



## RSHE - 2020-21

We, like many other schools, have chosen to follow the Jigsaw scheme of work. However, we have changed or moved some units so that they are appropriate to our children and setting. Everything we teach uses age and developmentally appropriate language and resources.

All lessons start with a class charter, where children go over ground rules so that everyone feels safe. There is no pressure for children to share or speak if they don't want to, as long as they still participate in the learning.

Teachers have had training on how to deliver RSHE so that children always feel safe and listened to. A lot of what is taught is done through stories or scenarios so that it's distanced from the children and they can apply their discussions to someone else's situation.

This document outlines Jigsaw's overview, our updated overview, as well as some questions you might have about some of the units that we cover in school.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girrfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girrfriends Sexting Transition



STM Updated Outline - anything in red means there's more detail on that lesson in this document

Year	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Nursery Reception (slight variation of lessons for N and R)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special <b>Families</b> Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	<b>Bodies</b> Respecting my body Growing up Growth and change Fun and fears Celebrations
Y1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe <b>Medicine safety/ safety with household items</b> Road safety Linking health and happiness	<b>Belonging to a family</b> Making friends/ being a good friend <b>Physical contact preferences</b> People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	<b>Life cycles - animal and human</b> <b>Changes in me</b> Changes since being a baby <b>Differences between female and male bodies (correct terminology)</b> Linking growing and learning Coping with change Transition
Y2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends <b>Gender diversity</b> Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group cooperation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	<b>Different types of family</b> <b>Physical contact boundaries</b> Friendship and conflict <b>Secrets</b> Trust and appreciation Expressing appreciation for special relationships	<b>Life cycles in nature</b> Growing from young to old Increasing independence <b>Differences between female and male bodies (correct terminology)</b> Assertiveness Preparing for transition
Y3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	<b>Families and their differences</b> Family conflict and how to manage it (child-centred) <b>Witnessing bullying and how to solve it</b> Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps <b>Attitudes towards drugs</b> Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	<b>How babies grow</b> Understanding a baby's needs <b>Outside body changes</b> <b>Emotional changes - we have added this lesson in so children understand some emotional changes that happen in puberty</b> Family stereotypes Challenging my ideas Preparing for transition  <b>We have moved the 'Inside body changes' lesson to Y5 Summer 2.</b>
Y4	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council)	Challenging assumptions Judging by appearance Accepting self and others Understanding influences	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals	Healthier friendships Group dynamics <b>Smoking</b> <b>Alcohol</b>	Jealousy <b>Love and loss</b> Memories of loved ones Getting on and falling out	Being unique <b>Girls and puberty*</b> Confidence in change Accepting change

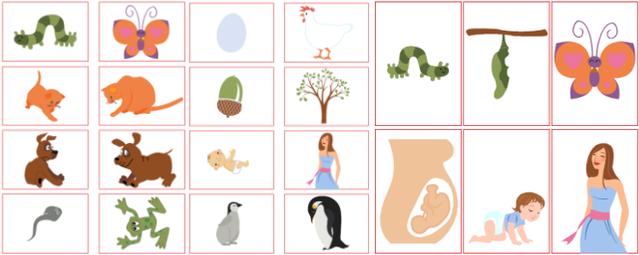


	<p>Rewards and consequences Group decision-making Having a voice What motivates behaviour</p>	<p>Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</p>	<p>Working in a group Celebrating contributions Resilience Positive attitudes</p>	<p>Assertiveness Peer pressure Celebrating inner strength</p>	<p>Showing appreciation to people and animals</p> <p><b>We have moved the 'Girlfriends and boyfriends' lesson to Y6 Summer 2.</b></p>	<p>Preparing for transition Environmental change</p> <p><b>*Parents and carers have the right to withdraw their child from the 'Girls and puberty' lesson but it will be covered in Y5 Summer 2 and will be compulsory. Letter to be sent out before this lesson.</b></p> <p><b>We have moved the 'Having a baby' lesson to Y6 Summer 2.</b></p>
Y5	<p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating</p>	<p>Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p>	<p>Future dreams The importance of money Jobs and careers Dream jobs and how to get there Goals in different cultures Supporting others (charity)</p>	<p><b>Smoking, including vaping</b> <b>Alcohol</b> Alcohol and anti-social behaviour <b>Emergency aid</b> Body image <b>Relationships with food</b> Healthy choices Motivation and behaviour</p>	<p>Self-recognition and self-worth Building self-esteem Safer online communication Rights and responsibilities online <b>Online gaming and gambling</b> Reducing screen time Dangers of online grooming SMART internet safety rules</p>	<p>Self and body image Influence of online and media on body image <b>Puberty for girls</b> <b>Puberty for boys</b> Growing responsibility Coping with change Preparing for transition</p> <p><b>We have moved 'Conception (including IVF)' to Y6 Summer 2. As part of the statutory science National Curriculum, Y5 children will learn about scientific reproduction in mammals.</b></p>
Y6	<p>Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</p>	<p>Perceptions of normality <b>Understanding difference</b> Power struggles Understanding bullying Inclusion/ exclusion Differences as conflict/ differences as celebration Empathy</p>	<p>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference the world Motivation Recognising achievements Compliments</p>	<p><b>Taking personal responsibility</b> How substances affect the body <b>Exploitation, including 'county lines' and gang culture</b> <b>Emotional and mental health</b> <b>Managing stress</b></p>	<p><b>Mental health</b> <b>Identifying mental health worries and sources of support</b> Love and loss Managing feelings Power and control Assertiveness <b>Technology safety</b> Take responsibility with technology use</p>	<p>Self-image Body image <b>Puberty and feelings*</b> <b>Conception to birth**</b> <b>Physical attraction (boyfriends/ girlfriends)/ Respect and consent/ Sexting</b> Reflections about change Transition</p> <p><b>*Teachers will use the Y5 'Puberty for girls' and 'Puberty for boys' lessons, alongside some of the Y6 puberty myth buster cards.</b></p> <p><b>**Parents and carers have the right to withdraw their child from the 'Conception to birth' - combination of the Y4 and Y5 lessons that we moved and the Y6 lesson. Letter to be sent out before this lesson.</b></p>



