

Year 5	Term: Summer 2	Unit Title: Relationships and Sex Education (RSE)
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:
<p>NC Science Objectives:</p> <ul style="list-style-type: none"> ▪ Animals including humans Describe the changes as humans develop from birth to old age. ▪ Living things and their habitats Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. ▪ Animals including humans (Non-statutory guidance) Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty ▪ Y5 Animals including humans (Non-statutory guidance) Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. 		<p>Questions:</p> <ul style="list-style-type: none"> ▪ What does puberty mean? ▪ Why does puberty happen? ▪ What changes might take place? ▪ Is puberty the same for everyone? ▪ What are hormones? ▪ What products are available for personal hygiene during puberty, how are they useful? ▪ How do bodies grow and change? ▪ Are changes the same in boys and girls? ▪ What are the similarities and differences of these changes in either gender? ▪ What are the correct scientific terms for the external sexual organs of males and females? ▪ Where are the external sexual organs located on a diagram? ▪ What are periods? Why and how do they happen? ▪ What emotions and feeling might be experienced during puberty? ▪ Is this normal?
<p>NC Computing Objectives:</p> <ul style="list-style-type: none"> ▪ Use technology safely, respectfully and responsibly. ▪ Recognise acceptable/unacceptable behaviour. 		<p>Knowledge:</p> <ul style="list-style-type: none"> ▪ Know what puberty is, why it occurs, who experiences it and when they experience it. ▪ Know that changes differ from person to person. ▪ Know that hormones are chemicals that effect that whole body and these are produced during puberty. ▪ Know a variety of hygienic products they are available for them and what they are used for. ▪ Know that the changes that take place during puberty are both physical and emotional. ▪ Know examples of how the body physically changes during puberty: breast develop, hips widen, height increases, periods begin, body hair grows, chest and shoulders widen, external genitalia change. ▪ Distinguish between physical changes in boy and girls during puberty and know that some changes happy to both genders. ▪ Know the correct scientific terminology for external sexual organs and label them on a diagram including: pubic hairs, outer, lips, vaginal opening, vulva, clitoris, inner lips, anus, urinary opening (female), pubic hairs, foreskin, anus, penis, testicles, scrotum (male). ▪ Determine whether statements and perceptions of changes, emotions and feeling are true or false.
<p>DfE Relationships Education and Health Education statutory requirements:</p> <ul style="list-style-type: none"> ▪ 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. ▪ 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs ▪ 2. About menstrual wellbeing including the key facts about the menstrual cycle ▪ 2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. ▪ 2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. ▪ 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. 		

- 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- 3. The conventions of courtesy and manners.
- 4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- 4. The importance of self-respect and how this links to their own happiness
- 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- 8. The importance of permission-seeking and giving in relationships with friends, peers and adults.

Linked Texts:

- Variety of books from library
- What's happening to me?: Girls edition by Susan Meredith
- What's happening to me?: Boys edition by Alex Frith
- What's happening to my body: book for girls by Lynda Madaras
- What's happening to my body: book for boys by Lynda Madaras
- The girls guide to growing up by Anita Naik
- The boys guide to growing up by Phil Wilkinson
- You are awesome: Find your confidence and dare to brilliant at (almost) everything by Matthew Syed

- Know that periods/menstruation happen to females during puberty signally that the internal organs are getting ready to protect and develop a baby.
- Know the correct scientific terminology for the female internal sexual organs that have a part to place in menstruation: fallopian tubes, ovaries, uterus, cervix, vagina.
- Recognize different emotions and the impact these feelings have on our bodies physically, emotionally and mentally.
- Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
- Know that not feeling like themselves is ok and normal.

Topic specific additional resources, including people and places:

- Bag of products including sanitary products, deodorant varieties, cleaners, hair removal products
 - Designated anonymous box for questions
 - Smartfile and activity booklet to accompany SCARF scheme
 - Meeting with parents smartfile
- SCARF schemes of work:
- Year 5- Growing up and changing bodies
 - Year 5 - Changing bodies and feelings
 - Year 5- Help I'm a teenager!