

Year Group: Nursery

Lesson	Learning	Brief activity outline	Key vocabulary
1	L: Talk about the similarities and differences between the males and females.	<p>Girls and Boys Have an open circle time to ask children if boys and girls are different. Important to say “if” rather than “how” so as not to lead the children and make it as natural a conversation as possible. Think about:</p> <ul style="list-style-type: none"> • Do they sound different? • Do they eat different things? • Do they wear different clothes? • Do they look different? • Do they play differently? <p>If they suggest ‘girls’ toys/colours/clothes and ‘boys’ toys/colours/clothes gently encourage them to think differently -e.g., might it be fun for boys and girls to play with dolls together? Share with the children the book ‘Are you a boy or are you a girl?’ by Sarah Savage and Fox Fisher.</p> <p>You will more than likely get suggestions of having “Different private parts”, “Boys have willies”, “We go for a wee differently” etc. Be prepared that this could be met with giggles etc. At this point you may name these areas as private parts or to teach the correct vocabulary of penis and vulva. If this doesn’t become a part of the conversation naturally then you could simply ask: Do girls and boys have the same bodies? Don’t force the topic - if it doesn’t arise then use the rest of this lesson as a bank of activities and resources to use, if and when this topic comes up.</p> <p>Make sure you then discuss;</p> <ul style="list-style-type: none"> • Who can see these parts? (as in who is allowed) • Who can we show them to? • How do we keep them private? Wearing underwear, closing the toilet door • How can we keep them clean? <p>Different types of families Share images and read books about different families. In provision, provide pictures of different families, ensuring diversity across the images.</p> <p>Promote the understanding that all families provide love, care and security. You may also want to suggest ways that people can ask for help or talk to someone if they don’t feel love, care or safety.</p> <p>Task: Ask the children to bring in or draw pictures of their own families to share. Are they all the same? What is different?</p> <p>Resources: ‘Are you a boy or are you a girl?’ book by Sarah Savage and Fox Fisher.</p>	<p>private parts penis vulva</p> <p>dolls and cars are for everyone</p>

Year Group: Reception

Lesson	Learning	Brief activity outline	Key vocabulary
1	<p>L: To understand that animals and humans change in appearance over time.</p> <p>L: To be able to use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals).</p> <p>L: To be able to make observations and ask questions about living things.</p>	<p>Talk to the class about cycles - how things go round and round. Can they think about things that go round and round? Take ideas from the children. Explain that things that live - like plants, animals and people - also have cycles; these are called life cycles.</p> <p>Show them a film clip of a life cycle. Suggested examples include a frog, seed or butterfly.</p> <p>Depending on the time of year you may have a hatchery with eggs, or for butterflies, or a tadpole pond in your school to which you can also refer.</p> <p>After watching the clips and ask the children:</p> <ul style="list-style-type: none"> • What happens at the beginning of the cycle? (egg/seed comes from a mother or adult plant) • What happens next (it grows and changes) • Does it keep on growing? (If using a frog or butterfly) • Does it change its name? (Yes. Tadpole now a frog. Caterpillar now a butterfly) • What does it do once it stops growing? (Flies away/jumps away/leaves its home) • Why do you think that happens? (Hungry/needs food/to meet friends/meet another frog or butterfly to make more frogs or butterflies and then the cycle begins again.) <p>Ask the children if they can name any other animals that this might happen to. Can they name the baby? E.g. lamb to sheep, puppy to dog, calf to cow, piglet to pig.</p> <p>Resources: Film clip of a life cycle (butterfly/frog/seed)</p>	<p>growing life cycles seed egg baby grow change old young</p>
2	<p>L: To be able to talk about how they have changed as they have grown.</p> <p>L: To know the differences between babies, children, and adults.</p>	<p>Read a story about getting bigger, such as <i>You'll Soon Grow into Them, Titch</i> by Pat Hutchins (several versions can be found in film clips online).</p> <p>Focus for questions:</p> <ul style="list-style-type: none"> • How much have you changed since you were a baby? (A lot, look different, can do more things, are taller.) • How do you know you have grown? (Could use props such as baby clothes to help stimulate discussion e.g., need bigger shoes; now sleep in a bigger bed not a cot. Have different clothes from when you were a baby.) • Which parts have grown? (Body, legs, arms, head, fingers, toes, teeth - getting/soon to get wobbly, losing baby teeth.) • What has helped us to grow? (Eating food that gives us energy and the right vitamins and minerals to help us grow; getting rest and sleep - our bodies grow when we're asleep.) 	<p>baby child teenager adult grow messages (DNA/Genes) families of different beliefs adoption</p>