Year	Unit	Term	Potential Question	What We're Teaching	Resources
N	Celebrating Differences - Families	A2	How are we showing families look different?	We discuss who is in our family and who is in the family of the others in our class - we will show a book with images of all types of families including where single parents, couples, grandparents, same sex parents, uncles/aunts etc. raise the family to show that all families look different.	<a href="#"><i>The Great Big Book of Families</i></a> - highlights similarities and differences around what a family looks like; homes; jobs; hobbies etc.
	Changing Me - Bodies	Su2	Which body parts are we teaching?	We teach children to identify: the eye, ear, knee, finger, foot, mouth, nose, stomach, eyebrow, arm, tongue, toe, forehead, chest, hand, leg.	
R	Relationships - Family life	Su1	How are we showing families look different?	We discuss and compare who is in our family - will show a book with images of all types of families including where single parents, couples, grandparents, same sex parents, uncles/aunts etc. raise the family to show that all families look different. We do this so that children see images of how the world looks.	<a href="#"><i>The Great Big Book of Families</i></a> - highlights similarities and differences around what a family looks like; homes; jobs; hobbies etc.
	Changing Me - Bodies	Su2	Which body parts are we teaching?	We teach children to identify: the eye, ear, knee, finger, foot, mouth, nose, stomach, eyebrow, arm, tongue, toe, forehead, chest, hand, leg.	
1	Healthy Me - Medicine safety/ safety	Sp2	Why are we teaching children about	We explain why we have medicine and how adults and children might have different medicine because our bodies are different; we explain how to be safe	



	with household items		safety around medicine?	with medicine, as well as how to be safe around household items.	
	Relationships - Belonging to a family	Su1	How are we showing families look different?	We discuss and compare who is in our family - will show a book with images of all types of families including where single parents, couples, grandparents, same sex parents, uncles/aunts etc. raise the family to show that all families look different. We do this so that children see images of how the world looks.	<a href="#"><i>The Great Big Book of Families</i></a> - highlights similarities and differences around what a family looks like; homes; jobs; hobbies etc.
	Relationships - Physical contact boundaries	Su1	Which images do we use to show physical contact?	We talk about which physical contact we like and which physical contact we don't like e.g. how some people like holding hands and how some don't. We show pictures to demonstrate how and when people might want to hold hands. We ensure the pictures we use are as inclusive and representative as possible.	
	Changing Me - Life cycles - animal and human	Su2	How are we showing life cycles, particularly in humans?	First, we have children match the young to the adults - in both animals and humans - then we show a few stages e.g. caterpillar, chrysalis, butterfly; baby in the womb, toddler, adult - all done using cartoon pictures, although we may sometimes use well-chosen photos from the internet for things like puppies, toddlers, adults etc.	
	Changing Me - Changes in me	Su2	Which changes are we showing the children?	We promote discussions around how people change from when their babies - we show photos and cartoons of people as babies, toddlers, teens, adults etc. We talk about how changes can be physical, like getting taller, growing a beard, as well as how we change in other ways e.g. we learn, we	



start to walk etc.

Changing Me - Differences between female and male bodies (correct terminology)

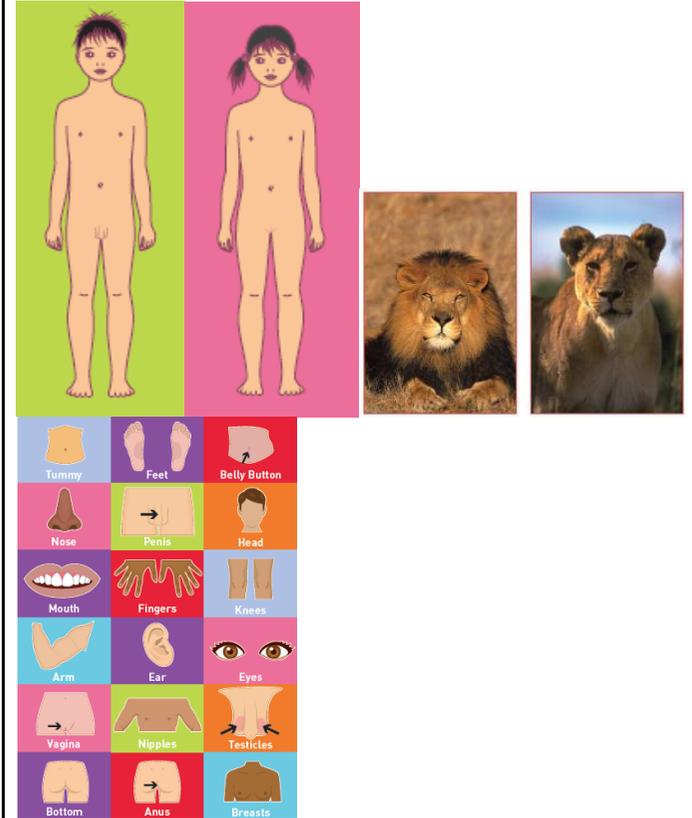
Su2

How are we showing differences between female and male bodies? Which terminology are we teaching?

We show how females and males are different both through what they sometimes wear and through their bodies. We also show how animals look different depending whether they're female or male.

