

RSE and PSHE at Batley Parish

**Relationships and Sex Education
Personal, Social, Health, Economic
Education**

RSHE - Teaching responsibility

- ▶ Know and act in accordance with the RSHE policy.
- ▶ Reflect the law (including the Equality Act 2010) as it applies to sex and relationships.
- ▶ Consider how personal views or beliefs might impact teaching.
- ▶ Report any safeguarding concerns to the DSL.
- ▶ Share any concerns you have about teaching RSHE but also know that staff do not have the right to opt out of teaching RSHE.

What are our PSHE ground rules?

- Every class discusses ground rules before teaching PSHE.
- These are discussed at the start of the lesson.
- Ground rules are applied during discussions.
- They are also used during small group tasks.
- Ground rules include:
 - To be safe in the classroom
 - Respect what others say
 - Understand and be sensitive to others feelings
 - No personal questions or experiences
 - You have the right to pass
 - Let the teacher know if you would like to speak to them privately.

Our RSE Curriculum

- ▶ We use KAPOW RSE and PSHE units.
- ▶ This is a programme that has updated and adapted the PSHE association which was recommended by the DFE.
- ▶ Five key themes:-
 - ▶ * Family and Relationships
 - ▶ * Health and Wellbeing
 - ▶ * Citizenship
 - ▶ * Economic Wellbeing
 - ▶ * Safety and the Changing Body
- ▶ We also allow time for responsive units and visits to occur.

Our Long Term Plan



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	<ul style="list-style-type: none"> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities 	<ul style="list-style-type: none"> Identifying talents Being special Families Where we live Making friends Standing up for yourself 	<ul style="list-style-type: none"> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals 	<ul style="list-style-type: none"> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety 	<ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend 	<ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations

Autumn 1 - Introduction Family and relationships

Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.

Autumn 2 – Responsive Unit

This unit is used to deliver any unit/s of work we feel our students need. It may address issues in the news, local area and within our school.

Spring 1 - Health and wellbeing

Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.

Spring 2 - Citizenship

Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.

Summer 1 - Economic wellbeing

Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.

Summer 2 - Safety and the changing body

Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty,

Year 6 only – Summer 2 Identity

Considering what makes us who we are whilst learning about gender and sexual identity and body image.

Key Lessons of RSE - Year 2

- ▶ Year 2 - Lesson 4 and Lesson 5
- ▶ Lesson 4 - My Private Parts - Naming Body Parts
- ▶ Lesson 5 - My private parts are private - Safe and unsafe touch
- ▶ Pantosaurus
- ▶ [The Pantosaurus Song! | #TalkPANTS | NSPCC - Bing video](#)



Remember the **PANTS** rule:

- P** - Privates are private
- A** - Always remember your body belongs to you
- N** - No means no
- T** - Talk about secrets that upset you
- S** - Speak up - someone can help



Vocabulary

- ✓ surprise
- ✓ safe touch
- ✓ unsafe touch
- ✓ PANTS rule
- ✓ private parts
- ✓ vulva
- ✓ penis
- ✓ testicles
- ✓ secret
- ✓ report

Naming Body Parts

Learning Objectives

- To begin to understand the concept of privacy and the correct vocabulary for body parts.
- I understand what 'private' means.
- I can name parts of the body.
- I can name the private parts of my body correctly.
- I understand that my private parts belong to me.

Before the lesson

Note

Have ready

- Pencils or pens (see Main event).
- Link: 'NSPCC - Pantosaurus' on VideoLink (see Wrapping up).

Print

- Activity: Body parts (see Classroom resources) – one per pupil.
- Activity: Body parts word bank (see Classroom resources) for pupils requiring extra support.

Attention grabber

1. Sing the song, 'Heads, shoulders, knees and toes' with the children.
2. Point to other parts of your body and ask the children to name them. Keep this activity quick and fun and focus on the body parts that children will know (not the private parts), for example, arm, leg, hand, wrist, neck, head, knee, foot, and ankle.

Key questions

- What are the names of some of the parts of our body?

1. Explain that we are going to be learning about parts of the body. Give each child a copy of the *Activity: Body parts* or, for children needing more support, a copy of the *Activity: Body parts word bank* out the *Body parts* activity sheets. Ask the children to label the body parts indicated except for the 'private parts'. You should indicate on the activity sheet and explain that the class will be looking at these parts later in the lesson.

2. Explain that in these pictures, and probably most pictures we see, some parts of the body are covered and these are sometimes called private parts. Ask the children:

- What does the word 'private' mean? (something we don't show to anyone or tell people about unless we want to.)
- Who do our private parts belong to? (You, and you only.)

3. Explain that although we keep our private parts covered they are still parts of our body and nothing to be embarrassed about. Like all the other parts of our body, these parts have

names.

