



# SIAMS Preparation

Strand 5

Dignity and Respect

How well does your school's Christian vision and associated values uphold dignity and value all God's Children\*, ensuring through its policy and practice the protection of all members of the school community?



## Valuing All God's Children

Guidance for Church of England schools  
on challenging homophobic, biphobic and  
transphobic bullying

**Second Edition**  
Updated Summer 2019

# Valuing All God's Children

The aim of this guidance is to prevent pupils in Church of England schools and academies from having their self-worth diminished or their ability to achieve impeded by being bullied because of their perceived or actual sexual orientation or gender identity. It is important to note that not only lesbian, gay, bisexual and trans pupils experience homophobic, biphobic and transphobic bullying; this kind of bullying and language can affect all pupils as well as school staff whether they are, or are perceived to be, lesbian, gay, bisexual or trans.

School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible.

# Staff Training



School Script



## TACKLING HOMOPHOBIC, BIPHOBIC AND TRANSPHOBIC BULLYING

HBTB

### Overview

- Research into HBT bullying in schools.
- Why we need to tackle this well.
- Homophobic language and how we can develop a consistent school approach to tackling this.
- Teaching staff only - look at the no outsiders lesson ideas for anti-bullying week and the accompanying books.

# Responding to incidents

- Incidents are discussed with the children involved and sanctions put in place
- Parents are informed
- Letters regarding the incident sent home and recorded in personal/social folders
- Log kept of children involved in incidents
- Reported to Governors via Head Teacher's report
- Incidents of HBTB taken very seriously
- Annual assembly tackling HBT language

# Anti-bullying policy



## ANTI-BULLYING POLICY

### Safeguarding Statement

At Church Hill C of E Junior School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm in this way we try to encourage an individual child's light to shine. We do not tolerate any form of anti-social behaviour. This is the responsibility of every adult employed by, or invited to deliver services at our school. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and we have zero tolerance on all types of bullying.

### Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind (physical, verbal, psychological, homophobic, biphobic, sexual, transphobic or cyber-bullying) is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell a member of staff. Church Hill C of E Junior School has zero tolerance on bullying.

Actively living Christian Values such as respect, responsibility and fairness, encourages staff, pupils and parents to make a difference within our community by letting God's light shine.