	<p>L: To know that we are all unique.</p>	<ul style="list-style-type: none"> • What can you do now that you couldn't do as a baby? (Can reach cupboards without help/footstool, can open doors, can walk everywhere, play football, ride a bike, bounce on a trampoline, swing on a swing without help, climb a climbing frame, swim/play in the swimming pool with your feet touching the bottom - stress that this should only be done when safely supervised.) <p>Explain that sometimes we don't have the same looks as our family. Sometimes this is because we may have some parts of us that came from our grandparents, e.g., the messages that our body got which told it to have red hair made have come from our grandparents, rather than our own mum or dad. That is because our own parents' bodies carry messages that came from their mum or dad - and sometimes these get passed on to us.</p> <p>Sometimes we don't look the same as our parents because other people helped make us and so we will have messages from their bodies instead. This might be because we are adopted.</p> <p>Conclude with a circle that celebrates things we can do now that we couldn't do when we were a baby.</p> <p>Resources: Share a story about getting bigger, such as 'You'll Soon Grow into Them, Titch' by Pat Hutchins.</p>	
3	<p>L: To be able to Name parts of the body using the correct vocabulary.</p> <p>L: To know which parts of their body are kept private and safe and why.</p> <p>L: To know that they can tell or ask an appropriate adult for help if they feel unsafe.</p>	<p>Start by singing the song and do the actions to <i>Head, Shoulders, Knees and Toes</i>, together.</p> <p>Then ask:</p> <ul style="list-style-type: none"> • What parts of the body do we sing about? • Are there any parts of the body that we missed? (Arms, hands, fingers, anything else? What parts of the body are between the shoulders and knees? chest, tummy...) • What about our private parts? (May induce some giggling.) Explain that there are parts of the body that are private and that we wouldn't touch as part of the song, but they are very important too. • Can anyone tell us the correct words for our private parts? (Penis and vulva). Why are girls' bodies and boys' bodies different? (Because one day, if we want to, they are needed to have a baby.) • Explain to the children that these parts of our body are private and no one should touch them without our permission. Ask the children who they could tell if someone tried to look at or touch their private parts. Show them the NSPCC PANTS film <i>Pantosaurus</i>. <p>Resources: NSPCC Pantosaurus Pants film</p>	<p>private parts penis vulva privacy my body is mine (body autonomy)</p>

Year Group: Year 1

Lesson	Learning	Brief activity outline	Key vocabulary
1	<p>L: To explain the difference between a secret and a nice surprise and identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</p>	<ul style="list-style-type: none"> • Discuss what a surprise is (when something you weren't expecting happens) and if this has happened to you. • Read a story about friends playing football to the class. In the story Alfie kicks the ball and breaks someone's window and he tells Harold he must 'keep it a secret.' • Talk with the children about why Harold felt unwell at the end of the story. Discuss if he should he keep the secret, who he might talk to and why he might be worried about telling someone. • Explain, some things are not ok to keep to ourselves and we shouldn't keep it to ourselves if we don't feel ok about it. A secret can be like a surprise when someone asks us not to tell anyone about something, but unlike happy surprises, some secrets can be bad. Sometimes a person (including both children and adults) might say 'keep it a secret' about something that our body tells us doesn't feel right (physical signs). Discuss who they can talk to if they feel uncomfortable. <p>Task: In small groups, sort the cards into 2 piles, one of secrets and one of surprises. Go through these altogether.</p> <p>Resources: Secrets and surprise story Secret and surprise cards</p>	<p>surprise secret</p>
2 Longer session	<p>L: To identify parts of the body that are private and discuss ways in which we can keep these private, and who they can talk to about their private parts.</p> <p>L: To understand the PANTS rule and be able to explain the difference between an appropriate and inappropriate touch.</p>	<p>Discuss as a class:</p> <ul style="list-style-type: none"> • What changes have happened to you since you were a baby? How do you look different from when you were a baby? What are the things you can do now that you couldn't do when you were younger? What are the things you are still learning to do? • Explain that one of the things that they may be able to do or are learning to do now is use the toilet on their own, without help from a grown-up. • Discuss what the words that we give to the parts of our body that we need to wipe/pat? Is it the same for boys and girls? Explain that the names for a boy's external genitals are penis and for a girl's it's vulva and these are the names we would use if we had to talk to a doctor or someone we trust about our private parts, if we needed to, e.g., if they were sore. <p>Task: Children to complete 'Needing the toilet' activity sheet, which shows three different stages of growing - one as a baby, one as a toddler, and one as they are now, aged 5 or 6. Ask children what the differences between the three stages are when it comes to needing the toilet and who helped them at each stage.</p>	<p>private/ privates penis vulva hygiene sore help change doctor my body is mine (body autonomy)</p> <p>trust stranger vagina nipples buttocks bottom testicles</p>