We teach children to use the correct terminology for their body parts for safeguarding reasons e.g. if they have a pain in a part of their body, they need to know how to describe where the pain is. The terminology we use are: penis, testicles, vagina, vulva, anus. Many organisations believe knowing shared, correct terminology keeps children safe too. We always use cartoons to show the terminology, which builds upon what the children learn in EYFS (nose, leg, knee etc.) Children then use the pictures to organise whether a female, male or both would have those body parts.

Children are still taught that these parts are private and that they might use different names; however, these are the scientific words that we use in school.











differences			that all families look different. We also discuss how some families have couples who are married, some have other members of their family living in a different country, some who are helped by other members of the community etc. We do this so that children see images of how the world looks. We might also choose to read a book that also outlines these similarities and differences.	<a href="#"><i>The Great Big Book of Families</i></a> - highlights similarities and differences around what a family looks like; homes; jobs; hobbies etc.
Celebrating Differences - Witnessing bullying and how to solve it/ Recognising how words can be hurtful	A2	Which types of bullying do we teach the children about?	We teach the children about all forms of bullying from physical, emotional, mental and cyber bullying. This is because we want the children to understand how their words and behaviours can affect others and what to do if they see these things happening. We discuss things like ableism and homophobia and how to ensure our actions and words don't hurt others.	
Healthy Me - Attitudes towards drugs	Sp2	What are we teaching the children about drugs?	We speak with the children about how medicines and drugs all look different (we will show pictures) and have different usages e.g. how some medicines are prescribed or given by a trusted adult to make a part of our body feel better. We discuss how we know when it is safe or unsafe to take a drug or medicine and what to do if they encounter drugs or medicines.	





					<table border="1"><tr><td>I will grow taller</td><td>I will develop pubic hair between my legs</td></tr><tr><td>Hair will grow under my arms</td><td>Hair will grow on my legs</td></tr><tr><td>I will grow hair on my face</td><td>My hips will widen</td></tr><tr><td>My chest and shoulders will get broader</td><td>My voice will get deeper</td></tr><tr><td>My breasts will grow</td><td>My penis and testicles will grow larger</td></tr><tr><td>My feet will get bigger</td><td>My skin will get less smooth</td></tr></table>	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
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Changing Me - Inside body changes  This lesson has been moved to Y4 Summer 2. This is now called 'Emotional changes' in Y3	Su2	Which internal changes are the children learning about?	We will teach children in Y3 about emotional changes that come along with puberty instead of inside body changes.														

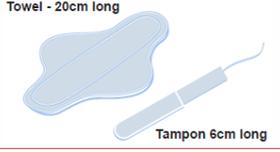


4	Healthy Me - Smoking	Sp2	What are we teaching about smoking?	We discuss with the children the idea of peer pressure in regards to smoking, linking to the previous lesson of how different people have different roles in groups and, often, encourage others to make poor decisions. We talk about how peer dynamics might impact these choices. We also talk to them about the impact that smoking has on our health and the health of others. We explain that there is an age limit to purchase cigarettes because it has an impact on our health.	
	Healthy Me - Alcohol	Sp2	What are we teaching about alcohol	Similarly to the previous lesson on smoking, we talk to the children about alcohol, discussing why people might drink alcohol and how it could alter people's behaviour if drunk in excess. We speak about the role of the liver and how alcohol impacts it. We also link this to peer pressure. We explain that there is an age limit because consuming alcohol has an impact on our health.	
	Relationships - Love and loss	Su1	What do we teach children about loss?	Particularly at this time, it is more important than ever to talk to children about loss and the strategies to support if we've experienced loss. Like all lessons, this is discussed sensitively. We read a story and explain how sometimes we might lose special people, pets etc. because we move or someone close to us passes away. We explain that the reason loss is so hard is because we value and love those people. We think about things that we can do and people we can talk to if we feel sad, angry, unsure or insecure.	Some books we might choose to read are: <a href="#"><i>Badger's Parting Gifts</i></a> <a href="#"><i>Goodbye Mousie</i></a>
	Relationships - Girlfriends and	Su1	What do we teach about		

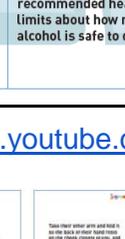
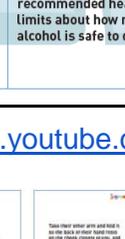
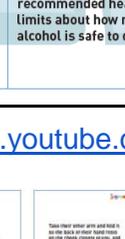


<p>Boyfriends</p> <p>This has been moved to Y6 Summer 2.</p>		<p>boyfriends and girlfriends?</p>		
<p>Changing Me - Having a Baby</p> <p>This has been moved to Y6 Summer 2.</p>	<p>Su2</p>	<p>What are we teaching the children about having a baby?</p>		
<p>Changing Me - Girls and Puberty</p> <p>This is a combination of the Y3 'Inside body changes' and the Y4 'Girls and puberty' lessons.</p>	<p>Su2</p>	<p>What are we teaching about puberty in girls?</p>	<p>Parents have a right to withdraw from this lesson because it will be compulsory for the children to learn this again in Y5 - letter to be sent out beforehand.</p> <p>It is believed that girls should be taught about menstruation and bodily changes before they go through them. This is so they feel prepared physically and emotionally for the changes that they will experience. We know that some females will go through puberty earlier than others, just like we know some will go through it later in their teens. However, we, like many, believe the importance of preparing them in advance.</p> <p>In the lesson, we share a bag of objects with the children, which has deodorant, spot cream, gel, tampons, sanitary towels etc. and have the children think about what the objects are, stressing that many people won't know what they are because they haven't needed to use them. We reveal each</p>	<div data-bbox="1464 655 1778 863"> <p>AGE</p> </div> <div data-bbox="1787 655 2107 863"> </div> <div data-bbox="1464 874 1778 975"> <p>A girl reaches puberty usually between the ages of 10 and 14, though it can be earlier or later than this. At this time she starts to produce one egg every month from her ovaries.</p> </div> <div data-bbox="1787 874 2107 975"> <p>Many thousands of eggs are stored in the ovaries. A woman will release one each month for most of her adult life. Most will not be fertilised, so they pass down the tube into the womb and out of the body through the vagina.</p> </div> <div data-bbox="1464 991 1778 1161"> <p>Day 21</p> <p>ovaries, womb or uterus, ova, lining is 5mm thick, vagina, vulva</p> </div> <div data-bbox="1787 991 2107 1161"> <p>Menstrual Flow</p> </div> <div data-bbox="1464 1177 1778 1267"> <p>However, every month the womb has to get ready in case the egg is fertilised. It makes a thick, soft, spongy lining with an extra supply of blood to provide the food and oxygen that a baby would need.</p> </div> <div data-bbox="1787 1177 2107 1267"> <p>If the egg is not fertilised the extra lining isn't needed so it breaks up. For a few days the womb lining and the spare blood it contained will come out of the body through the vagina. This is what is called 'having a period'.</p> </div>