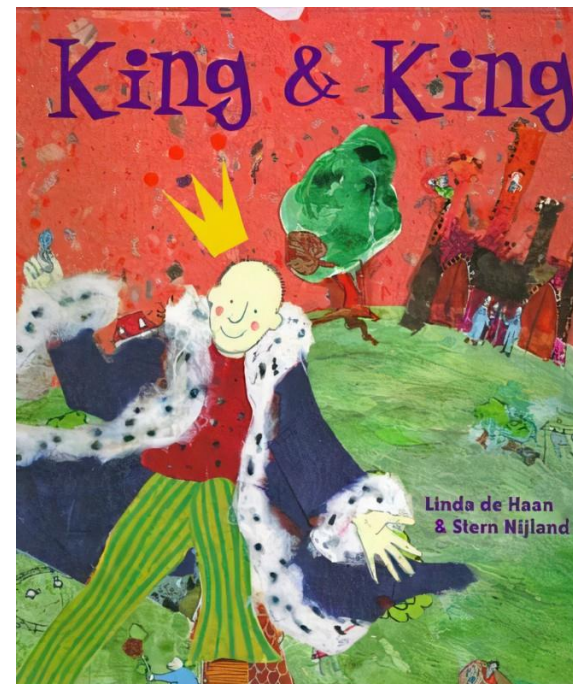
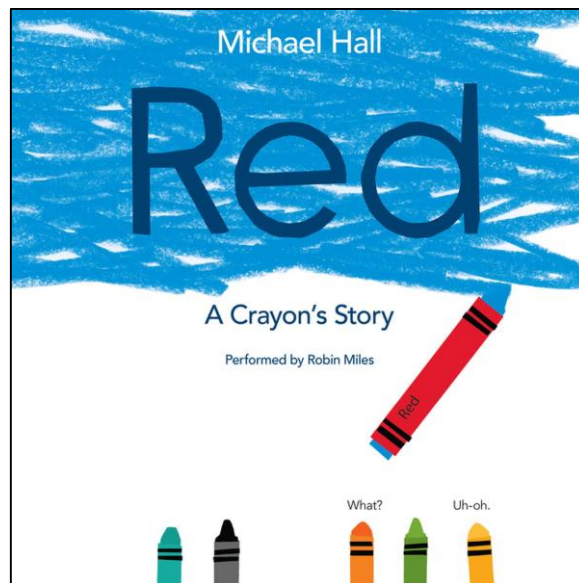
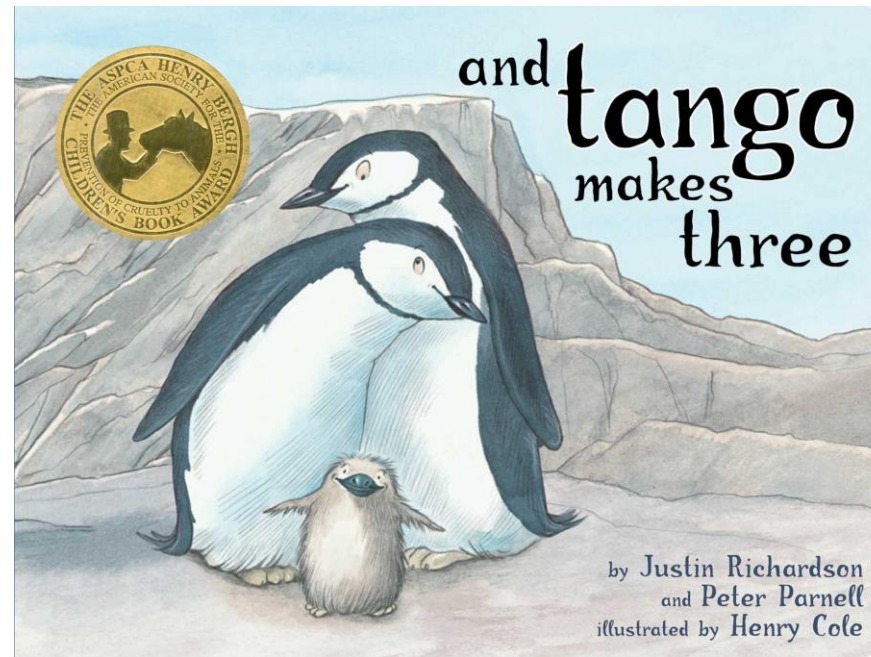
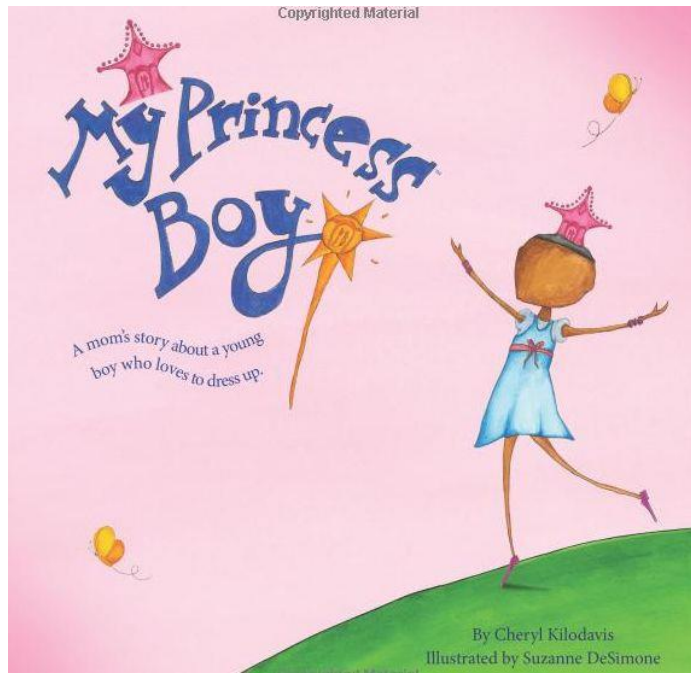
The perpetrator/ perpetrators will be asked to genuinely apologise. Additional consequences may take place – inclusion, exclusion, SEAL work with both the target and perpetrator. In this way we encourage an individual child's light to shine again.

If possible, the pupils will be reconciled.

After the incident/incidents have been investigated and dealt with, each case will be monitored by the Headteacher, class teacher, and lunchtime staff to ensure repeated bullying does not take place in our school.