		<ul style="list-style-type: none"> Recap the NSPCC PANTS rule (previously discussed in Reception) and read 'Pantosaurus' together and sing the PANTS song. <p>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</p> <ul style="list-style-type: none"> Discuss what children might need to be kept safe from. Give the children scenarios where they can practise saying 'no' and talk about who they trust and can talk to, to keep them safe. Explain, there are some situations where safe adults might need to see under a child's pants and touch their private parts (in the bath, helping someone clean their body, changing a baby's nappy, helping someone get dressed, getting changed for swimming, if the child's penis is sore/itchy). <p>Task: Children to identify and label body parts, including genitalia, and discuss why some parts of the body are kept private.</p> <p>Resources: 'Needing the toilet' activity sheet NSPCC Pantosaurus story and song NSPCC PowerPoint NSPCC body outline to label</p>	
3	<p>L: To know there are different types of families and that these can all look different</p> <p>L: To know who we can ask for help.</p>	<ul style="list-style-type: none"> Tell the children a story where a someone gets hurt after school while playing with a skipping rope by the playground gate. Children and teachers are in the playground and parents and carers are waiting on the pavement. Ask the children, <i>who can they go to for help?</i> Draw together any conclusions and reinforce that it is important to ask for help from a trusted person/adult. Read 'The Family Book' by Todd Parr and discuss that families all are different to each other, and this is a good thing. Sometimes families may have similarities, but every family is unique in their own way. <p>Task: In groups, ask the class to think of as many different family members as possible. Give each group a family picture to help them with this and talk about our own families together.</p> <p>Resources: Family pictures The Family Book story (Todd Parr)</p>	<p>diverse diversity similarities differences</p>

Year Group: Year 2

Lesson	Learning	Brief activity outline	Key vocabulary
1	<p>L: Understand that some people have fixed ideas about what boys and girls can do.</p> <p>L: Describe the difference between male and female babies.</p>	<p>Defining Different and Similar Explain that the lesson will be about differences between boys and girls and refer to the learning outcomes on the whiteboard and discuss what they mean. Write the words DIFFERENT and SIMILAR on the board and ask the children to tell you what the words mean. Ask the children to give you examples of things or people that are similar or different.</p> <p>Differences Between Boys and Girls In pairs, ask the children to discuss what the differences are between them. Share some ideas. In the same pairs ask the children to discuss what the differences are between boys and girls. Accept their ideas and use them to introduce the next part of the activity, which explores whether the ideas we hold about boys and girls are always true.</p> <p>Task: Who Does This Belong To?</p> <ul style="list-style-type: none"> Using the PE hoops make a Venn diagram and label the spaces BOY, GIRL and BOTH. One by one invite the children to select an object from the bag of objects and clothing and place it in the BOY, GIRL or BOTH. Ask them to explain their choice using the sentence stem: <i>I put it there because...</i> Accept the children's decisions for the time being. Alternatively, display the Pictures of objects and clothing on the whiteboard and encourage the class to sort them and discuss. <p>Discussion and Review When all the objects have been placed, ask the children what they think about the choices made. Explore any stereotypes or assumptions, asking questions such as: <i>Is it always true that only boys wear trousers? Does anyone know any males with long hair?</i> Ask whether anyone would like to move any of the objects and why. Ask the children what they have learned from doing this activity. Draw out the idea that some people have fixed ideas (stereotypes) about the differences between boys and girls.</p> <p>Male and Female Babies Write the words MALE and FEMALE on the board and ask the children to tell you what the words mean. Check that the children understand that a boy is male and a girl is female. In small groups at tables, ask pairs to briefly discuss how we tell whether a baby is a male or female when it is first born. Give each table a 'Clothed Babies' picture card. Ask the pairs to decide if they can tell if their baby is male or female and how they know.</p> <p>Biological Differences Display the 'Clothed Babies' whiteboard summary. Feedback ideas with the whole class about whether the baby in the picture is a boy/male or girl/female. Reinforce that we cannot always tell who is a boy or girl by what they wear, like or do. Ask the class how a doctor or midwife would know whether a newborn baby is male or female. Accept any terms the children use such as "private parts" or other familiar names. Explain that in a future lesson</p>	<p>male female boy girl babies stereotype</p>

		<p>they will learn the scientific names for these parts of the body. Use the Pictures of newborn babies to support the discussion.</p> <p>Word Review To check whether the children understand the words male and female finish with a quick hands-up game.</p> <p>Resources: 2 large PE hoops Boy/Girl/Both labels Bag of objects and clothing to explore male and female stereotypes (e.g., hairbrush, something pink/blue, ball, trainers, trousers, kilt) or Pictures of objects and clothing 'Clothed Babies' picture cards and summary Pictures of newborn babies</p>	
2	<p>L: Describe some differences between male and female animals.</p> <p>L: Understand that making a new life needs a male and a female.</p>	<p>Male and female animals</p> <ul style="list-style-type: none"> On the whiteboard show a selection of pictures of male and female animals. Ask if they can tell from the pictures whether each animal is male or female – how do they know? Which part of the animal tells them? Explain that for some animals, such as lions and peacocks, it is very clear which is the male, for example a male lion has a mane and a male peacock has a colourful fan of feathers. However, for most animals it isn't as easy to tell and we need to look at other parts of their body. Ask the children whether it is the male or the female which usually feeds the babies. Display the pictures of the cow, the bull, and the cat feeding her kittens. Ask the children whether they can tell the males from the females in these pictures; ask them to explain how they know which is which. Introduce the words <i>teats</i> and <i>udder</i> and explain they are only found on females so that the female can feed her babies. Remind children that, as with humans, male and female animals also have different private parts and this is another way we can tell them apart. <p>Task: Cats and Kittens Display the picture of the cat feeding her kittens on the whiteboard; name the cat Mogsy. Ask the children if they know how a female cat might feed her kittens. Remind children of the word <i>teats</i> and explain this is the part of the cat's body where the milk comes out; the kittens need to drink the milk from the teats to help them grow. Ask the children if they have seen any other animals which feed like this. At tables, give each child a copy of the 'Cats and Kittens' worksheet. Ensure the children understand the meaning of the following words: <i>male, female, kitten, teats</i> and write these words on the board. Ask the children to complete the draw and write worksheet with their own picture of Mogsy the cat feeding her kittens and then use the words to label their picture. Check children understand that we always need a male and a female to make a baby.</p> <p>Pass the Animals Choose a male and female farmyard animal of the same species, (ensure that</p>	<p>male female teats udder milk privates</p>

