult what to do?
- How did it feel to persuade or manipulate someone to do something?
- How would you feel if you were the subject?
- Explain how it felt as the subject. Ask pupils: 'Did I make the right decision?'
- Why would someone use those techniques to push you into doing things you didn't want to do? (link to previous sessions on Peer Pressure).

Provide children with a print out of the above Scenarios and the discussion questions for their RSE folders so that they can refer back to these in the future.

Provide children with 'Agony Aunt letters'. Read them together and discuss the use of Manipulation or Persuasion used in each. Children to work in small groups to discuss who the children should turn to for help in each scenario.

Ensure this session ends with a strong message on who to talk to if you are experiencing persuasion or manipulation from a friend, family member or another child/adult and that you feel uncomfortable. Explain that manipulation limits choices that we can make and alongside persuasion forms one of the key elements of an unhealthy and disrespectful relationship. Finally ask children to add a thought bubble to their sheet from today with a sentence to explain where they would seek help if they needed it.

<p>Day 5 Lesson 9</p> <p>(Explicit Link to CSE)</p> <p>To define the word permission</p> <p>To know how it feels to give/not give permission</p> <p>To consider options for how they could respond to situations where they have not given permission.</p>	<p>Starter: Generate a discussion with the pupils around what 'permission' is. Ask pupils to think about:</p> <ul style="list-style-type: none"> • What it means to 'ask permission' • All of the things we ask for permission to do. • All of the things we give our permission for. • What happens when we don't want to give our permission? • What happens if we do give our permission? <p>Main Exercise:</p> <p>Using the scenarios below, ask children to sit in a circle and consider each situation. Key questions they need to consider are:</p> <p>Did they ask permission?</p> <p>Did they get permission?</p> <p>Why is permission important in this situation?</p> <p>How did it make the person feel?</p> <p>Why did the person ask/not ask for permission?</p> <p>Scenario 1: Rebekah was so excited about getting her pocket money at the weekend but Dad had forgotten all about it. When Dad was putting his shoes on, she took £2 from his wallet.</p> <p>Scenario 2: Granny wanted a big kiss from Joseph but he didn't want to give her a kiss. He thinks they are for babies. Joseph argues but Granny gives him a big kiss anyway and Joseph feels embarrassed and cross.</p>	<p>*****Each scenario has its own intricacies here. Let the children discuss and ask for everyone's opinion on the key questions. Scenario 2 introduces the issue of parents and family members pushing children to have physical or intimate contact with people when they do not feel comfortable. Scenario 4 is a 'limited choice' example of consent where the child felt they had no other choice. Ensure that these key messages are explored with the children.*****</p> <p>Children know the meaning of the word permission</p> <p>Children can suggest how it feels to give/not give permission</p>
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Scenario 3: Coral was a bit jealous that her best friend had new pencils. She asked her friend whether she could use them one day and her friend said yes. Coral was very happy and got to borrow the pencils to draw her favourite things.

Scenario 4: Trevor really wanted to play with Mark's new remote control car. It looked so exciting. When Trevor asked if he could play with the car, Mark said no. Trevor was very angry and told Mark that if he didn't let him play with the car, he would break it. Mark was worried that if he didn't let Trevor play with the car, he would break it so he let him play with it.

Provide children with a print out of the above Scenarios and the discussion questions for their RSE folders so that they can refer back to these in the future.

Plenary:

Ask pupils to discuss the exercise in pairs and come up with their own scenario where someone does not have much choice in what happens. Ask them to think about what they might do in that situation.

Children know how they could respond to situations where they have not given permission.

Y6 PSHCE Planning Summer Term 1

Changes (Including CSE)

	Learning Objective	Activities	Differentiation	Extension	ICT	Plenary/Assessment/ Evaluation
1	Children will consider what makes them worry, or causes concern.	<p>Brainstorm what makes a Y6 child worry. Write up a class list of suggestions on the board.</p> <p>In PSHE books children to draw a large daisy with a portrait of themselves in the centre. On the 5 or 6 petals they should write the word of a worry which bothers them.</p>				Make a class display of a large daisy with class worries on the petals.

2	Children can express their views confidently and listen to and show respect for the views of others.	<p>Complete the worry daisies from week 1.</p> <p>Circle Time - children to volunteer and share their worries...everyone to listen and makes suggestions of how worries might be overcome.</p>	By outcome - but encourage all children to participate.			
3	Understand that all feelings, including uncomfortable ones have a purpose and give us information.	<p>(Outside) Create a circle/line. Start with a sentence and then pass it on (whisper to the next person so no-one can hear) Carry on passing it till it gets to the last person. Then discuss what that person heard.</p> <p>Talk about rumours and how they develop and get exaggerated. Share any rumours that children may have heard about secondary school.</p>				
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4	Children will be able to manage feelings about starting a new school.	Create a class list of questions that the children would like to know about the secondary school.				
5	Children will be able to manage feelings about starting a new school.	Hold a meeting with colleagues from the secondary school - they will come in and talk to the children in each class about the secondary transfer.				
6		Discuss 'Change is exciting'				What would a world be like without change? Can being frightened be helpful? Why are we afraid of new things?