How well does the whole curriculum provide opportunities for all pupils to understand, respect and celebrate difference and diversity?



Anti-bullying week

Holi

Diwali

Eid

Advent

Vaisakhi

Odd Sock Day

Lent

Easter

# PSHE curriculum

Respect

The Paralympics

Equal opportunities

The Gift of sight

Cultural Diversity in the UK

Martin Luther King

Homelessness

Mary Seacole

Rights and Responsibilities

Respecting all our differences

Scapegoat

Children's Rights

Human rights

Nelson Mandela

Righting wrongs – discrimination against gay people.



## RE Curriculum

# World Mental Health Day



Dear Parents/Carers

## WEAR YELLOW FOR YOUNG PERSON'S MENTAL HEALTH DAY – FRIDAY 9<sup>TH</sup> OCTOBER

"2020 hasn't been the year we all imagined it would be, it's been tough. We all need a ray of sunshine right now – #HelloYellow on Friday 9 October is a great opportunity for you and your school to come together for World Mental Health Day, wear yellow and feel hopeful about the future."

This year once again we would like to mark young person's mental health day by wearing yellow, or a touch of yellow in. In addition, we are looking to raise some money for the charity Young Minds and to contribute to the school's new Mental Health Bookshelf (kindly supported by our amazing PTA – further details of this to follow). If you are able to contribute a £1 donation for yellow day then it will be gratefully received and split between these two causes 50:50.

### YOUNG MINDS

The charity work to both raise the profile of mental health, provide a support network and phone line and also assist schools and education centres by providing valuable resources to use. Please see the attached link for more information, their parents A – Z guide is very informative and importantly they also focus on ways to help stay mentally healthy and overcome life's challenges as and when they arise.

<https://youngminds.org.uk>

During the day and next week teachers will be talking more frequently to the children about keeping our brains healthy, much of this will, as previously, be approached through the 5 ways to wellbeing.



We know this year has been so hectic for our whole school community and so this feels more important than ever. Each class will be making time to sit talk together, as learning to both express ourselves and listen are fundamental to developing resilience.

### GET INVOLVED AT HOME...

This year we really want to encourage parents to take the time to sit with their children and also express themselves!....so we have attached a 'reminder of why you're amazing sheet below'. Sometimes the smallest things are left not said in our busy world but taking the time to notice, recognise and write down for your child those amazing traits you see in them is fantastic for building their resilience, self-esteem and helping them learn how to express feelings