Explain that the children might have names they use to refer to these body parts at home but at school they are going to learn the proper names. Unlike the other parts we have looked at so far, these parts are different for a boy and girl. Using the images from the *Activity: Body parts* resource, point to the parts of the bodies covered by pants and explain that a girl's private part is called a vulva and a boy's private part is called a penis.

4. Ask the children to return to their own *Activity: Body parts* sheet and label these parts.

5. Reinforce the names of the parts with children and explain if they ever have a problem with those parts, knowing the correct names for them will help them tell someone about the problem.

Tell the children that their body belongs to them only. If anyone makes them feel uncomfortable or upset by talking, looking at or touching their private parts, then they are to tell a trusted adult straight the way. They will never be in trouble for reporting this. Emphasise that children must continue to tell an adult or trusted person until they have listened.

Key questions

- What does private mean?
- What are our private parts called?
- Who should I talk to about my private parts if I have a problem?

Safe and Unsafe Touch

Learning Objectives	Before the lesson
<ul style="list-style-type: none">• To understand safe and unsafe touches.• I can explain the PANTS rule.• I know how to tell someone to stop if I feel uncomfortable or upset about their behaviour.• I can name someone I can talk to if I am worried or uncomfortable.	<p>Note Have ready</p> <ul style="list-style-type: none">• Link: 'NSPCC - Pantosaurus' on VideoLink.• Link: 'NSPCC Pants Presentation' (see the third subheading under 'Teaching resources') - this is an external website and we do not have control over its content - please check before showing to the children.
Attention grabber	
<ol style="list-style-type: none">1. Play the video on link: on VideoLink, which the children watched at the end of lesson 4 (see).2. Recap the correct names for the private parts of the body. <p>Key questions</p> <ul style="list-style-type: none">• What is the PANTS rule?• What are the private parts of our bodies called?• Who does your body belong to? (You.)	
Main event	
<ol style="list-style-type: none">1. Use the presentation on the link: 'NSPCC Pants Presentation' (see the third subheading under 'Teaching resources') to explain the PANTS rule to the children. Look at each part of the rule to make sure children are clear.2. Once the children understand the PANTS rule, move on to discuss safe and unsafe touches. You may want to remind the children about things they have already learned about appropriate and inappropriate physical contact. Talk about the touches we like such as cuddles and kisses from people we love and trust.	

3. Explain that sometimes someone might have to touch us in a way we don't like but it might be for a good reason. For example, if they have fallen over and hurt their knee, someone will have to clean it up and put on a plaster. This can hurt but we know it is for the best. Talk about other examples. Explain what the adult touching us that might say, for example, "I know this might hurt but we need to get your knee clean".

4. Remind the children about secrets and surprises. Can they remember the difference? Explain that if anyone touches them or does something that they don't like and tells them to keep it a secret, they shouldn't and should tell someone they trust straight away. This applies to any part of their body but especially their private parts.

5. Remind the children that the whole of their body belongs to them and they can say 'no' or 'stop' if they don't want someone to touch them. Reiterate non-verbal hand gestures, such as a palm-up stop sign, and other body language, such as moving away, which will also reinforce this message.

Explain that they can also change their mind if they decide they do not like something anymore, for example, someone tickling or hugging them, and that it is important to communicate this clearly by saying 'stop'.

When someone says 'no' or 'stop' to them, emphasise that children must listen and act accordingly, stopping their behaviour. This is because that behaviour is upsetting the other person. Stopping when someone tells you to and listening to that person is part of showing respect to them.

Key questions

- What is a safe touch?
- What might be an unsafe touch?
- What can we do if someone is touching us in a way we do not like?



