

RSE Curriculum Organiser

Year 4

This unit will cover

Accepting change, puberty, menstruation, physical and emotional health

Learning Objective:

I can identify changes that have been and may continue to be outside of my control that I learnt to accept.

I can express my fears and concerns about changes that are outside of my control and know how to manage positively.

Learning Objective:

I understand that boys and girls' bodies need to change so that when they grow up they can make babies, which is called puberty.

I can identify how boys and girls' bodies change on the outside when going through puberty.

Learning Objective:

I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. I have strategies to help me cope with the physical and emotional changes I will experience during puberty.

Learning Objective

I understand the importance of looking after yourself physically and emotionally throughout puberty.

I understand that puberty is a natural process that happens to everybody and that it will be ok for me.

Session 1.

Whole class warm up – look at scenarios and pictures of places, environments that have changed over time.

Why do these things happen? Do we have control over them? How easy is it for you to accept changes to our planet that we appear to have little control over?

What changes in our lives do we have control over?

What changes do you not have control over?

How might you feel about these changes?

How might you cope with these situations?

(Link with Global warming topic)

Vocabulary

Range of emotions:

Scared, empty, peaceful, sad, jealous Nervous, accepting, worried, miserable

Apprehensive, anxious, excited

Control, change, acceptance

Session 2

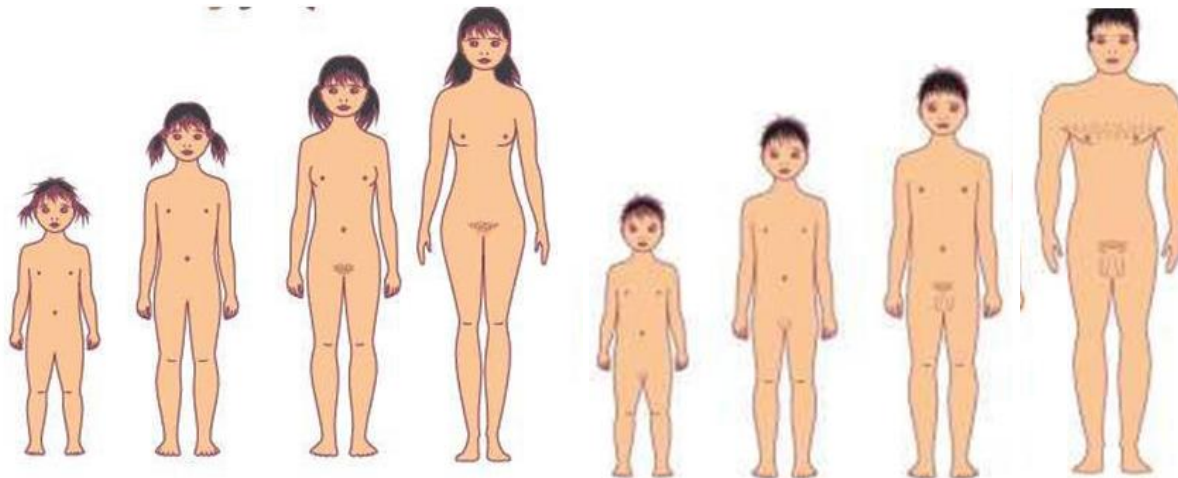
Changes feel exciting and sometimes are difficult and often a bit of both. One thing that we can be sure of **there will always be changes in our lives because living things are always changing.**

Introduce the term Puberty- An important change which happens gradually to everybody. For children it will start sometime in the next few years and carry on into their teens. It is simply the gradual changes their bodies from a child's body into an adult's body and having babies.

Discussion/Teaching focus: How are the changes that happen to boys and girls different?

Statements shared will include the following vocabulary:

- I will grow taller -I will develop pubic hair between my legs -Hair will grow under my arms -Hair will grow on my legs
- I will grow hair on my face - My hips will widen -My chest and shoulders will get broader -My voice will get deeper -
- My breasts will grow
- My penis and testicles will grow larger - My feet will get bigger - My skin will get less smooth



Vocabulary

Breasts

Testicles

Penis

Vagina

(If some of the children do giggle, it will be acknowledged and it will be explained that because these body parts are private and we don't normally talk about them, this can make some feel embarrassed. But it is important to learn how our bodies will change so that they will not be worried when it happens to them. We will label the outer body parts of men and women.

Session 3

Puberty Girls and Boys

- How do you feel when you think about puberty and growing up?
- How does the way you feel compare with how other people feel?
- What do these objects tell you about changes or new experiences at puberty?