		<p>they are anatomically different). Hold up both animals and check the class understands which is male and female. Pass the animals around the circle, randomly call out stop (or pause music if using) and ask whoever is holding an animal to say whether it is male or female. Ask them to explain how they know (udders, teats, 'privates'). Repeat the process several times, using another species if time allows.</p> <p>Resources: Talking object Pictures of male and female animals Cats and Kittens worksheet Anatomically correct toy farm animals</p>	
<p>3 Longer session</p>	<p>L: Describe the physical differences between males and females.</p> <p>L: Name the male and female body parts.</p> <p>L: Understand that there are unsafe secrets and secrets that are nice surprises.</p> <p>L: Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</p>	<p>Body Parts Activity Create a Venn diagram on the floor using two PE hoops. Use the Hoop labels to designate one side of the Venn diagram 'male', one side 'female' and the centre 'both'. Give a Body Parts picture card to each pair of children and ask them to consider where it belongs in the Venn diagram. When they have all decided, ask the children to read out their card and place it in one of the spaces. Correct any misunderstandings. When the activity is complete ask the children what they notice and ensure they recognise that most body parts are the same for males and females, only the private parts are different. Use the Female x-ray picture at your discretion to explain that the vagina is inside the body.</p> <p>Task: Naming Body Parts Worksheet - Group At tables, ask children to individually complete the Body Parts worksheet by matching the words for body parts to the drawing. If the children finish this activity ask them to label the parts male, female and both.</p> <p>NSPCC Pants and SCARF story Play NSPCC Pants video and read 'Some Secrets Should Never Be Kept'. Discuss the importance of safe secrets and what to do. Main focus = children speak to an adult if they feel uncomfortable (use activity 1 discussion points).</p> <p>Resources: 2 large PE Hoops Hoop labels Body Parts picture cards Picture of babies to label private parts in groups NSPCC Pants Video 'Some Secrets Should Never Be Kept' book (SCARF) Body Parts worksheet SCARF activity 1 discussion points for 'Some Secrets Should Never Be Kept'</p>	<p>My body is mine (body autonomy)</p> <p>safe unsafe surprise secret trust</p> <p>penis vulva vagina nipples buttocks bottom testicles</p>

Year Group: Year 3

Lesson	Learning	Brief activity outline	Key vocabulary
1	L: To identify male and female body parts.	<p>Introduction Outline session and learning outcomes and set ground rules for a respectful environment.</p> <p>Task: Split the class into small groups. Give each a large piece of paper and ask them to fill the piece of paper with a given body part (e.g., leg, arm etc.). Then ask the group to swap and the next group has to label the part. In the middle of the room, place all the parts together to make one body, and check to see if the labels are correct. Using the body as a basis, discuss the following issues:</p> <ul style="list-style-type: none"> • What is normal? • What language gets used for various parts of the body? • Is this language appropriate? If so, when and how? • What parts of the body cause embarrassment and why? <p>Use the handout sheet to discuss the differences between male and female and identify the external reproductive organs.</p> <p>Resources: A3 paper per groups Male and female image (sheet with external reproductive organs)</p>	genitals hips breast anus vagina vulva penis testicles
2	L: To Identify when it is appropriate or inappropriate to allow someone into your body space.	<p>Class discussion Put up your hand if you like being hugged? Who do you like to hug you? Discuss that it is often a sign of family love or friendship. What other sort of physical contact (touches) do you like? [e.g. kiss, being picked up, holding hands, squeezing.] Do you like people standing very close to you? The area around our body is called our body space or personal space. Demonstrate physically what that is. Why do we need to respect other people's body space? In other words, not 'invade' it too much? We can invite people into our body space. When might we do that? [playing a game of tig, hugging a relative or friend] Sometimes people come into our body space without meaning to, like when we are on a crowded bus. Can you think of any other times when this happens? Can you think of any other times when people invade our body space and we don't want them to? [e.g.in an argument] How can we tell/ ask people that we want them to move? [e.g. You are too close to me, please move. Can you give me a bit of space? You are making me feel uncomfortable.] What should we do if someone asks us to move away from them? [respect that and move without making a fuss.]</p> <p>Task: Practise being assertive In pairs, children practise asking each other to move away when the other is in their body space. NB: they must not get angry or touch the other person when doing this. What did they find worked best?</p>	personal space body space invade uncomfortable respect stop touch