NSPCC

EVERY CHILDHOOD IS WORTH FIGHTING FOR

The PANTS rules

PRIVATES ARE PRIVATE

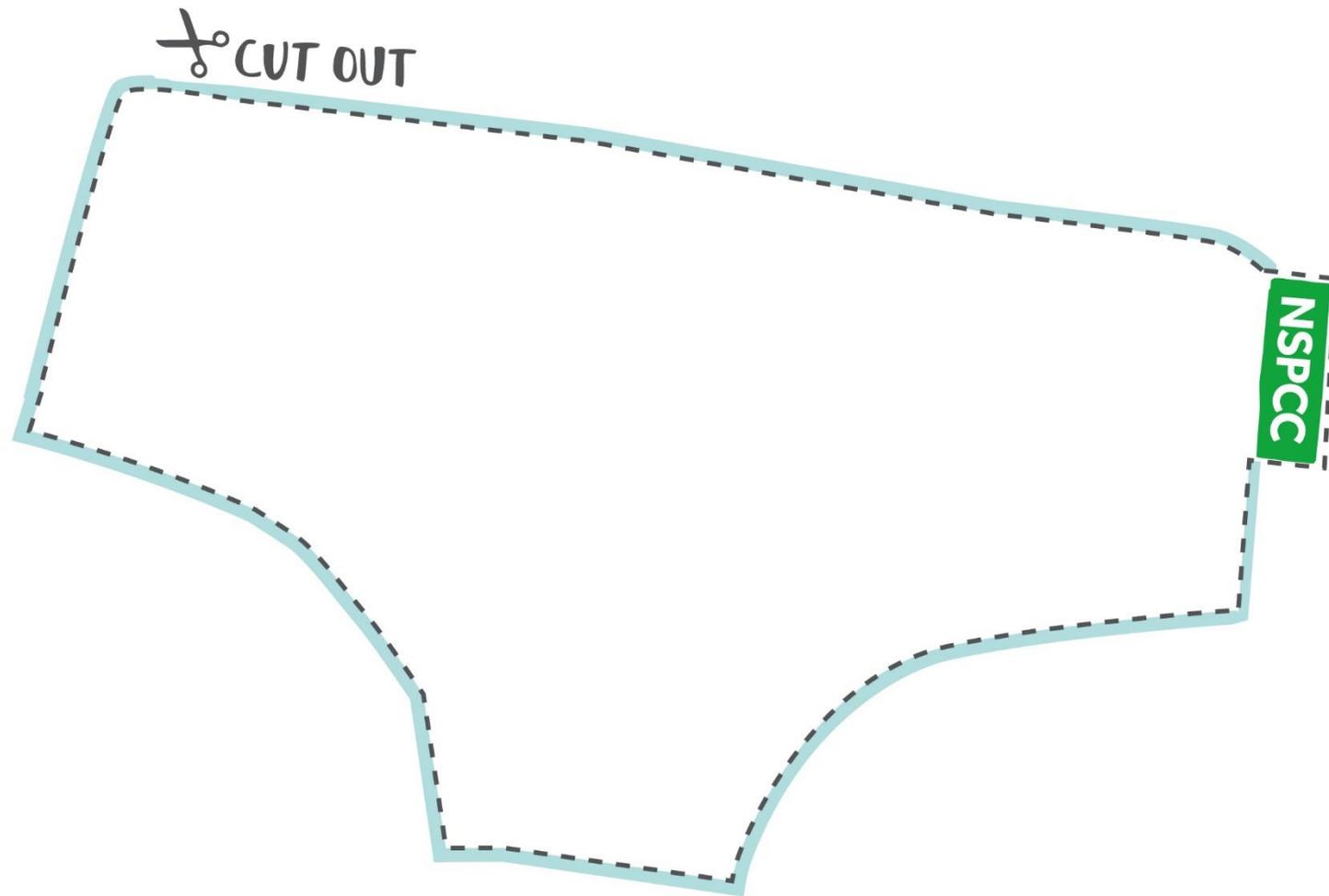
ALWAYS REMEMBER YOUR
BODY BELONGS TO YOU

NO MEANS NO

TALK ABOUT SECRETS
THAT UPSET YOU

SPEAK UP, SOMEONE
CAN HELP

Design your own PANTS



Meet Pantosaurus

NSPCC

presents



PANTOSAURUS

Your body

- Your body belongs to you.
- Get your PANTS ready!
- Follow your teacher's instructions and talk about which parts of your body are private.

Good and bad touch

- Touch can be **good** or **bad**.
- People touch you for different reasons.
- Sometimes touch feels bad, but is necessary.
- You should never be asked to keep secrets about touch.

People you can trust

- Who do you trust most in the world?
- Trusted people are different for everyone.
- Write down a list of the people you trust.

Remember the PANTS rules

PRIVATES ARE PRIVATE

ALWAYS REMEMBER YOUR
BODY BELONGS TO YOU

NO MEANS NO

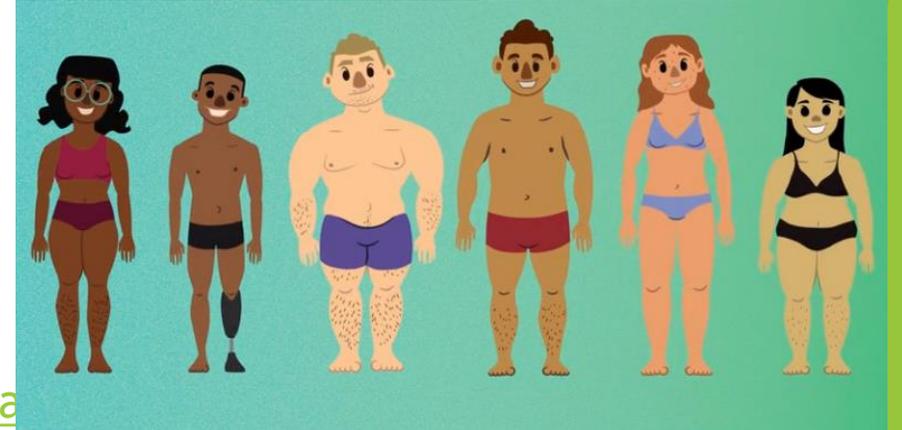
TALK ABOUT SECRETS
THAT UPSET YOU

SPEAK UP, SOMEONE
CAN HELP

Key Lessons of RSE - Year 4 Statutory

- ▶ Year 4
- ▶ Introducing puberty - changing from a child to an adult

<https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-4/safety-and-the-changing-body/introducing-puberty/>