- What is menstruation and how do these items connect with it?
- What do you already know about sanitary products?

Teaching points/ Vocabularly/Images

Menstruation-(literally meaning a monthly event) It is a special part of puberty that affects girls/people who are born female.

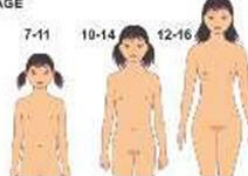
Animation: The female reproductive system- giving a simple explanation about menstruation

<https://www.youtube.com/watch?app=desktop&v=hUpMM64ClhM>

Vocabulary

Menstruation Periods



				 This is known as a period
When a girl's body reaches puberty the eggs (ova) in her ovaries start to mature. Puberty can happen any time between the ages of 10 and 14, but it is different for everyone so we shouldn't worry if we start puberty earlier or later than our friends.	Once a month, one tiny egg (ova) stored in the woman's ovaries is released. It passes into the fallopian tube and then into the womb/uterus.	If the egg meets a man's sperm at this point, the egg will be <u>fertilised</u> and a baby will start to grow. This is called conception. Every month the womb/uterus makes a thick, soft spongy lining with an extra supply of blood to provide all the nutrients that a baby would need. If an egg is <u>fertilised</u> it settles into this soft lining and develops into a baby.	If an egg isn't <u>fertilised</u> by a sperm, then the lining of the womb isn't needed. The lining breaks up and the spare blood it contains passes out of the woman's body through her vagina and vulva. This is called 'having a period', unlike when we cut ourselves. This flow of blood is normal and natural for a girl who has <u>reached</u> <u>puberty</u>. It shows that the girls/woman's body is working as it should.	Girls and woman need to soak up the blood as it comes out of the vagina/vulva. They can use an absorbent towel which they wear in their underwear or a tampon which they insert into the vagina. It is very important that these are changed regularly. The amount of blood leaving the body varies from woman to woman, but on average it's about two tablespoons worth, or enough to fill an egg cup. Most woman have a period once a month until they are in their fifties when they gradually stop.
<u>Puberty and boys.</u> Content and Vocabulary Testosterone – as boys reach puberty their testicles start to make testosterone which cause the body to start changing. Erection – is a hardening of the penis. Usually an erection causes the penis to enlarge and stand away from the body. Scrotum – The bag of skin that holds the testicles. Wet dream – this is when a male ejaculate while he's sleeping. Ejaculation is when the fluid containing the sperm comes out of the penis and you may notice this in your underwear or pyjama pants. Body changes: pubic hair, growing taller, voice breaks, facial hair, underarm and chest hair Larynx (Adam's apple) – their voice will get deeper because of changes in the larynx.				



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Year 5

This unit will cover

Conception and Babies *This is Non -Statutory*

Learning Objective:

I understand how a baby is conceived through sexual intercourse.

I can label the internal organs of a male and female

Learning Objective:

I can describe how a baby develops from conception through the nine months of pregnancy and how it is born.

I can recognise how I feel when I reflect on the development and birth of a baby.

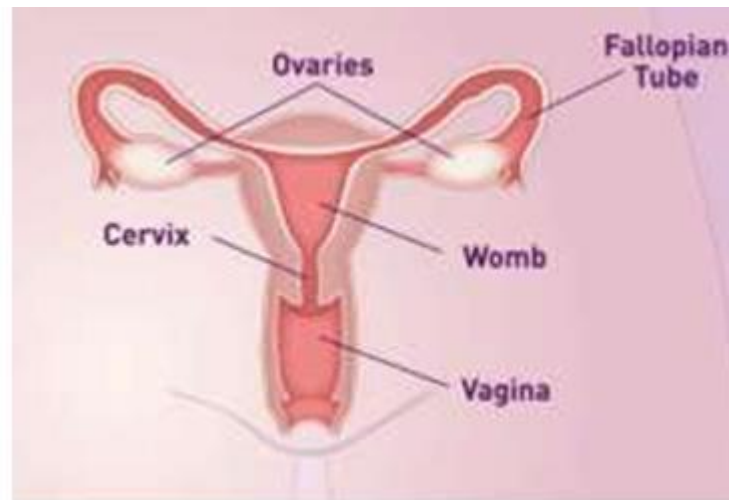
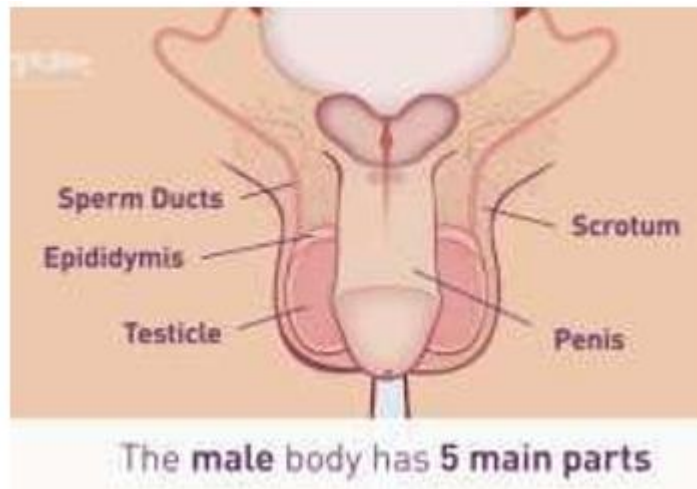
Session 1.