		<p>Class discussion What sort of physical contact/touch is not acceptable? If someone feels uncomfortable when they are being touched, it is the brain's way of warning them that something is not right. Show the NSPCC Underwear rule (below).</p> <p>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</p> <p>What can someone do if they are being touched in a way that makes them uncomfortable or is unacceptable? [e.g. say out loudly <i>"Stop!"</i> <i>"Please don't!"</i> <i>"Go away!"</i> <i>"That makes me feel uncomfortable."</i> <i>"That feels wrong."</i> <i>"I'll tell."</i>]</p> <p>Always tell someone they trust and get help. Explain, it is never their fault if someone touches them in this way.</p> <p>Task: Underwear rule poster Children make a poster to show the PANTS acronym. Leave NSPCC Underwear rule displayed as a reminder, to help children as they complete this task.</p> <p>Resources: NSPCC PANTS poster PANTS template</p>	
3	<p>L: To define terms secret and surprise and know the difference between a safe and unsafe secret.</p>	<p>Introduce the lesson with some key questions:</p> <ul style="list-style-type: none"> • What do we mean by keeping safe? • Who are the people that keep us safe? • What are the things that we can do to keep ourselves safe? <p>Explain that we are going to be exploring safe and unsafe situations and thinking of strategies for dealing with unsafe situations. In the classroom put up the <i>'Safe or Unsafe?'</i> signs. Read out the following statements (add or replace with others as appropriate) and ask the children to position themselves somewhere between the two statements according to how safe or unsafe they think these statements are:</p> <ul style="list-style-type: none"> • Going to the park to play on the play area • Shopping in town • Crossing a busy road • Climbing a tree • Singing a solo in a school concert • Using a drill (or another tool) from the garage or shed <p>For each statement discuss why children have positioned themselves on the continuum line. What would make each of those situations more or less safe? How would you feel in each situation? Why is it important to listen to our feelings?</p>	<p>secret surprise feelings uncomfortable angry upset jealous worried excited scared talk trusted emotions safe confidence</p>

Task: Working in pairs or threes, ask the pupils to consider the scenarios from the Activity sheets *Safe or Unsafe?* They should discuss the questions under the scenarios to determine whether each scenario is *safe or unsafe* and what the best course of action would be in each situation. You may wish to choose one of the scenarios to discuss as a class before children work in their pairs or threes, to give them the idea. *Safe or Unsafe?* Scenario questions:

- How would you feel in this situation?
- Why would you feel like that?
- What would make that situation safer?
- What would make that situation more unsafe?
- Would it be OK to take part in this situation?
- Is there anyone you could ask for help in this situation? Who?
- What would you say to your friend in this situation?
- Having discussed all the above, what would you do in each situation?

After the children have discussed the scenarios ask them to consider the *safe / unsafe* continuum. Using a couple of the examples on the sheet discuss where on the continuum the scenario would be placed. What steps could be taken to move it closer to the *safe* end of the line? As a class ask children to come up with their five *Top Tips* for keeping safe.

1. Listen to your feelings – they are there to keep you safe
2. It's OK to say no to someone if they make you feel unsafe
3. Talk to someone you trust if you feel unsafe or uncomfortable about something
4. Know who you can trust
5. Turn an unsafe situation into a safe one

Resources:

Safe or Unsafe? signs

Activity sheet - *Safe or Unsafe?*

Year Group: Year 4

Lesson	Learning	Brief activity outline	Key vocabulary
1	L: To know some similarities and differences of the male and female bodies.	<p>Show the outlines of the male and female bodies. Split the class up into groups and using the '<i>Body outlines</i>' sheet ask children to draw on all the parts of the body that men and women have in common in one colour, and all of the differences in another colour.</p> <p>Next, ask the children to share the different body parts they have come up with during this activity. \</p> <p>As they do this, you write these on the body outlines on the board for both female and male.</p> <p>Task: Label both views of female and male internal and external reproductive parts.</p> <p>Resources: Pictures to be labelled – body outline sheet PPT to show</p>	vulva vagina ovaries egg womb/uterus fallopian tubes clitoris labia breasts penis testicles sperm scrotum pubic hair prostate gland genitals reproductive organs
2 Longer session	L: To know some of the ways that our bodies and feelings can change during puberty.	<p>Explain that now or in the next few years everyone in the class will start changing, does anyone know what this change is called? [puberty]</p> <p>Explain that puberty is the process by which our bodies change from a child's to an adult's so that if they want to, they are able to have a baby. Puberty can be an exciting time, but for some young people it can bring a range of other feelings too. If they feel scared or worried about these changes it is important that they talk to a trusted adult.</p> <p>Task: Watch Operation Ouch video 'Don't panic about puberty'. Once you have shown these videos make sure to allow for any questions the children may have, to help them make sense of what they have watched. Discuss this together. It is also important to recognise that this provides an opportunity to teach children that touching your own private parts is a private activity, which means it must be carried out in a private place. Not only does this help safeguard them from acting inappropriately in public, but it also helps them identify others, particularly adults, who may be acting inappropriately in public, and report it to a trusted adult.</p> <p>Resources: Video - Operation Ouch 'Don't panic about puberty'</p>	body odour acne deeper voice facial hair feelings hormones mood swings period puberty underarm hair hips growth spurt sweat privacy
3	L: To know how females can prepare for puberty.	<p>Show the clip of menstruation from the Kidshealth website to help remind the class of what they talked about in the <i>My changing body</i> lesson in Year 3.</p> <p>Allow time for any questions after. You may find it useful to refer to the <i>IWB slide showing the female internal reproductive organs</i> and the <i>Menstruation Cycle</i> image, here. (NB - the IWB resource contains a second slide showing the male internal reproductive organs. Although this is not needed for this lesson it can be used if questions about boys' internal reproductive organs arise).</p>	tampon menstruation pads fertilised egg lining of the uterus ovulation menstrual cycle stomach ache

		<p>Using the images of period products on the IWB or with examples of real products to show the children, ask whether anyone can remember what a girl or woman could use to protect her clothes when she is having a period? (period/menstruation pads, tampons, or menstruation cups. Menstruation cups are plastic devices that a woman can place inside her vagina to collect period blood. See Mooncup.co.uk for more information. Explain here the need for extra care to be taken by girls at this time of the month - regular changing of pads (or other items used to protect clothing) and to change underwear regularly.</p> <p>The <i>labelled side view of the female reproductive system</i> resource can be useful to show that girls have three holes and that period products, such as tampons and menstrual cups, go in a separate hole from the one that the wee comes out of. Explain, too, that the hormones (chemicals) which cause the changes at puberty also make a person's sweat glands more active. This means that the person needs to wash more regularly.</p> <p>Task: Period quiz for the children to fill out and discuss</p> <p>Resources: Video – Kidshealth website 'Menstruation'</p>	cramps
4	L: To know how males prepare for puberty.	<p>Explain that a wet dream is when a boy releases semen from their penis during the night while they are asleep. It is totally normal to experience them and totally normal not to. It's just the body's way of testing things out as it is changing and growing into an adult body. It's more noticeable for boys as the fluid is released externally. If this happens, it would be a good idea to think about changing their nightclothes and possibly the bedsheets so that they can be cleaned.</p> <p>After showing the video it's important to check their learning, take any questions, and reinforce the importance of personal hygiene once puberty has started.</p> <p>Task: Class discussion</p> <p>Resources: PPT to show.</p>	semen erections wet dreams ejaculation
5	L: To know the difference between a safe and an unsafe secret.	<p>Explain there are occasions where we are asked to keep a secret. These secrets can either make us feel safe and happy or unsafe and uncomfortable. We can call these 'safe secrets' and 'unsafe secrets'.</p> <p>Ask the children to describe how they feel when they are safe. How do they feel when they are unsafe (for example, they may get butterflies in their stomach, feel hot or sick or sweaty, they may feel they need the toilet and so on). Explain that these are the body's way of telling us that things aren't right and alerting us that a situation is unsafe.</p> <p>Task: Give out the <i>Safe secret or unsafe secret?</i> Scenarios sheet. In pairs or groups of three the children can discuss and then record:</p> <ul style="list-style-type: none"> • how that situation would make them feel inside • what they think they should do in that situation 	secret unsafe secret

		<p>Resources: <i>Safe secret or unsafe secret?</i> Scenarios sheet</p>	
6	L: To understand that different people make different life choices	<p>When two people love and care for each other and want to spend the rest of their lives together, do they have to get married? (No)</p> <p>What else do some couples choose to do? (Live together in a committed relationship or have a civil partnership.)</p> <p>A civil partnership is a union recognised in law for both same-sex and opposite-sex couples who both then have rights similar to those of a married couple. It was introduced in 2005 to provide legal recognition and protection for same sex couples. Since then, the law has developed further, to enable marriages between same-sex couples, too. This created the unusual situation whereby same-sex couples had the choice of marriage or civil partnership, but opposite-sex couples were restricted to marriage only. Since 31 December 2019 couples of the opposite sex have been able to enter into a civil partnership. Following this change, both opposite-sex and same-sex couples in England and Wales have been able to choose between a civil partnership and marriage when they formalise their relationship. This development legally recognises the multiple ways in which people choose to live their lives in today's society.</p> <p>There are various reasons why couples choose to have a civil partnership rather than marry, for example, those who have been married before may have personal or religious beliefs for not repeating the process, whereas others object to the religious associations and expected gender roles of a traditional marriage and marriage ceremony, even though marriage ceremonies can be non-religious.</p> <p>The main differences between the two, are that:</p> <ul style="list-style-type: none"> • A marriage is formed by vows, whereas a civil partnership is formed by signing the civil partnership document; and • Marriages are ended by divorce, whereas civil partnerships are ended by dissolution, although the process is fundamentally the same. <p>Task: After discussion, complete the 'Together' activity sheet</p> <p>Resources: 'Together' activity sheet</p>	<p>marriage civil partnership arranged marriage forced marriage</p>