				<p>of the objects and move onto the topic of menstruation - some children aren't aware that this means the same as having your period so we make this clear. We explain that when a female reaches puberty, the eggs in her ovaries (which have been there since she was born) start to mature. Then, once a month, these eggs that are stored in the ovaries are released and go through the fallopian tube into the womb/uterus. If the egg is fertilised, it settles into the lining of the womb/uterus and develops into a baby. If it isn't, the lining of the womb/uterus sheds and spare blood is passed, which is when she has her period. This is normal for females and the amount of blood that is released varies for different people. As females bleed, they need something to absorb the blood, which is why they use sanitary towels, which stick onto the inside of the underwear, or tampons, which are inserted into the vagina. It is important that these are changed regularly.</p>	<p>Towel - 20cm long</p>  <p>Tampon 6cm long</p> <p>Girls and women need to soak up the menstrual flow as it comes out of the vagina. They use either an absorbent towel which they wear in their pants or a tampon which they insert into the vagina. Both need to be changed regularly.</p>
5	Healthy Me - Smoking	Sp2	What are we teaching the children about smoking?	<p>Building on from what is taught in the previous year, we speak to the children about the effects of smoking and the impact it has on our health. We talk about how smoking is portrayed in films, TV and celebrity culture and have them think about messages that are promoted. We discuss how people often lead others to thinking that smoking is fashionable, which then leads to the discussion of peer pressure. The reason we teach this is so that children recognise how certain avenues might try to put pressure on people to smoke so we want to empower them to recognise this and to understand the realities of smoking.</p>	