We know what happens to our bodies when we go through puberty and we know that girls will start to menstruate during puberty.

Why do our bodies change – what is the reason for this?

What is the most special and precious thing any of us can make?

Label the internal/sexual organs of the male and female bodies.



Epididymis – the sperm are stored in the epididymis. When a man becomes sexually excited the spongy tissue inside his penis becomes filled with blood and it becomes erect (stiff). This happened so the penis can enter the vagina during sexual intercourse.

What are the main ingredients for making a baby?

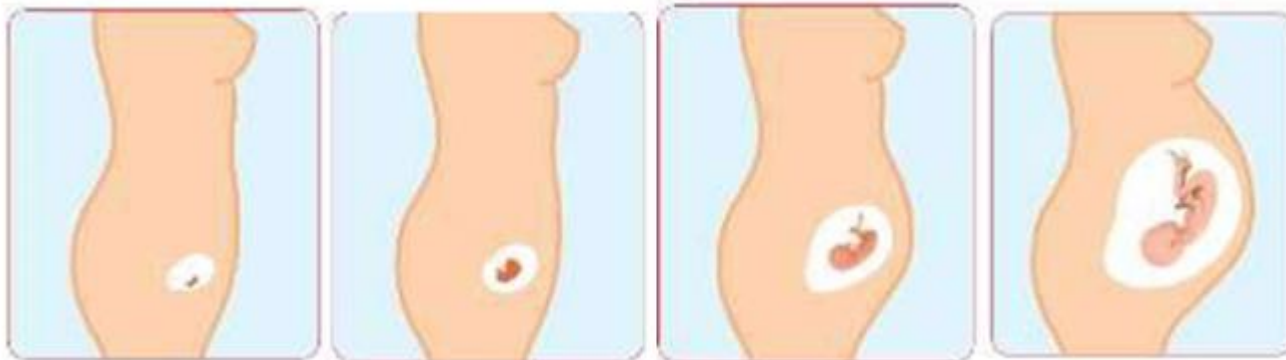
Sperm (which contains genes about what the father is like) and **egg/ovum** (which contains genes about what the mother is like)

A baby will start to grow when a man's sperm and a woman's ovum meet and join together. This can happen when a grown-up man and woman share an especially close and loving embrace which allows the **sperm to be released through the penis into the vagina**. People refer to this as '**making love**' or '**having sex**' or **sexual intercourse** (children will probably have heard these expressions before, but may not really understand what sexual intercourse really means). It's an intimate, loving and very private part of a grown-up relationship. From the **vagina**, the **sperm can swim through the womb/uterus** into the tubes that lead from the ovaries. If they meet an egg/ovum there, one of them may '**fertilise**' it – join with it so that it starts growing into a baby. This is called **conception**. The **fertilised egg** settles into the soft lining of the **mother's womb**, where it will grow until it is big enough to be born 40 weeks (9 months). The baby will get half of its genes from the mother's egg/ovum and half of its genes from the father's sperm.

Session 2

This lesson will cover: The stage by which a baby grows and develops through pregnancy and how a baby is born.

Main Teaching points:



1. Life begins when **sperm** joins with an **egg** in the **fallopian tube** and **fertilises** it so that it starts to grow into a baby.
2. The **fertilised egg (embryo)** starts to divide from one **cell** to two, then four, then eight and so on and the growing cluster of cells travels down the **fallopian tube** towards the mother's **uterus/womb**.
3. As the cells continue to divide some of them form into the tiny beginnings of the body (a **foetus**) and some form a fleshy plate called the **placenta** which attaches the baby to the wall of the **womb**.
4. For the first 2 weeks the baby grows slowly but it gradually forms all its **body parts**; after only 6 weeks it already has a tiny heart which is beating.
5. After 12 weeks the baby is fully formed and has all its essential **body parts** but it is still very small, about the length of your thumb.
6. In the ninth month the baby is getting quite squashed and doesn't have much room to move: it settles with its head down ready to be **born**.
7. Birth begins when muscles in the **womb** start to press down on the baby in a series of powerful pulses called **contractions**.
8. Over a period of several hours these **contractions** get stronger and more frequent, pushing the baby's head against the entrance from the **womb** to the **vagina**, which is called the **cervix** and gradually opening it up.