Lesson	Learning	Brief activity outline	Key vocabulary
1	<p>L: Identify people who can be trusted. Understand what kinds of touch are acceptable and unacceptable.</p>	<p>On the whiteboard, draw a target, made of 4 concentric circles. In the middle circle write 'me'. Add the following 3 categories one at a time and before moving on to the next one ask the children to give examples of people for each.</p> <ul style="list-style-type: none"> • In the next circle out from the centre write 'close friends and family'. Take answers for this category. • The next circle is 'people we know the names of'. This might be friends who are not close friends, people in other classes, neighbours... again, take and accept any answer even 'Justin Bieber'! • The final circle is 'People we recognise but we don't know their names.' This might be shopkeepers, bus drivers, neighbours.' Take their examples of these. <p>Next, ask them to think about 'trust'. Check their understanding of the word then ask the pupils, '<u>Who are the people you trust?</u>'. These are likely to be the people in the first circle. 'So there are things we might say to people we trust that we wouldn't say to others even though we might like them.' <u>What should we do if someone makes us feel unsafe?</u> (Tell someone you trust.) <u>What if someone was made to feel unsafe by someone they trusted?</u> (Tell someone else they trust, another family member or someone at school.) <u>Whose responsibility/fault is it if we feel unhappy or uncomfortable about someone else's behaviour towards us?</u> (No-one has the right to make us feel unhappy or uncomfortable.) <u>How can we stop unwanted touch or attention?</u> (Tell the person to stop or tell someone we trust.) <u>What can we do if no one will listen?</u> (Find someone else – remember it is not ok for someone to hurt you or make you feel uncomfortable.)</p> <p>Task: Children record the names of people in their lives that they can trust.</p> <p>Summing up – PANTS rule The underwear rule is a simple, effective technique for embedding this learning, using the acronym PANTS:</p> <p>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</p> <p>Resources: Copies of NSPCC 'PANTS' rules for each book.</p>	<p>trust</p> <p>unwanted attention</p> <p>unwanted touch</p>
2	<p>L: Understand the difference between a safe and an unsafe secret.</p>	<p>Introduction: Revision of 'secret' and 'surprise' vocabulary understanding.</p> <p>What is a surprise? What is a secret? Are all surprises secrets? Are all secrets surprises? How might a secret make someone feel? Some secrets are safe to keep and some secrets are unsafe and we need to talk to someone about them. Can anyone think of an example of a safe or an unsafe secret?</p> <p>Main lesson:</p>	<p>secret</p> <p>surprise</p> <p>in confidence</p> <p>break confidence</p> <p>confidential</p> <p>safe</p> <p>unsafe</p>

		<p>Read children the story 'Chris's secret'. Ask their children for their reaction to the story. Follow the story with some questions for discussion by the class:</p> <ul style="list-style-type: none"> • Was Chris right to tell Scott what was worrying him? • Who else could Chris have told? • How do you think the situation made Chris feel? • Do you think he felt differently after he had told Scott? • Chris asked Scott not to tell anyone else i.e. he told him what was worrying him in confidence. • Is it ever Ok to 'break a confidence' and tell someone else? • What advice would you give to Chris in this situation? • What advice would you give to Scott in this situation? <p>Task: Share 'Dear Ash' scenarios. Groups formulate advice and then share with the class. Discuss ideas and reinforce the difference between a safe and an unsafe secret.</p> <p>Resources: 'Dear Ash' scenarios sheets, 'Chris's' Secret story</p>	
3	L: To know what happens to our bodies as we go through puberty.	<p>Distribute the female and male external body parts. Ask the partners to label each of the parts using the correct words provided in the box at the bottom of each sheet. Discuss.</p> <p>Look at images of male and female internal organs on PPT (slides 3-5) and discuss.</p> <p>Watch 'HELP I'M HAIRY!' video to explain puberty. Discuss video. Recap the way female bodies grow and change (Use slide 6 on PPT):</p> <ul style="list-style-type: none"> • Breasts develop to enable a female to feed a baby • Hips widen • Height increases • Vagina begins to self-clean, producing vaginal discharge • Periods begin (usually within a year of the discharge appearing) • Body hair grows around the genitalia and under the arms <p>Look at examples of period products and discuss. Also talk about what to do if periods start at school / similar.</p> <p>Recap the way male bodies grow and change (Use slide 7 on PPT):</p> <ul style="list-style-type: none"> • Height increases • Chest and shoulders grow bigger • Body hair grows on the face, under armpits, and around the genitalia. • Penis and testes grow in size • Semen begins to be produced • Involuntary erections and wet dreams may be experienced <p>Answers questions children may have.</p>	<p>anus rectum pubic hair clitoris vulva vagina fallopian tube ovary womb uterus cervix vaginal opening urinary opening lips (labia) penis foreskin testicles scrotum circumcision menstruation cup period protection sweat bladder body confidence emotions spots hair removal vaginal discharge</p>