<p>Healthy Me - Alcohol</p>	<p>Sp2</p>	<p>What are we teaching the children about alcohol?</p>	<p>Building on from what is taught in the previous year, we share facts about alcohol and discuss how it can lead to anti-social behaviour. We talk about how alcohol can influence people's behaviour when misused and have them think of scenarios that would be different if people choose - we provide one story and they think about how it could be different. We think about peer pressure when looking at different scenarios.</p>	<table border="1"><tr><td data-bbox="1464 228 1621 384"><p>Alcohol is a drug</p></td><td data-bbox="1621 228 1778 384"><p>Alcohol slows down the brain and changes the way people think and behave</p></td><td data-bbox="1778 228 1935 384"><p>Drinking too much alcohol in a short space of time can lead to alcohol poisoning, which can be fatal</p></td></tr><tr><td data-bbox="1464 384 1621 539"><p>Alcohol can be addictive</p></td><td data-bbox="1621 384 1778 539"><p>More young people choose not to drink than those that do</p></td><td data-bbox="1778 384 1935 539"><p>Anti-social behaviour can be caused because of people drinking alcohol</p></td></tr><tr><td data-bbox="1464 539 1621 695"><p>The liver has to work harder than it needs, to remove alcohol from the blood</p></td><td data-bbox="1621 539 1778 695"><p>There are recommended healthy limits about how much alcohol is safe to drink</p></td><td data-bbox="1778 539 1935 695"><p>Alcohol increases heart rate, and can cause heart damage if it is drunk regularly</p></td></tr></table>	<p>Alcohol is a drug</p> 	<p>Alcohol slows down the brain and changes the way people think and behave</p> 	<p>Drinking too much alcohol in a short space of time can lead to alcohol poisoning, which can be fatal</p> 	<p>Alcohol can be addictive</p> 	<p>More young people choose not to drink than those that do</p> 	<p>Anti-social behaviour can be caused because of people drinking alcohol</p> 	<p>The liver has to work harder than it needs, to remove alcohol from the blood</p> 	<p>There are recommended healthy limits about how much alcohol is safe to drink</p> 	<p>Alcohol increases heart rate, and can cause heart damage if it is drunk regularly</p> 
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<p>Healthy Me - Emergency Aid</p>	<p>Sp2</p>	<p>Which emergency aid do we cover?</p>	<p>We discuss with the children different emergencies they may come across from someone cutting a finger to someone collapsing. We talk to the children about what to do in these situations and explain what the recovery position is, using St John's Ambulance videos.</p>	<p><a href="https://www.youtube.com/watch?v=GmqXqwSV3bo&amp;t=6s">https://www.youtube.com/watch?v=GmqXqwSV3bo&amp;t=6s</a></p> <table border="1"><tr><td data-bbox="1464 799 1644 895"><p>With the person lying on their back, bend the knee at their hip. Support their arm and support their head with their other hand. Keep their neck straight and their legs bent with their feet pointing up.</p></td><td data-bbox="1644 799 1823 895"><p>Place their other arm and head in the same way as their first hand. Make sure their neck is straight and their legs are bent.</p></td></tr><tr><td data-bbox="1464 911 1644 1007"><p>One arm that is bent is used to support the person's lower back. The other arm is bent to support their head. Their feet are bent and their legs are bent.</p></td><td data-bbox="1644 911 1823 1007"><p>Continually roll the person onto their back by pulling up the knee supporting the head, and then supporting the neck and head. Roll the person onto their side. Make sure their neck is straight and their legs are bent.</p></td></tr><tr><td data-bbox="1464 1023 1644 1118"><p>When the person is lying on their back, bend their knee at their hip. Support their arm and support their head with their other hand. Keep their neck straight and their legs bent with their feet pointing up.</p></td><td data-bbox="1644 1023 1823 1118"><p>If there is a risk of the person not breathing or if they are not breathing, roll the person onto their side. If you are not sure, roll the person onto their side. Make sure their neck is straight and their legs are bent.</p></td></tr></table>	<p>With the person lying on their back, bend the knee at their hip. Support their arm and support their head with their other hand. Keep their neck straight and their legs bent with their feet pointing up.</p> 	<p>Place their other arm and head in the same way as their first hand. Make sure their neck is straight and their legs are bent.</p> 	<p>One arm that is bent is used to support the person's lower back. The other arm is bent to support their head. Their feet are bent and their legs are bent.</p> 	<p>Continually roll the person onto their back by pulling up the knee supporting the head, and then supporting the neck and head. Roll the person onto their side. Make sure their neck is straight and their legs are bent.</p> 	<p>When the person is lying on their back, bend their knee at their hip. Support their arm and support their head with their other hand. Keep their neck straight and their legs bent with their feet pointing up.</p> 	<p>If there is a risk of the person not breathing or if they are not breathing, roll the person onto their side. If you are not sure, roll the person onto their side. Make sure their neck is straight and their legs are bent.</p> 			
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<p>Healthy Me - Relationships With Food</p>	<p>Sp2</p>	<p>What do we talk to the children about in terms of their relationships with food?</p>	<p>We speak about how different people can often have different relationships with food and that sometimes, for various reasons such as pressure, things that are seen on TV/ the internet, or perceptions of body image, people can sometimes have an unhealthy relationship with food. We ask the children to think about what a healthy body image means, talking about a balanced diet, physical exercise, resilience, knowing if someone is influencing or pressuring us etc. This is so that they know what a positive relationship with food and their image looks like.</p>	<table border="1"> <tr> <td data-bbox="1464 225 1709 325"> <p>Aaron, 12 years old</p> </td> <td data-bbox="1727 225 2157 325"> <p><b>Food is...</b> <b>Fuel.</b> If I don't eat then I can't enjoy all the different activities that I do at school and outside school, like cricket, baseball and street dance.</p> </td> </tr> <tr> <td data-bbox="1464 331 1709 459"> <p>Leah, 15 years old</p> </td> <td data-bbox="1727 331 2157 459"> <p><b>Food is...</b> <b>Scary.</b> I haven't eaten much food for about a year and I have lost a lot of weight. The thought of eating now makes me feel worried and sick. I don't want to put on weight as I'm worried that I am fat. I feel under so much pressure to look as good as my friends. They are always posting selfies on social media.</p> </td> </tr> <tr> <td data-bbox="1464 466 1709 632"> <p>Kyla, 14 years old</p> </td> <td data-bbox="1727 466 2157 632"> <p><b>Food is...</b> <b>Too good to resist!</b> I love eating and am not a fussy eater. My favourite food is pizza, but I also love cake, snacking food and chocolate. My mum bakes a lot at home and my family are all a little overweight. I get teased at school and on social media about my weight. When I feel upset, I eat chocolate because it makes me feel better. I don't have any choice about what I eat because my Mum does all the shopping and cooking.</p> </td> </tr> </table>	<p>Aaron, 12 years old</p>	<p><b>Food is...</b> <b>Fuel.</b> If I don't eat then I can't enjoy all the different activities that I do at school and outside school, like cricket, baseball and street dance.</p>	<p>Leah, 15 years old</p>	<p><b>Food is...</b> <b>Scary.</b> I haven't eaten much food for about a year and I have lost a lot of weight. The thought of eating now makes me feel worried and sick. I don't want to put on weight as I'm worried that I am fat. I feel under so much pressure to look as good as my friends. They are always posting selfies on social media.</p>	<p>Kyla, 14 years old</p>	<p><b>Food is...</b> <b>Too good to resist!</b> I love eating and am not a fussy eater. My favourite food is pizza, but I also love cake, snacking food and chocolate. My mum bakes a lot at home and my family are all a little overweight. I get teased at school and on social media about my weight. When I feel upset, I eat chocolate because it makes me feel better. I don't have any choice about what I eat because my Mum does all the shopping and cooking.</p>
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<p>Relationships - Online Gaming</p>	<p>Su1</p>	<p>What type of gaming do we talk to the children about?</p>	<p>In addition to Online Safety lessons that are taught in Computing, we speak to the children about risks that are attached to online gaming. We discuss all of the positives that come from gaming but acknowledge that there are also negatives/ risks. We discuss how often, children have to say that they are a certain age to play a game and that because they just tick it, they can sometimes expose themselves to risk. We discuss scenarios where there could be inappropriate content or where people could talk to them, if the app or game is not suitable for children their age. We discuss additional risks that also come with other games that are suitable for children their age e.g. if they are talking to strangers on something like Roblox and how some people lie about who they are because they sometimes want to harm people. Due to this, we equip them with skills on what to do to stay safe (ask a trusted adult if they're allowed to talk to people; don't ever give out personal details; tell a trusted adult if something doesn't feel right).</p>							





We talk about how one change in females is called menstruation - some children aren't aware that this means the same as having your period so we make this clear. We explain that when a female reaches puberty, the eggs in her ovaries (which have been there since she was born) start to mature. Then, once a month, these eggs that are stored in the ovaries are released and go through the fallopian tube into the womb/uterus. If the egg is fertilised, it settles into the lining of the womb/uterus and develops into a baby. If it isn't, the lining of the womb/uterus sheds and spare blood is passed, which is when she has her period. This is normal for females and the amount of blood that is released varies for different people. As females bleed, they need something to absorb the blood, which is why they use sanitary towels, which stick onto the inside of the underwear, or tampons, which are inserted into the vagina. It is important that these are changed regularly.