Remember the **PANTS** rule:

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- A** - Always remember your body belongs to you
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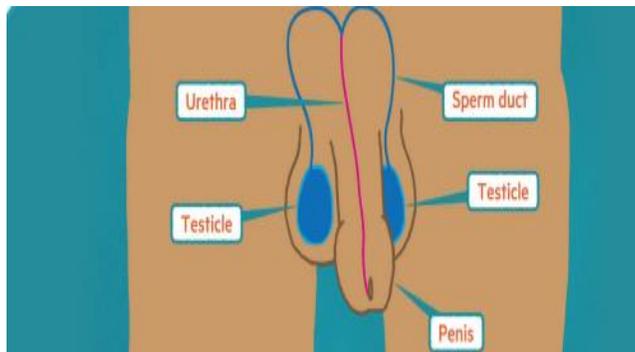
Breasts	Enlarged soft parts of a female's chest which produce milk for a baby.
Genitals	The external sex organs. This word is used for both males and females.
Hygiene	Keeping clean.
Penis	The male external sex organ.
Puberty	The physical and emotional changes a child goes through to become an adult.
Testicles/testes	Produce sperm and male sex hormones.

Introducing Puberty

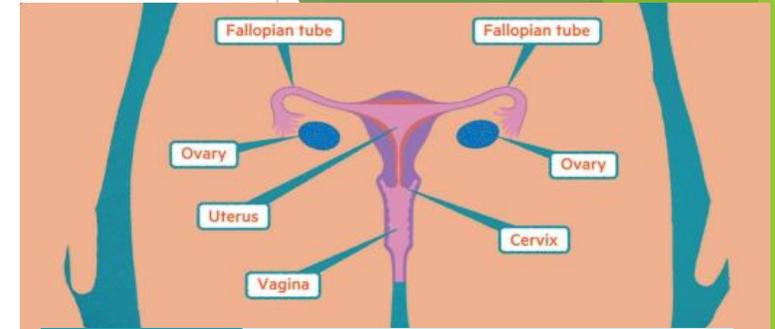
Learning Objectives	Before the lesson
<ul style="list-style-type: none">• To recognise the physical differences between children and adults.• I understand that my body will change as I become an adult.• I understand that different changes happen to males and females.• I can identify some physical differences between child and adult bodies.• I can explain ways to look after my personal hygiene.	<p>Watch</p> <ul style="list-style-type: none">• Pupil video: Introducing puberty (see Main event) <p>Have ready</p> <ul style="list-style-type: none">• Presentation: People (see Main event)• Children's comments from the last activity of the previous lesson.• Samples of hygiene products to show children, such as shower gel, sponge, deodorant and shampoo. <p>Print</p> <ul style="list-style-type: none">• Activity: Body changes (see Classroom resources) - one per of pupils.• Activity: Hygiene - female or male version (see Classroom resources) - one per of pupils.
Attention grabber	
<ol style="list-style-type: none">1. Remind the children about the ground rules for these lessons that they created at the beginning of this topic.2. Read out some of the children's comments from the end of the previous lesson about what they think is exciting about growing up. If any of their comments warrant a discussion, take the time to do this.3. Move on to look at the things that the children said they would find challenging. Spend some time discussing these things and allaying any fears. Stress that all adults have been through this and they can discuss worries with someone they trust. <p>Key questions</p> <ul style="list-style-type: none">• What excites me about growing up?• What might I be worried about?• Who can I talk to?	

Key Lessons of RSE - Year 5 Statutory

- ▶ Year 5
- ▶ Puberty (Physical changes)
- ▶ Menstruation (What are periods?)



Erection	When a male's penis becomes hard and upright.
Ejaculation	When the penis becomes erect and sperm come out of the body.
Penis	The male external sex organ.
Scrotum	The pouch which hangs behind the male's penis and contain the testes.
Sperm duct	The tube sperm travels through.
Testicles / testes	Produce sperm and male sex hormones.
Wet dreams	Ejaculation which happens when a boy is asleep.