# Black History Month



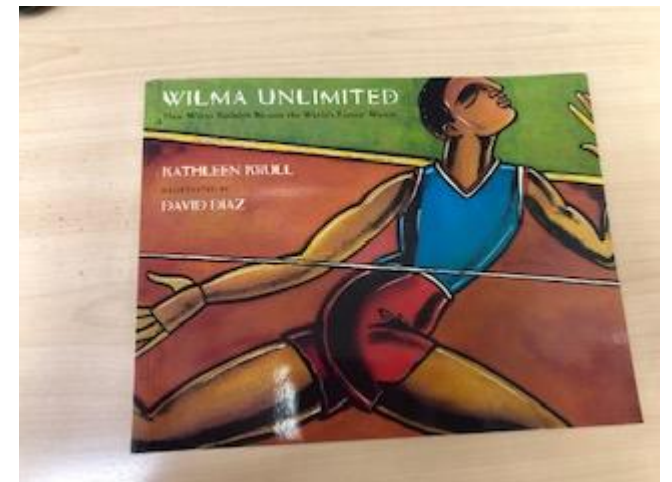
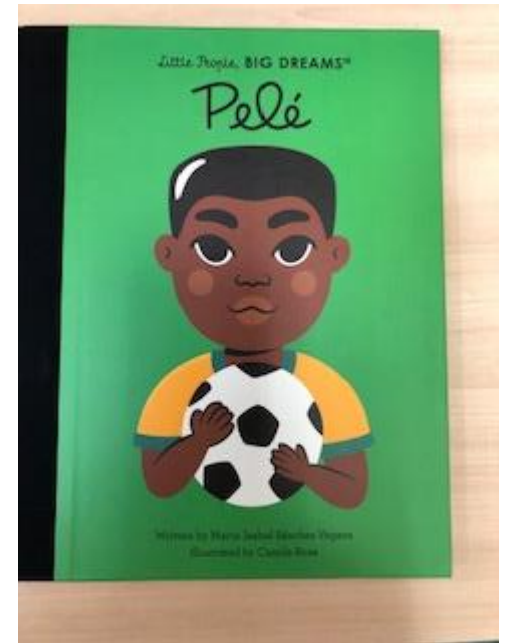
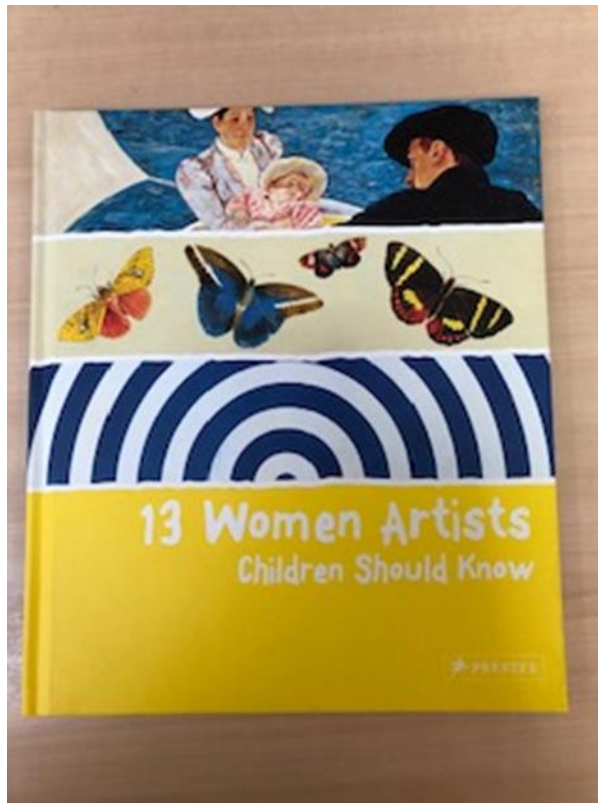
**Church Hill** @ChurchHillJS · Oct 11, 2021

Some Year 4's helped in Collective Worship today by reading out information about a few amazing black men and women.

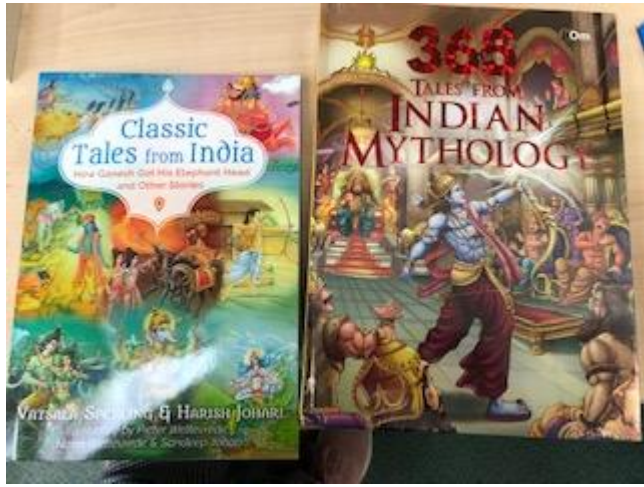
[#BlackHistoryMonth2021](#)