We show the children tampons with and without the applicators and sanitary towels with and without the wings so that they understand that sanitary products can often look different. We explain how they are used so that they feel equipped if and when they need to use them.

**AGE**  
7-11 10-14 12-16

A girl reaches puberty usually between the ages of 10 and 14, though it can be earlier or later than this. At this time she starts to produce one egg every month from her ovaries.

Many thousands of eggs are stored in the ovaries. A woman will release one each month for most of her adult life. Most will not be fertilised, so they pass down the tube into the womb and out of the body through the vagina.

**Day 21**  
ovaries womb or uterus vagina cervix  
lining is 5mm thick

**Menstrual Flow**

However, every month the womb has to get ready in case the egg is fertilised. It makes a thick, soft, spongy lining with an extra supply of blood to provide the food and oxygen that a baby would need.

If the egg is not fertilised the extra lining isn't needed so it breaks up. For a few days the womb lining and the spare blood it contained will come out of the body through the vagina. This is what is called 'having a period'.

**Towel - 20cm long**  
Tampon 6cm long

Girls and women need to soak up the menstrual flow as it comes out of the vagina. They use either an absorbent towel which they wear in their pants or a tampon which they insert into the vagina. Both need to be changed regularly.

The amount of blood leaving the body varies from person to person but on average it's about two tablespoons or an eggcup full. Most women have periods until they are in their fifties, when they gradually stop.





				<p>are normal bodily changes, just as we speak to females about menstruation.</p> <p>We then discuss any concerns the males or females in the class have around puberty.</p>	
	<p>Changing Me - Conception</p> <p>This has been moved to Y6 Summer 2.</p>	Su2	What are we teaching the children about conception?		
6	<p>Celebrating Difference - Understanding difference</p>	A2	Which differences are we teaching the children?	<p>This lesson teaches the children about accepting people for who they are. The lesson looks at people's perceptions towards gender and someone's choice to change their gender when they become an adult and the impact people's responses had on their life. We teach children how all people should be treated equally and with respect, as our school's teachings are rooted in kindness and love.</p>	
	<p>Healthy Me - Taking personal responsibility</p>	Sp2	What are some things we teach children about taking personal responsibility for their health?	<p>In addition to speaking to the children about what they do to look after themselves e.g. making a packed lunch, having a shower, exercising, we also talk to the children about immunisations and vaccines. We explain how vaccinations help our immune systems and that many, but not all, people choose to have their babies vaccinated. However, some people choose not to because of their beliefs or fearing there will be side-effects. We explain how many people, not just babies, need vaccinations when they go abroad or for other reasons. We link</p>	



				this lesson to the development of COVID-19 vaccines.	
Healthy Me - How substances affect the body	Sp2	Which substances do we teach the children about?	Like in previous years, we teach the children about a variety of drugs, both in terms of ones that help you and others that have negative consequences. We speak to them about unrestricted drugs e.g. caffeine; restricted ones e.g. tobacco or alcohol; prescribes drugs like insulin, steroids, asthma medication, anti-allergy medicines; and illegal drugs like cannabis. We speak to them about the effects that different drugs have on different people, particularly with illegal drugs and how they can often contain dangerous chemicals that people are unaware of. This in turn can impact vital organs. We talk to the children about how even legal or prescription drugs can also affect the body e.g. how caffeine can increase the heart rate, and should therefore be used in moderation/ following the prescription dosage. We finally discuss why people might choose to buy or sell drugs and how drug misuse can lead to addiction.		
Healthy Me - Exploitation, including 'county lines' and gang culture	Sp2	What do we teach the children about exploitation?	<i>Note: where possible, we aim to supplement this lesson with a session with the police or Young Hackney, particularly around exploitation and gangs.</i> We discuss with children what a gang is and reasons why people might become involved in a gang. We discuss how some gangs operate and why they often exploit or target certain people, particularly more vulnerable people. A big part of the lesson is having the children look at different scenario cards and thinking why the people in them,		



				who are from all different backgrounds, might become involved in a gang.	
Healthy Me - Emotional and mental health	Sp2	What are we teaching the children about mental health?	Straight away, we explain to the children that everyone has mental health, just like they have physical health. Just as we try to keep our bodies healthy, we need to do the same for our minds. This is why we sometimes use the word well-being rather than health. We think about how many people we know who have a physical illness, or who may sometimes become physically ill, and explain that this happens with mental illness too. We discuss how when we feel low, sad, angry or worried, it can often take a toll on our mental well-being so we discuss strategies of what we can do if we start to feel like this, just as we would do with our physical well-being. We share strategies that might help ourselves and others e.g. being with people who make us happy, exercising, drinking water, listening to music, being on our own for a little bit, reading etc. We also talk about the importance of speaking to a trusted adult if we ever feel overwhelmed by our emotions.		
Healthy Me - Managing stress	Sp2	Why do our children need to know about managing stress?	The idea of going into secondary school or completing exams can often make some children feel quite stressed so we look at ways that they can calm themselves, using techniques similar to those we discuss in the previous lesson about well-being. As this unit also teaches the children about substance misuse, we speak to the children about how some people might misuse substances if they feel stressed or under a lot of pressure and the effects that this can have on those people and the		