Breasts	Enlarged soft parts of a female's chest which produce milk for a baby.
Menstruation / period	The shedding of the womb/uterus lining each month which causes bleeding.
Ovary / ovaries	On each side of the womb and release eggs each month.
Vagina	The tube inside a female which connects the womb to the outside.
Fallopian tube	The tube which connects the ovaries to the womb/uterus.
Labia	The folds of skin on the external female genitals (vulva).
Nipples	On the chest of males and the breasts of females. In females, a baby can suck milk from the nipple.
Uterus / womb	The place in a female where a baby grows during pregnancy.
Vulva	The external female sex organs.

Puberty - Physical Changes

Learning Objectives	Before the lesson
<ul style="list-style-type: none">• To understand physical changes during puberty.• I understand how the body changes as a child becomes an adult.• I can accurately label sexual external parts of the body.• I can accurately label internal reproductive organs.	<p>Watch</p> <ul style="list-style-type: none">• Pupil video: Puberty. <p>Have ready</p> <ul style="list-style-type: none">• Paper and pencils or crayons for drawing (see Attention grabber).• Teacher note: Male and female external body parts: answers (see Classroom resources).• Link: Childline (if needed - see Wrapping up) - this is an external website and we do not have control over its content - please check before showing to the children. <p>Print</p> <ul style="list-style-type: none">• Activity: Male and female external body parts (see Classroom resources) - one per pair.• Activity: Male internal body parts (see Classroom resources) - one per pupil.• Activity: Female internal body parts - including the clitoris (see Classroom resources) - one per pupil.• Activity: Female internal body parts - excluding the clitoris (see Classroom resources) - one per pupil.
Attention grabber	
<p>1. Start the lesson with a 'Draw and write' activity, for which each child will need a piece of paper and a pencil or crayon. You could get the children to complete this task before the lesson, allowing you to adapt the lesson according to the results of the activity.</p> <p>Explain to the children that you will read out some statements and they will draw or write their responses on their paper. Emphasise that this is an individual activity and there is no right or wrong answer. The exercise is only to find out what the children know about growing up.</p> <p>Statement 1 - A boy and girl aged about 13 are walking down the road. Draw a picture of the boy and the girl.</p> <p>Statement 2 - The boy and girl are talking about change. Draw or write some differences you could see in the boy and girl from when they were younger.</p> <p>Statement 3 - Changes can't always be seen, draw or write some other changes</p>	

Main event
<ol style="list-style-type: none">1. Recap the rules that the children came up with for these lessons and give them the opportunity to add any more rules they may want.2. Ask the children what the word 'puberty' means. Explain that during this lesson, the focus will be on the physical changes of puberty. Some of these changes will be external and things we can see. Other changes will happen inside our bodies.3. Display Pupil video: Puberty (whichever version you have chosen to use), which looks at the external parts of girls' and boys' bodies and changes that happen during puberty.4. The children will now work in pairs to complete the Activity: Male and female external body parts. For some children, this activity will be revision. <p>Go through the answers as a class (see Teacher notes: Male and female external body parts: answers).</p> <ol style="list-style-type: none">5. Ask the class what parts of the body will change as we grow into adults. <p>Recap the changes seen in the Pupil video: Puberty (breast development, hair growth, size of penis and testicles). Make it clear to the children that these changes happen over time and at different times for different people. Also, talk about the diagrams and explain that children will not look exactly like the diagrams, as everyone is different and this is completely normal.</p> <ol style="list-style-type: none">6. Explain that the class will now look at internal body parts, and hand out the Activity: Male internal body parts (one per child). Ask the children to work individually to label the body parts using the words given on the sheet. Go over the answers as a class and correct any misconceptions.7. Hand out to each child a copy of either the Activity: Female internal body parts - including the clitoris or the Activity: Female internal body parts - excluding the clitoris, depending on which version you have chosen to use. <p>Invite the children to look first at the top diagram. Explain that these are external parts but they are not easy to see as they are between a female's legs and are hidden by folds of skin called the labia. Reinforce that this entire area is called the vulva. Ask the children to label these parts.</p> <p>Then ask the children to label the second diagram showing the female internal body parts.</p> <ol style="list-style-type: none">8. Look at both the activities used (Activity: Male internal body parts activity and either

Menstruation

Learning Objectives	Before the lesson
<ul style="list-style-type: none">• To understand the menstrual cycle.• I understand the process of the menstrual cycle.• I can explain some changes I will go through during puberty.• I know who I can go to for help if I need to.	<p>Watch</p> <ul style="list-style-type: none">• Pupil video: The menstrual cycle (woman's voice).• Pupil video: The menstrual cycle (man's voice). <p>Have ready</p> <ul style="list-style-type: none">• The question box from the end of the previous lesson.• Paper and pencils to write new questions (see Wrapping up).• Examples of sanitary protection.• Teacher support: Girls: True or false quiz with answers (see Classroom resources).• Teacher support: Boys: True or false quiz with answers (see Classroom resources).• Link: 'Childline website' - this is an external website and we do not have control over its content - please check before showing to the children. <p>Print</p> <ul style="list-style-type: none">• Activity: The menstrual cycle: diagrams (see Classroom resources) - for pupils needing support.• Activity: Girls: True or false quiz (see Classroom resources) - one per pupil.• Activity: Boys: True or false quiz (see Classroom resources) - one per pupil).