# Books



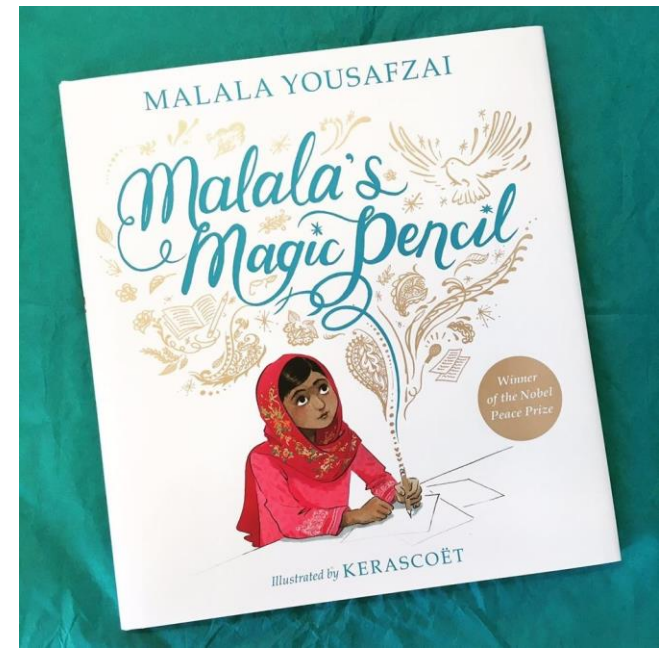
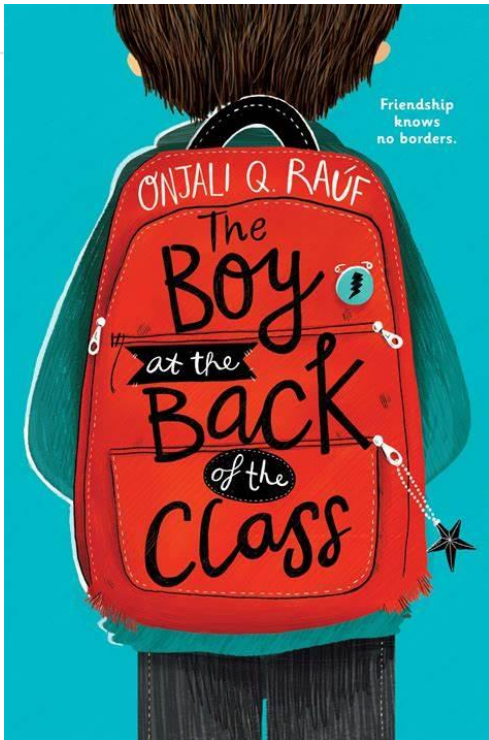
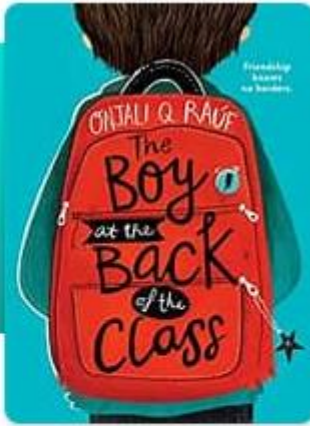
Teachers choose books that will help pupils to understand lives and cultures that are different from their own.



# The Boy at the Back of the Class

Look inside

Told with humor and heart, *The Boy at the Back of the Class* offers a child's perspective on the refugee crisis, highlighting the importance of friendship and kindness in a world that doesn't always ma...



"Malala's Magic Pencil" is a beautiful account of a terrifying but inspiring tale. Malala does use a pencil to make her dreams come true, but it has nothing to do with magic.



In *Malala's Magic Pencil*, she describes how, growing up in the beautiful **Swat Valley**, she loved going to class but her right to attend school was threatened just because she was a girl.

Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 onward)

# School RSE Charter



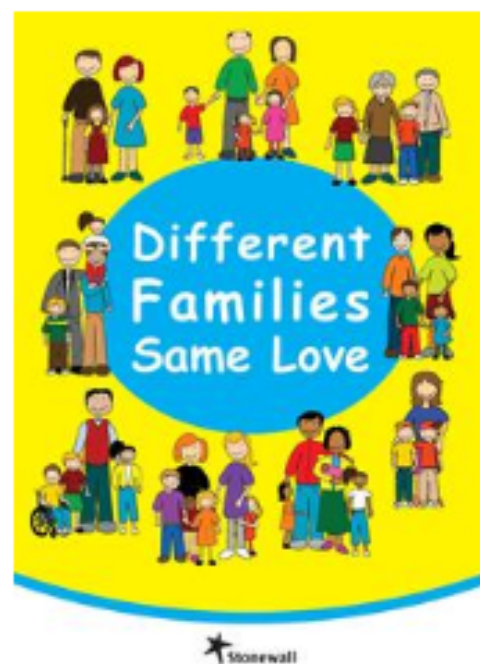
A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION,  
RELATIONSHIPS AND SEX EDUCATION (RSE) AND PERSONAL, SOCIAL HEALTH EDUCATION  
(PSHE)

At Church Hill C of E Junior School, we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Personal, Social, Health Education (PSHE), which will enable all pupils to flourish and let their light shine.