		<p>Task: Explain to the group that we are going to look at some of the thoughts and feelings or emotions that may come up when a person is going through puberty. Distribute <i>Emotions and feelings: true or false?</i> Activity sheet (slide 8). Small groups discuss ideas and then share as a class.</p> <p>Resources: 'Help I'm Hairy' video Period products Emotions and feelings: true or False? Sheet Male and Female external body parts sheets to label PPT of female and male internal organs</p>	involuntary erections wet dreams body odour hormones breast development height gain hips widen periods menstruation genitalia deodorant period products good hygiene
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Lesson	Learning	Brief activity outline	Key vocabulary
1	<p>L: To understand that people can feel pressured to behave in a certain way because of the influence of the peer group.</p>	<p>Explain that there may be times when we are put under pressure to behave in a certain way and do something that is risky, unhealthy, or makes us feel uncomfortable.</p> <ul style="list-style-type: none"> List the pressures we can think of. Discuss what someone could do if these things were happening to them. Ask who is there to help in these situations. <p>Discuss sharing photographs in person versus online.</p> <ul style="list-style-type: none"> Ask for a show of hands from anyone who has ever shared a photograph online, either by email, Instagram, on phone, snapchat etc. <p>Discuss: If we share photographs in this way, what might the consequences be? Has anyone ever felt under pressure to share a photo online? Without mentioning anyone's name, where might this pressure to share when we don't want to come from?</p> <p>Explain that sometimes because 'everyone is doing it' we feel we have to join in too. Can you think of any times you joined in with something you didn't really want to? What made you do it?</p> <p>Complete the scenarios task in groups. Review the NSPCC underwear rule to conclude the lesson: (PANTS)</p> <p>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</p> <p>Task: Working in small groups the children will have a look at a scenario. They will act it out and consider what their response would be. Discuss: What would you do in this situation? What was the problem faced by the characters? What did the group choose to do? What would I do in this situation?</p> <p>Resources: Photographs Scenario task cards.</p>	<p>peer pressure bullying online safety consent right to privacy sharing online</p>
2	<p>L: To recognise some of the changes they have experienced and their emotional responses to those changes.</p> <p>L: To be able to suggest</p>	<p>Discuss changes that children have faced since last year. Draw out that sometimes changes are chosen and that these are often positive changes. However, some changes can be more challenging and are sometimes changes we do not choose, but happen anyway. Discuss how they felt when they got something new and how they felt when something happened that wasn't their choice</p> <p>Task: Discuss secondary school transition as one of the changes they are going to face. Consider and discuss changes children are looking forward to and changes they are worried about. Look at some of their concerns and identify strategies to overcome them and who might help during this process.</p> <p>Resources:</p>	<p>change support conversation discuss</p>

	positive strategies for dealing with change.	Anna Freud Moving Up! Transition to secondary school resources.	
3	<p>L: To recognise the changes in their own bodies in relation to puberty.</p> <p>L: To understand human reproduction including sex.</p>	<p>Discuss what puberty is and when it happens in both boys and girls.</p> <p>Complete the puberty quiz and matching game based on prior learning.</p> <p>Discuss the changes that happen to boys and girls during puberty.</p> <p>Watch the 'Operation Ouch! How are babies made?' video and pause and discuss as necessary. The video covers the following areas:</p> <ul style="list-style-type: none"> • How babies are made (fertilisation) • Puberty • Feelings of attraction • Body parts • Consent in a relationship • Sexual intercourse • IVF <p>Set up a confidential question and answer session. Questions will be answered, if possible.</p> <p>Task: In small groups, the children have a go at answering the puberty quiz questions. Once they've had a go, give the answers out for them to match to the questions.</p> <p>Record the changes that happen to boys and girls during puberty.</p> <p>Resources: Puberty Quiz and matching game 'Operation Ouch! How are babies made?' video</p>	<p>puberty</p> <p>fertilisation</p> <p>reproduction</p> <p>sperm</p> <p>egg</p> <p>uterus</p> <p>testicles</p> <p>ovaries</p> <p>fallopian tubes</p> <p>vagina</p> <p>testes</p> <p>sperm duct</p> <p>genitals</p> <p>penis</p> <p>scrotum</p> <p>vulva</p> <p>labia</p> <p>pubic hair</p> <p>testosterone</p> <p>oestrogen</p> <p>erection</p> <p>clitoris</p> <p>orgasm</p> <p>semen</p> <p>ejaculation</p> <p>hormones</p> <p>attraction</p> <p>arousal</p> <p>sexual intercourse</p> <p>consent</p> <p>IVF</p>