Additional Relationships and CSE Activities Summer Term

<p>To review prior learning on Relationships and Sex Education</p> <p>To generate questions for discussion</p> <p>Establish ground rules for discussion.</p>	<p>Children to generate a mind map to demonstrate their knowledge in this area as a baseline assessment. Remind them of Sex Ed week in year five.</p> <p>Ask them to think of three questions that they would like to be answered during the unit.</p> <p>Work together to adapt class rules to suit discussion in this area. Remind them of confidentiality.</p> <p>****Be aware that some time may need to be given to readdress misconceptions. ****</p> <p>Where additional resources are required, refer to ASK curriculum in PSHCE folder - How are babies made?</p>	<p>Children have generated questions for discussion</p>
<p>To know what qualities are important to us when we form new relationships.</p>	<p>Explain to the children that when they start a new school, this is a good opportunity to begin friendships with new people. Also as we get older, we can begin to develop feelings for people who we would like to have a loving relationship with.</p> <p>Warm up exercise:</p> <p>Provide children with outline body stencil. They should spend 10 minutes drawing and writing a description of their dream boyfriend or girlfriend. Imagine the perfect relationship. What would it feel like? How would they treat you? How would you treat them? What would you do together?</p>	<p>Children know what qualities are important to us when we form new relationships.</p>

Main exercise

Create 9 cards or pieces of A4 paper with qualities of a potential boyfriend or girlfriend written on them. If you would like to conduct this session as small groups, you will need to make multiples of 9 so each group has a set.

The qualities to be printed on each piece of paper are:

- Attractive
- Funny
- Charming
- Honest
- Rich
- Respectful
- Loyal
- Supportive
- Romantic

Each group should build a diamond shape on the table using the qualities. The tip of the diamond represents the most important quality in a boyfriend or girlfriend. The bottom of the diamond represents the least important quality in a boyfriend or girlfriend. The middle is in order of how important they are on a scale between most and least important.

Questions/Plenary

- Did you agree with the group decision on the diamond of qualities?
- Which was most important for you?
- If your friend said that being 'attractive' was their most important quality and being 'respectful' was their least important quality in a boyfriend or girlfriend, how do you imagine that relationship would be?
- If your friend said that being 'rich' was their most important quality and being 'honest' was their least important quality in a boyfriend or girlfriend, how do you imagine that relationship would be?

	<ul style="list-style-type: none"> • What have you learned about yourself and your relationships during this exercise? 	
Know the terms consent and affection.	Ask the class these questions and discuss what it means to them. If they are unfamiliar with the term consent, explain it as 'permission'. You can use the example of having permission slips for school trips to show how parents give their consent for their child to attend.	Children the terms consent and affection.
Know times when we need to ask for consent or permission.	<ul style="list-style-type: none"> • What is consent? • What is a relationship? • What is affection/closeness? <p>What does 'consenting to affection and relationships mean'? (This can be as simple as holding hands - judge according to the maturity of the children).</p>	Children know times when we need to ask for consent or permission.
Know the importance of giving consent in relationships.	<p>Main exercise:</p> <p>Use the following scenarios to consider whether these situations are consensual. Did the person give their permission willingly? In some scenarios you may need to ask pupils exploratory questions in order to tease out the coercion or manipulation that takes place.</p>	Children know the importance of giving consent in relationships.
Know how giving consent/not giving consent might feel.	<ul style="list-style-type: none"> • Matthew never wants to hold my hand in front of his friends so I told everyone he was scared. Now he holds my hand whenever I want. • Sally was really worried about her first kiss and she thought they should wait until they were older. Jamie said that it was okay to wait because he wanted her to be ready. When Sally was ready, they kissed for the first time. • Amy is worried because there is a girl in her class, Megan, that really wants to be her friend but Amy doesn't want to. Megan says that if Amy won't be her friend and come over to her house, she will tell the teacher that she is bullying her. Amy doesn't know what to do. • Harry and Ashley are daring each other to 'pull a moony' on webcam to the girls in their class. Harry does it first and the girls are shocked. Ashley decides it's not a great idea after all but Harry says that if he doesn't do it, he's going to tell everyone that he's a chicken and a boring friend. Ashley feels pressured to do it and feels terrible afterwards. 	Children know how giving consent/not giving consent might feel.