Attention grabber
<p>1. Start the lesson by answering any questions that the children have put into the question box since the end of the previous lesson.</p> <p>Ask a member of SLT if you are unsure of the correct way of answering questions and work to your school policy and government guidelines. If in doubt, check before you talk to your class.</p> <p>2. Focus on correcting or re-visiting areas covered in the last lesson and explain if any of the questions raised are going to be covered in this lesson or the subsequent one. Also, give the children the opportunity to ask any other questions they have had since the last lesson.</p>

1. Recap the ground rules the class agreed on for RSE lessons.
 2. Explain that the class is going to look in more detail at some of the changes during puberty. To begin with, the children will focus on the changes for girls and, in particular, on periods.
 3. Ask the children to work in pairs to recap some of the changes that females go through during puberty (breast development, hips widening and pubic hair growth). Ask the children to feedback and clarify as a class. Explain that these changes happen so that eventually a female can have a baby if she wants to.
 4. Explain that we are going to look at what happens inside a female that will mean she can get pregnant in the future if she wants to.
 5. Show the *Pupil video: The menstrual cycle*. There are two versions of the video, one with a male voice-over and the other with a female voice-over. Use the version you feel is most appropriate.
- Show this on your interactive whiteboard.
6. Clarify the children's understanding and answer any questions that they may have. Children may ask how fertilisation happens. If so, explain that for an egg to be fertilised, a sperm from a male is needed and they will learn about how this happens in Year 6.
 7. Explain that females need to wear some form of protection to catch the blood during their period. If you are working with single-gender groups, the girls will learn more about the types of protection (see below). At this stage, boys just need to know that girls wear sanitary towels to catch blood during their period.

For any children requiring additional support, provide them with the *Activity: Menstrual cycle diagram* for consolidation.

The next section of the lesson will vary depending on whether you have single-gender groups or mixed. Below is information each gender needs and if you have decided to teach in mixed groups you will need to cover both aspects with everyone.

Girls

Reinforce that everyone will start their period at different times and this is normal. Explain that girls usually start their periods between the ages of 9 and 13 but everyone starts at different times and it can be a bit later than this. Ask the children to complete the *Activity: Girls: True or false quiz* and then get them to self-mark as you give the answers (see *Teacher note: Girls: True or false quiz with answers*).

Menstruation

Ideally, sit the children in a circle all together to talk about the types of protection available and demonstrate putting a pad in place. Stress the need to change pads frequently. How often will depend on flow but it is useful for girls to get into the habit of going to the toilet to check. If there is a lot of blood on the towel, they should change it. Even with a light flow it would be advisable to change the pad every 6 - 8 hours.

Also talk about how to dispose of towels. Towels should be wrapped in the wrapper of the new

towel (if appropriate) or toilet roll and put into the special bin in public toilets or a bin. Stress that sanitary towels should never be flushed down the toilet as they can block drains.

Mention other types of protection available. Explain how the children can access sanitary products in school should they ever need to, and suggest that it is a good idea to have some sanitary products with you just in case. You could also show reusable products as an environmentally friendly alternative.

If girls don't ask, explain that other forms of protection are available such as tampons and menstrual cups. These go into the vagina and they need to be even more careful about changing regularly. Lots of girls start by using pads or period pants, but there's nothing to stop you using tampons or cups straight away and with practice they can become a good option.

Answer any questions girls have about periods and remind them about the question box.

Boys

It is nice if this section of the lesson can be delivered by a male teacher if at all possible.

Remind boys that periods are something that happen to females but there are other changes that they will go through. If boys ask about the protection girls use during a period, you could show them examples.

Ask the children to complete the *Activity: Boys: True or false quiz* and then get them to self-mark as you give the answers and discuss as you mark them (see *Teacher note: Boys: True or false quiz with answers*).

Following this activity, answer any other questions boys have related to the changes they are/will be going through, such as erections, wet dreams.