				people around them. We end focusing on the strategies we could use if we feel stressed.	
Relationships - Mental health	Su1	What are we teaching the children about mental health?	We speak to the children in the previous unit about looking after their emotional and mental health and this lesson builds upon that, looking at stigma that is often attached to the term 'mental health'. We discuss how just like with our physical health, we aim for there to be a balance - in terms of challenges and ways to get support - for our mental health too and that it is normal if we aren't always 'balanced' because we will always face challenges that might make us feel certain extremes. We discuss how some people with mental health problems feel they need to hide them; how sometimes, people who have them are treated unfairly; and how we can't always see if someone has mental health problems. We signpost people the children can talk to if they need to, particularly their trusted adult if they need support.		
Relationships - Identifying mental health worries and sources of support	Su1	What are we teaching the children about mental health?	Building upon the previous lesson, here, we discuss where to seek support if we feel we need it. We continue to talk about how challenges are a part of life and how everyone at some point might struggle so we all need to be able to spot when we might need support by thinking about how we're feeling and having regular 'check ins' with ourselves. We discuss how sometimes stress and anxiety can be too much for some people, which is when they might misuse things or try to hurt themselves but we stress the importance of noticing if someone might not be themselves or if we don't feel quite right so that we can get support if we need it.		



Relationships - Technology safety	Su1	Which online harms are we teaching the children about?	Throughout the year, children regularly have online safety lessons, looking at the risks and rewards of being online. In this lesson, we get the children to think about how many new websites are created every hour (34,260), highlighting how the internet is ever expanding and how some of them may not be what they seem or may not be as safe as they look. We have them think about how they would judge if something were true or not and point them to the SMARRT rules, which look at not sharing private information, never meeting up with people they don't know, only accepting messages and emails from people they know, deciding which websites are reliable, rights and responsibilities online and talking to a trusted adult if ever something doesn't feel right. The children go through different scenarios and discuss advice that they would give to the people in them around their online safety.	
Relationships - Using technology responsibly	Su1	Which online harms are we teaching the children about?	Building upon the previous lesson, we continue to talk to children about the risks of being online e.g. cyberbullying and online abuse through people trying to gain power over others via the internet. We speak to them about scenarios and strategies that will help the children if they ever need it. We also go back to telling a trusted adult if ever they feel uncomfortable.	



Changing Me - Puberty and Feelings

This is a recap of the Y5 'Puberty for girls' and 'Puberty for boys' lessons - the same resources will be used, in addition to some Y6 myth busting cards.

Su2

What are we teaching the children about puberty?

Teachers will use the Y5 lesson to teach this, alongside some of the Y6 myth busting puberty cards.

### Y5 Puberty for Girls

In the lesson, we talk about what makes us sometimes feel embarrassed and what we can do to try to cope with any embarrassment. We explain that sometimes we get embarrassed as we grow up because our bodies start to change but this is something we will all eventually go through and it is normal.

We discuss how females and males go through puberty because it means their bodies are developing so that one day, they might be able to create a baby. We briefly explain where the sperm is stored and where the ovaries are stored and how this is linked to puberty. We then show diagrams of how the sperm will fertilise the egg, which will create a baby. We talk about this because it explains why everyone goes through puberty.

We talk about how one change in females is called menstruation - some children aren't aware that this means the same as having your period so we make this clear. We explain that when a female reaches puberty, the eggs in her ovaries (which have been there since she was born) start to mature. Then, once a month, these eggs that are stored in the ovaries are released and go through the fallopian tube into the womb/uterus. If the egg is fertilised, it settles into the lining of the womb/uterus and develops into a baby. If it isn't, the lining of the



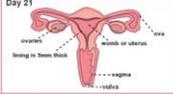
womb/uterus sheds and spare blood is passed, which is when she has her period. This is normal for females and the amount of blood that is released varies for different people. As females bleed, they need something to absorb the blood, which is why they use sanitary towels, which stick onto the inside of the underwear, or tampons, which are inserted into the vagina. It is important that these are changed regularly.

We show the children tampons with and without the applicators and sanitary towels with and without the wings so that they understand that sanitary products can often look different. We explain how they are used so that they feel equipped if and when they need to use them.

### Y5 Puberty for Boys

Continuing on from the previous lesson about puberty in girls, we explain the changes that boys' bodies go through to prepare them to one day be able to have children, if they choose. We discuss how there are many similarities and differences between puberty in males and females and between different males too.

We use diagrams to explain how when a male reaches puberty, his testicles start to make more of a hormone called testosterone, which is responsible for the physical and emotional changes males go through in puberty. Around this time, the male's testicles will start to get bigger, they might develop facial hair or hair in other places around the body, the shape of their body might change, their voice

 <p>Day 21</p>	 <p>Menstrual Flow</p>
<p>However, every month the womb has to get ready in case the egg is fertilised. It makes a thick, soft, spongy lining with an extra supply of blood to provide the food and oxygen that a baby would need.</p>	<p>If the egg is not fertilised the extra lining isn't needed so it breaks up. For a few days the womb lining and the spare blood it contained will come out of the body through the vagina. This is what is called 'having a period'.</p>
 <p>Towel - 20cm long Tampon 6cm long</p>	
<p>Girls and women need to soak up the menstrual flow as it comes out of the vagina. They use either an absorbent towel which they wear in their pants or a tampon which they insert into the vagina. Both need to be changed regularly.</p>	<p>The amount of blood leaving the body varies from person to person but on average it's about less than a teaspoon or an eggcup full. Most women have periods until they are in their fifties, when they gradually stop.</p>





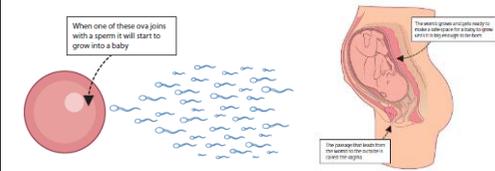
and the Y6 'Conception to birth' lessons.

pressured. We talk about how you should trust, respect and care about your partner and they should have the same feelings towards you.