**We commit:**

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through stages of our policy development, as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the school's published policies for RSE and PSHE.

3. That **PSHE and RSE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act<sup>1</sup> and will be sensitive to the faith and beliefs of those in the wider school community. PSHE will seek to explain fairly the beliefs and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.



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<sup>1</sup> The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.



- 4. That PSHE and RSE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
- 5. That PSHE and RSE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision, British values and Christian values of the school, promote respect for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
- 6. That PSHE and RSE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

- 7. To take particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
- 8. To seek pupils' views about PSHE and RSE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers. There will also be pupil questionnaires completed at least once a year.

# RSE Curriculum

				
Knowledge: Relationships Education	Year 3	Year 4	Year 5	Year 6
Families and people who care for me	<p>That families are important for children growing up because they can give love, security and stability.</p> <p>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.</p>	<p>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 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.</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other, which is intended to be life-long.</p>	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	

<p>Caring friendships</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	<p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p>	<p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>	
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<p>Respectful friendships</p>	<p>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.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manners.</p>	<p>The importance of self-respect and how this links to their own happiness.</p>	<p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>	<p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
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<p>Online relationships</p>			<p>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p>	<p>That people sometimes behave differently online, including by pretending to be someone they are not – <i>Warning Zone trip</i></p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them – <i>Warning Zone trip</i></p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met – <i>Warning Zone trip</i></p> <p>How information and data is shared and used online – <i>Warning Zone trip</i></p>
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<p>Being safe</p>	<p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>Where to get advice e.g. family, school and/or other sources.</p>	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact – <i>NSPCC PANTS lesson</i></p>	<p>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.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p>	<p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>
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<b>Knowledge: Physical health and mental wellbeing</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Mental wellbeing	<p>That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in</p>	<p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and</p>	<p>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing.</p>	It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
	<p>relation to different experiences and situations.</p> <p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>	<p>proportionate.</p> <p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p>	Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	

<p>Internet safety and harms</p>		<p>That for most people the internet is an integral part of life and has many benefits.</p>	<p>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p>	<p>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private – <i>Warning Zone trip</i></p> <p>Why social media, some computer games and online gaming, for example, are age restricted – <i>Warning Zone trip</i></p> <p>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a</p>
				<p>negative impact on mental health – <i>Warning Zone trip</i></p> <p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted – <i>Warning Zone trip</i></p> <p>Where and how to report concerns and get support with issues online – <i>Warning Zone trip</i></p>

Physical health and fitness	The characteristics and mental and physical benefits of an active lifestyle.	The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	The risks associated with an inactive lifestyle (including obesity).  How and when to seek support including which adults to speak to in school if they are worried about their health.	
Healthy eating	The principles of planning and preparing a range of healthy meals.	What constitutes a healthy diet (including understanding calories and other nutritional content).	The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	

Drugs, alcohol and tobacco				The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</p>	<p>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p>	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	The facts and science relating to allergies, immunisation and vaccination.

Changing adolescent body			<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p>	<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p>
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TALK

P

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IT

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AND STAY SAFE,  
LIKE PANTOSAURUS



**P** RIVATES  
ARE PRIVATE

**A** LWAYS REMEMBER YOUR  
BODY BELONGS TO YOU

**N** O MEANS NO

**T** ALK ABOUT SECRETS  
THAT UPSET YOU

**S** PEAK UP, SOMEONE  
CAN HELP



NSPCC

EVERY CHILDHOOD IS WORTH FIGHTING FOR

LEARN PANTOSAURUS' FIVE  
EASY RULES FOR STAYING SAFE



**P** RIVATES ARE PRIVATE

Your underwear covers up your private parts and no one should ask to see or touch them. Sometimes a doctor, nurse or family members might have to. But they should always explain why, and ask you if it's OK first. Remember, what's in your pants belongs only to you.



**A** LWAYS REMEMBER YOUR  
BODY BELONGS TO YOU

No one should ever make you do things that make you feel embarrassed or uncomfortable. If someone asks to see or tries to touch you underneath your underwear say 'NO' – and tell someone you trust and like to speak to.



**N** O MEANS NO

You always have the right to say 'no' – even to a family member or someone you love. You're in control of your body and the most important thing is how YOU feel. If you want to say 'No', it's your choice.