	<ul style="list-style-type: none"> • Jenna has a new boyfriend who is quite a bit older than her. He has asked her to send a sexy photo of herself. He says if she sends the photo, it will prove that she loves him. If she doesn't send the photo, he's going to dump her and tell everyone she's scared. • Sarah likes to hug people when she says hello and goodbye, but her friend Jay doesn't feel comfortable with it. Jay told Sarah and she understood and now they high-five instead. <p>Discuss the feelings of the young people in the different scenarios</p> <p>Plenary: Ask the pupils to think of any other examples they can think of where it is good to ask consent/permission. Who do they feel they could talk to if they are being pushed into a situation.</p>	
<p>Further develop understanding and</p>	<p>As a whole class, working in the computer suite using the ceop think you know website. Use the link for 11-13 years. Click on the link 'Need Advice'. Watch the following clips to explore the issues of online exploitation with reference to relationships.</p>	<p>Children have develop understanding</p>

<p>awareness of safe relationships online.</p>	<p>Being Loved or Being Used</p> <p>Online Friends</p> <p>Need to talk</p> <p>Allow the children some time to use the questions and answers link to find answers to their own queries.</p>	<p>and awareness of safe relationships online.</p>
<p>Know how we feel good or bad online.</p> <p>To know how grooming might happen through the Internet or a mobile phone.</p>	<p>Get two large pieces of flipchart paper and stick them either side of the room. On one sheet write 'how other people can make me feel good', on the other sheet write 'how other people can make me feel bad'. Ask them to move around the room and write their ideas on the flipchart paper until they are full. Introduce the concept of 'grooming' here in an age appropriate way; explaining that it is a process by which someone makes them feel good or bad in order to make them do something. Refer back to previous learning on manipulation and persuasion. Use examples here, for example regularly giving gifts in order to persuade someone to finish their homework for them, and putting them under pressure even when they don't want to.</p> <p>Raj's Story</p> <p><i>Raj was twelve when his Mum moved away and he started living with his Dad. He was in a new town, a new school and his whole life had changed very quickly. He often wondered why his Mum had left and if made him feel very confused and sad. He didn't live close to his school anymore so he had to catch a bus every morning and every afternoon.</i></p> <p><i>At the bus stop, there was always a teenage girl, Nala, waiting for her lift to school too. Raj was too shy to talk to her but she seemed confident and grown up. She chatted to Raj and asked him about his life and where he</i></p>	<p>Children know how we feel good or bad online.</p> <p>Children know how grooming might happen through the Internet or a mobile phone.</p>

had moved from. Over the weeks, they became friends and they sat together on the bus. Finally, Raj felt like he had made a new friend. Sure, she was older than him and talked about clubs she went to, parties she danced at, and the secondary school she went to. She was so exciting and funny.

After a few months, Raj and Nala were spending a lot of time together. Raj had started to feel a little overwhelmed. Nala wanted to see him every day after school and then text and called him every night. She didn't really like him hanging out with friends from his school because she said they were immature and babyish. She had taken him to meet some of her friends which was exciting because they have the latest video games and gadgets, but he often felt uncomfortable and missed his other friends.

Nala has been putting pressure on Raj to spend more and more time with her and to stay out overnight without telling his Dad. When Raj told Nala that he thought that he would get into trouble, she got very angry and pushed him into a wall. He had never seen her act like that before and he felt totally out of control.

Questions

- How did Nala make Raj feel good? How did Nala make Raj feel bad?
- How did Nala 'groom' Raj?
- Why was she asking him to stay overnight at her house?
- Was Raj in any danger?
- Why did Nala start talking to Raj on the bus?
- Why did Nala go from being nice to being nasty?

Plenary:

	<p>Ask pupils to think about how we can feel good or bad online, and how grooming might happen through the internet or a mobile phone.</p>	
<p>To know how the Media influences young people's understanding of sexuality and relationships.</p> <p>**Before you deliver the session, spend time on google looking at adverts, headlines, models, music videos, websites, TV shows, sitcoms etc. Screen shot or copy and paste or link to videos and select a batch of material ready for your session.</p>	<p>Starter:</p> <p>Outline the meanings of the terms 'sexuality' and 'relationship'.</p> <p>Think of all of the messages, adverts, music videos, newspapers, website, TV shows you have seen. What do they tell you about sexuality and relationships?</p> <p>You may want to show a music video (select carefully to ensure it is appropriate) to generate the discussion. You may also need to modify the language and examples you use to suit the age of the class, for example you could talk about body image, the pressure to look a certain way and why photos of models are airbrushed. You can also use an example of positive media, such as the Bisto gravy or Hovis advert which can be found on YouTube.</p> <p>Display a range of images from magazines, screen shots from websites/TV adverts. Ask the children to work in small groups to evaluate the advert. Provide the following questions for discussions.</p> <ul style="list-style-type: none"> • Why is sexuality being used in this way? • What is the advantage of using sex in this media? • Are there any stereotypes being shown in this media? What's wrong with this? • What messages does it give about sexuality or relationships? • What could children learn about sexuality from this media? • What could children learn about relationships from this media? 	<p>Children know how the Media influences young people's understanding of sexuality and relationships.</p>

It might be worth picking up to 10 examples where the ideas of sexuality and relationships are twisted, warped or used in very odd ways. Ensure that these are mixed and portray positive and negative stereotypes of gender, sexuality and context***.

- What could children learn about themselves from this media?
- How does this piece of media make you feel when you see it?

These discussions could be photographed and or they could stick one of the images in their book and write a paragraph to outline their discussion.

Plenary:

Explain that advertisements often use sex because it draws the attention of people and it makes things look very appealing. Discuss where they could look to find positive and accurate information about Sexuality (familiar adults, school, doctor, nurse, clinic).