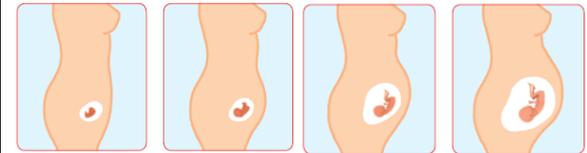
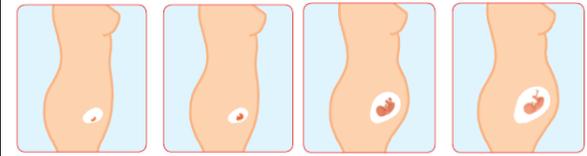
We explain how when people want to have a baby, one way to do this is to have sexual intercourse, which is when the sperm that is stored in the testes and moves in sperm fertilises the egg that is released from a female's ovaries. We link back to previous lessons that the children have had about changes in puberty that allow for this to happen. We explain how sometimes people struggle to have babies in this way and how they might look at other avenues, for example adoption, IVF, surrogacy, egg donation or sperm donation. We explain that sometimes people don't want to have children and that is their choice. We briefly explain how some people will have sexual intercourse who don't want children and how they use contraception to prevent them from getting pregnant. We explain that this is a barrier to pregnancy but don't talk about different types of contraception. We show some true or false cards to get the children thinking about conception and pregnancy.

We explain that if a woman is pregnant, around 9 months later, she will go into labour and a midwife will help her give birth. The pregnant woman will have contractions and these will help her to give birth. We also share true or false cards about what a baby can do in the womb and have children recap their understanding of what has been taught.

We discuss how the age for consent is 16 years old



Y5 resources:



If a couple makes love, it doesn't necessarily mean they will have a baby.	True	If people want to make love but not start a baby they can use various forms of contraception to stop the sperm and the egg meeting. Also, there are many days each month when there is no egg in the fallopian tube for the sperm to fertilise, and even when fertilised the egg might not successfully implant itself in the womb.
Fertilisation happens when the sperm meet the egg in the vagina.	False	Fertilisation normally happens in the fallopian tube, which carries the egg from the ovary towards the womb. If the egg is not fertilised when it reaches the womb it dies and passes out through the vagina, along with the extra womb lining that is not needed.
One of the first signs to tell a woman she is pregnant is that her periods stop.	True	The extra womb lining needs to stay in place as the embryo (the tiny growing baby) is implanted in it, so a woman does not have periods when she is pregnant. She may notice other changes, like starting to feel a bit sick at certain times of day. A doctor can test her urine to show whether she is pregnant, or she can buy a kit to do this for herself at home.
If two sperm fertilise one egg, it will form identical twins.	False	Only one sperm can fertilise an egg, then the egg splits itself to keep other sperm out. Identical twins are formed when one fertilised egg splits into two completely separate cells and each one grows into a baby - they are identical because they come from the same sperm and the same egg. If there are two eggs and each is fertilised by a different sperm they will form non-identical twins.
The baby is attached in the womb by a cord through which it gets oxygen and food from the mother.	True	A baby in the womb can't eat or breathe in the way we do, so the umbilical cord lets it collect the oxygen and nutrients that it needs from the mother's blood - so she is eating and breathing for the baby as well. Your belly button is where the cord was attached to you when you were in your mother's womb.
A woman can't have a baby unless she has sexual intercourse with a man.	False	If there are medical reasons that prevent a couple from having a baby in the usual way, there are things that doctors nowadays can do to help. Sperm can be artificially placed in the woman's vagina, or an egg can be taken and fertilised with sperm outside the body and then implanted in the womb. This is called IVF.



				but that this doesn't mean that they have to have sexual intercourse at this time.	
Changing Me - Physical attraction (boyfriends/ girlfriends)/ Respect and consent/ Sexting  This is a combination of the Y4 'Girlfriends and boyfriends' and the Y6 'Physical attraction (boyfriends/ girlfriends)/ Respect and consent/ Sexting' lessons.	Su2	What do we teach the children about boyfriends and girlfriends? What do we teach them about sexting?	First, we start by discussing the difference between having boy and girl friends and having boyfriends and girlfriends. We explain how sometimes boys and girls will start 'going out' with someone but that this can be at any age and only when the person is ready. We discuss certain pressures that people may feel to have a boyfriend or girlfriend and that this pressure of being in a romantic relationship can have positive and negative consequences. We discuss where these pressures may come from - TV, peers, social media etc. - and what we can do to not give into those pressures if we don't feel ready and comfortable. We then go onto using scenarios about how people might 'date' but how that doesn't mean that they should feel under pressure to be romantic.  We speak to the children about how pressure can come in many forms, from saying someone is your boyfriend or girlfriend to being asked to send photos in your underwear. We talk to the children about what sexting is, as well as the laws around creating/ sending images of people under 16, even if you take the photo of yourself. We discuss how once a photo is taken, even if you delete it, it can still be retrieved. We need children to understand the impact of sexting and empower them to say no if they don't want to do something or know something is wrong. All of this is to make sure our children are safe and know who to go to if they ever feel under pressure.		