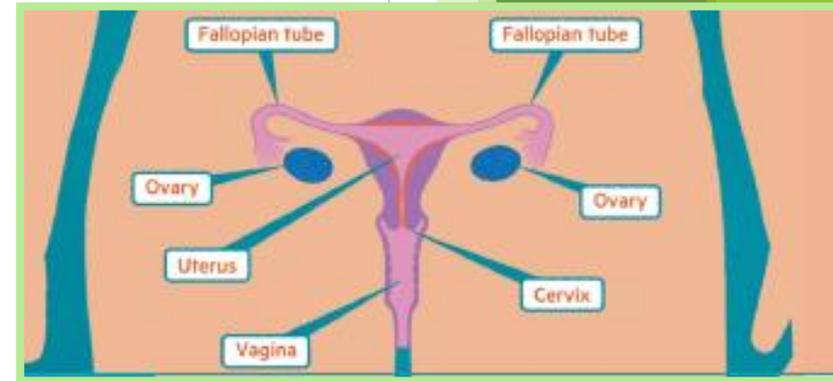
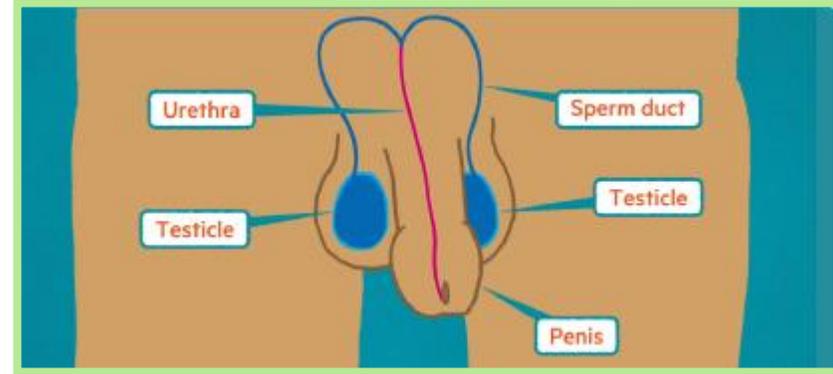
Remind them about the question box.

Key questions

- What is a period?
- How do you deal with periods?
- What changes do boys go through during puberty?

Key Lessons of RSE - Year 6 Statutory

- ▶ Year 6
- ▶ Puberty - The changes that happen - Statutory
- ▶ Conception, pregnancy and birth (can be withdrawn from)



Puberty - Physical Changes - Statutory

2: Attention grabber

Explain that this lesson will focus on puberty. Remind the children about the ground rules for PSHE lessons and invite them to suggest any additional rules. Consider including a rule that encourages the use of correct scientific names for body parts.

Introduce the idea of assessing the children's existing knowledge and understanding of puberty.

Ask the following question and explain that answers will be collected during the next activity:

✓ What happens during puberty?

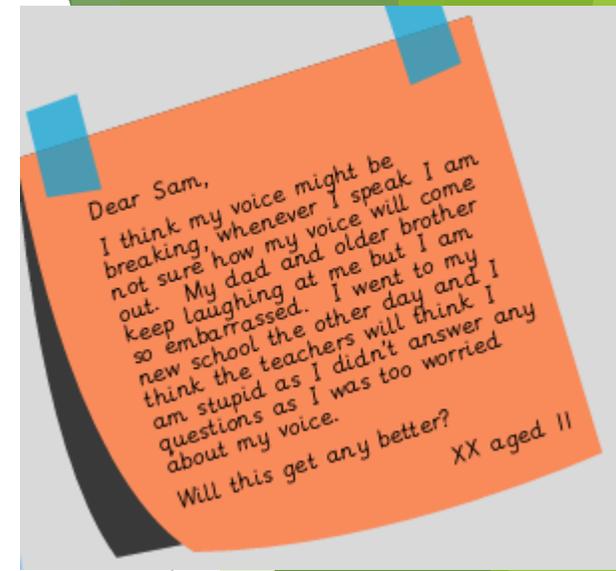
Arrange the children in small groups and give each group one of the large pieces of paper headed either Boys, Girls or Both (see Teacher knowledge). On their piece of paper, they need to write down all the changes that they know about that happen during puberty that are relevant to the heading they have been given.



3: Main event

Show the chosen version of the *Pupil video: Puberty* (with or without the clitoris), particularly if additional consolidation of learning is needed. Pause at the recommended intervals to review and discuss key points.

- ✓ puberty men and women 00:00 – 00: 25
- ✓ female external organs 00:26 – 00:40
- ✓ female internal organs 00:41 – 00:50
- ✓ male organs 00:54 – 01:02
- ✓ puberty male 01:12 – 02:09
- ✓ puberty female 02:10 – 02:40



Body parts quiz

- 1) What are the chemicals in our bodies that drive changes as we grow up called?

- 2) Which part of a boy's body becomes bigger during puberty?

- 3) What is the term for the change from being a child to becoming an adult?

