

Year 6	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"> ▪ Y5 Animals including humans Describe the changes as humans develop from birth to old age. ▪ Y5 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 Living things and their habitats Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. ▪ Y5 Animals including humans Describe the changes as humans develop from birth to old age. ▪ 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. ▪ Y6 Evolution and inheritance Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. 		<p>Questions:</p> <p>Year 5:</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 experiences during puberty? ▪ Is this normal? <p>Additionally, for Year 6:</p> <ul style="list-style-type: none"> ▪ What advise could you give to someone going through changes during puberty? ▪ Where could they go for support and advice? ▪ Is it ok if.....? Is it right that.....? ▪ What does personal safety mean? ▪ What should I keep private? ▪ How are the changes that take place during puberty linked to sexual reproduction? ▪ How is a baby made? ▪ How does sperm fertilise an egg to create a baby? ▪ What does consent mean? ▪ What is the legal age of consent?
<p>DfE Relationships Education and Health Education statutory requirements:</p> <ul style="list-style-type: none"> ▪ 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or 		<p>Knowledge:</p> <p>Year 5:</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 sued for. ▪ Know that the changes that take place during puberty are both physical and emotional.

- make different choices or have different preferences or beliefs
- 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
 - 2. About menstrual wellbeing including the key facts about the menstrual cycle.
 - 3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
 - 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
 - 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.
 - 6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.
 - 7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
 - 7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
 - 8. Where to get advice e.g. family, school and/or other sources.
- 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: enubic 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.
 - 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.
- Additionally, for Year 6:
- Build on knowledge from Year 5 RSE and address misconceptions.
 - Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it.
 - Know and suggest strategies that would help someone who felt challenged by the changes in puberty.
 - Understand what FGM (female genital mutilation) is and that it is an illegal practice in this country;
 - Know where someone could get support if they were concerned about their own or another person's safety (links with NSPCC).
 - Identify the changes that happen through puberty are to allow sexual reproduction to occur.
 - Know the correct scientific terminology for what is needed during sexual reproduction.
 - Know that during puberty for reproduction, in female's eggs are released (periods start) and hips widen.
 - Know that during puberty for reproduction, in male's sperm is produced (sometimes in wet dreams) and rejections happen.
 - Know why these changes happen.
 - Understand that conception happens when a man and a woman have sexual intercourse.
 - Know a variety of ways in which the sperm can fertilise the egg to create a baby (including IVF).
 - Order events during conception and pregnancy on a timeline.
 - Know the legal age of consent and what it means.
 - Know that there are additional ways of bringing a baby into a family including IVF (In vitro fertilisation), adoption and surrogacy.

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

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!
 - Year 6- Is this normal?
 - Year 6- Making babies