9. Now the mother can use **muscles** that she can control to help the **contractions** and push the baby down and out of the **vaginal opening**; it's very hard work and a big strain for the mother and the baby.
10. Finally, the baby's head is born – this is the largest part and the rest of the body quickly follows: the mother is normally helped through all of this by a specially trained nurse called a **Midwife**.
11. The **baby** is still attached to its mother by the **umbilical cord**, but once it starts breathing for itself and crying the cord can be clamped and cut – the remains if it will eventually shrivel to form the baby's **belly button**.
12. The other end of the cord is connected to the **placenta** and a few more **contractions** help the mother push this out; now a new independent life has begun and mother and baby can relax and start getting to know each other.



Year 6

This unit will cover

Babies and conception – boyfriends/girlfriends – peer pressure, making safe choices online

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Learning objective:

I understand how babies are usually made. I also understand that sometimes people need IVF to help them have a baby.
I appreciate how amazing it is that human bodies can reproduce in these ways.

Learning Objective:

I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.
I understand that respect for one another is essential in a boyfriend/girlfriend relationship and I should not be pressured into doing something I don't want to do.

Session 1. Babies/conception – making our own choices

Content and vocabulary.

Why do people choose to have babies?

What is difficult about looking after a baby?

Does everybody have to have a baby?

Having a baby is both a great joy and a big responsibility and that is why many people wait until they are in a safe and loving relationship in which to care for a baby.

It has always been a natural human instinct to have babies, if not none of us would be here.

It's a choice people make and some people choose not to have a baby.

Content and vocabulary

-What are the different kinds of relationships we have with the people around us?
-What are the important things a couple should consider before deciding to have a baby?
-Does everyone agree on what the right circumstances are for bringing up a child?
-How is a new baby made, and how does this grow out of the parents' love for each other?
Recap 'The Female Reproductive System' and 'The Male Reproductive System' to recap on the physical facts of how this happens and also to illustrate how the wonder of a new life grows out of the closest and most loving and private part of the couple's own relationship, sexual intercourse.



Vocabulary

Relationships Conception
Making love/Sexual intercourse
Fallopian tube Fertilisation
Pregnancy
Embryo Umbilical cord
Contraception
Fertility treatment (IVF)

-Whilst sexual intercourse is the way the sperm fertilises the egg in many cases, there are occasions when this might not be possible e.g. medical reasons or same-gender relationships.
-When sexual intercourse isn't possible to conceive a baby, doctors can help people to have a baby perhaps through egg donation, artificial insemination, surrogacy, or IVF. Or people can choose to adopt. At this age it is important to clarify in simple terms what they may have already heard about these subjects without burdening them with too much details.
-What else do you need to know about how a baby is formed and starts to grow in the womb?
-Can people make love and not have a baby?
-What happens if a couple wants a baby but find they can't have one?

Session 2

Relationships – boyfriends and girlfriends, making our own choices, being safe online

1) Why do people want a boyfriend/girlfriend? 2) How is this different from being friends? From this discussion conclude that with romantic relationships there is usually a physical and romantic attraction, and that is what makes this type of relationship special.

Class Activity:

You might want a boyfriend/girlfriend because...' Some are good reasons and some are not! Were there any differences in how the girls and boys sorted the cards? If there are, why is this? Are boys under different 'pressures' compared to girls?)

Where does this pressure comes from? e.g. media, peers, social standing, popularity, etc. Is it the right thing to 'give in' to the pressure? How do we stand up for ourselves (be assertive)?

Summarise that people should decide to enter into a relationship when they feel ready to and that it is a personal choice. There is no expectation for everyone to be dating and just because others are, it doesn't mean that we have to.

Sexting: A Scenario will be read to the class and made clear that this is a REAL story but the names have been changed to protect identity. Before discussing the scenario, explain that when people send messages or photos like this it is called '**sexting**'. Emphasise that once something has been sent **online**, **texted** or **posted on social media** it can NEVER be taken back. There are also ways that people can retrieve whatever has been sent, even if it has been deleted