Conception

Ensure the children understand that:

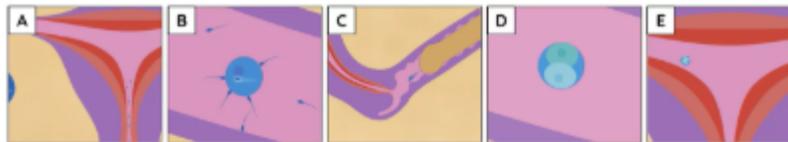
- ✓ A person needs to know what they are giving permission for.
- ✓ They can withdraw their consent (i.e. change their mind).
- ✓ Consent applies to all kinds of situations, not just intercourse, such as going on a school trip or lending an item to someone.
- ✓ Consent should be freely given. A person should never feel pressured or pressurise anyone else into having intercourse or doing anything else they don't want to.

Rewatch the video so children can further consolidate their understanding.

Arrange the children into pairs and give each pair a copy of the *Activity: Sequencing* and display slide 1 of the *Presentation: Stages of conception*.

Presentation: Sequencing

Match the images to the descriptions



Recap with the class the ground rules that were created at the beginning of the year/topic.

Answer any questions from the Question box that the children may have asked since the previous lessons, focusing on questions that will not be covered during this lesson.

Show the *Pupil video: Menstruation* (previously watched in Year 5) to remind the children about the menstrual cycle. Two versions are available, one with a woman's voiceover and one with a man's voiceover. Choose the version most appropriate for the class.

Pupil video: Menstruation - Option 1 (voiced by a woman)

NB: Parents have the right to withdraw their child from the rest of this lesson.

Explain that the children are going to learn how a baby is conceived. Put this into context by saying that for most couples this is a big decision and something they will have thought about for a long time. Depending on school policy and ethos, it may be necessary to emphasise the importance of marriage.

Show the *Pupil video: Conception*. There are three versions available: two with identical video content but narrated by either a man or a woman, and a third option without visuals or details of intercourse. Select the version most appropriate for the class.

Pupil video: Conception - Option 1 (voiced by a woman)

Pregnancy and birth

Please note: Parents can choose to withdraw their child from this lesson. See the Teacher knowledge and Cautions tabs for further details.

Watch

- Pupil video: Pregnancy and birth.



Invite the children to ask any questions they might have and spend some time answering them.

If the children do not ask any questions, explain that not every couple will be able to have a baby this way. This could be for medical reasons or because they are in a same-sex relationship. Explain that these couples may still want to have a baby and there are other options, such as:

- ✓ Adoption.
- ✓ Surrogacy (when someone else has the baby for the couple).
- ✓ IVF (where the sperm and egg are brought together by a scientist to be fertilised and then placed into the uterus to grow).

Explain that pregnancy and birth are only the start of being a parent and that being a parent is a long-term commitment.

Questions

- ✓ How does a baby develop?
- ✓ What does a baby need in the first months of life?

Any Questions?

Time to look at resources

- ▶ Knowledge Organisers
- ▶ Worksheets

Year 4 - Safety and the changing body

Age restriction	Something that is restricted from access until a user turns a particular age.
Asthma	
A common lung condition that causes breathing problems.	
If someone is having an asthma attack, keep them calm and help them to use their inhaler.	
Law	Rules enforced by the government that define what we can and cannot do.
Tobacco	A plant grown for its leaves which contains a highly addictive drug called 'nicotine'.
Breasts	Enlarged soft parts of a female's chest which produce milk for a baby.
Genitals	The external sex organs. This word is used for both males and females.
Hygiene	Keeping clean.
Penis	The male external sex organ.
Puberty	The physical and emotional changes a child goes through to become an adult.
Testicles/testes	Produce sperm and male sex hormones.
Getting help	
In an emergency, call 111 or 999.	If you are worried about something, talk to an adult you trust at home or at school.
Contact: Childline www.childline.org 0800 1111 Calls DO NOT show on the phone bill.	

Key concepts

Age restrictions are there to protect children.

Some adults choose to smoke tobacco and this can harm their bodies.

Surprises are positive as they are usually something nice. Secrets are often negative as they are things people want to hide.

Search engines do not always list the most useful or reliable websites first.

Sharing information and images on the internet can be risky.

When you look for information online, think about whether the website is reliable.

Remember the **PANTS** rule:

- P** - Privates are private
- A** - Always remember your body belongs to you
- N** - No means no
- T** - Talk about secrets that upset you
- S** - Speak up - someone can help

Kapow Primary

Vocabulary

- ✓ change
- ✓ exciting
- ✓ worries
- ✓ physical
- ✓ height
- ✓ breasts
- ✓ genitals
- ✓ penis

Scenario 1

Gemma, Nyla and Jessica have been friends for years. Gemma and Nyla both say they have started their periods. Nyla says Jessica is a baby because she hasn't started yet. Gemma doesn't think it is fair for Nyla to pick on Jessica. Jessica is worried that something is wrong with her because both her friends have started.

- What can Gemma say to Jessica?
- What can Gemma say to Nyla?
- Who could Jessica talk to?

Extension question

Nyla hasn't started yet, why might she have told her friends she has?