**T** ALK ABOUT SECRETS  
THAT UPSET YOU

There are good secrets and bad secrets. If a secret makes you feel sad or worried, it's bad – and you should tell an adult you trust about it straight away.



**S** PEAK UP, SOMEONE  
CAN HELP

It's always good to talk about stuff that makes you upset. If you're worried, go and tell a grown up you trust – like a family member, teacher or one of your friend's parents. They'll say well done for speaking out and help make everything OK. You can also call Childline on 0800 1111 and someone will always be there to listen.



Remember all of these  
rules and they'll help  
you stay safe, just like  
Pantosaurus



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Valuing Difference and Keeping Safe Key Stage 2

## Scheme of Work

Word Box: Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>Relationships Education Respectful relationships (3a)</p>	<p><b>Learning Intention</b> To identify that people are unique and to respect those differences To explore the differences between male and female bodies <b>Learning Outcomes</b> Know and respect the body differences between ourselves and others Name male and female body parts using agreed words</p>	<p>Lesson 1 <a href="#">Body Differences</a></p>	<p><i>It's OK to be different</i>, Todd Parr <a href="#">Pictures of male and female bodies</a> <a href="#">Body Difference matching cards</a> <b>Additional Activities</b> <i>Cinderella's Bum</i>, Nicholas Allan <i>Shapesville</i>, Andy Mills</p>
<p>Relationships Education Caring friendships (2e) Respectful relationships (3b,3d,3f) Being safe (5a,5b,5c,5d,5f,5g)</p>	<p><b>Learning Intention</b> To consider appropriate and inappropriate physical contact and consent <b>Learning Outcomes</b> Understand that each person's body belongs to them Understand personal space and unwanted touch</p>	<p>Lesson 2 <a href="#">Personal Space</a></p>	<p><a href="#">PANTS cards</a> <a href="#">Unwanted Touch scenarios</a> <b>Additional Activities</b> <i>It's my body - a book about body privacy</i>, Louise Spilsbury and Mirella Mariani</p>
<p>Relationships Education Families and people who care for me (1a,1b,1c,1d,1f,) Being safe (5d,5f,5g, 5h)</p>	<p><b>Learning Intention</b> To explore different types of families and who to go to for help and support <b>Learning Outcomes</b> Understand that all families are different and have different family members Identify who to go to for help and support</p>	<p>Lesson 3 <a href="#">Help and Support</a></p>	<p><a href="#">Families pictures</a> <a href="#">Who can I talk to? worksheet</a> <i>The Family Book</i>, Todd Parr <b>Additional Activities</b> <i>Tell Me Again About The Night I Was Born</i>, Jamie Lee Curtis <i>Who's in a Family?</i> Robert Skutch <i>Happy Families</i>, Allan Ahlberg <i>Spark Learns to Fly</i>, Judith Foxon <i>Stranger Danger</i>, Anne Fine</p>

## Scheme of Work

Word Box: Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings

**Statutory Guidance****Health Education**

Changing adolescent body  
(8a)

**Key Stage 2 Science**

- describe the life process of  
reproduction in some plants  
and animals

**Learning Intentions and Learning Outcomes****Learning Intention**

To explore the human lifecycle  
To identify some basic facts about puberty

**Learning Outcomes**

Understand that puberty is an important stage in the human  
lifecycle  
Know some changes that happen during puberty

**Lesson Title****Lesson 1**

[Changes](#)

**Resources**

[Lifecycle whiteboard summary](#)

[Body Parts Bingo cards](#)

[Bingo Flash cards](#)

[Body Changes pictures](#)

[Lifecycle Quiz slides](#)

[Lifecycle Quiz answers](#)

[Additional Activities](#)

[Babies and Children worksheet](#)

**Health Education**

Mental wellbeing (6a,6b,6c,6d,6f)

**Health Education**

Changing adolescent body  
(8a, 8b)

Menstruation (9a)

**Key Stage 2 Science**

- describe the life process of  
reproduction in some plants  
and animals

-describe the changes as  
humans develop to old age

**Learning Intention**

To explore how puberty is linked to reproduction

**Learning Outcomes**

Know about the physical and emotional changes that happen in  
puberty

Understand that children change into adults to be able to  
reproduce if they choose to

**Lesson 2**

[What is Puberty?](#)

Bag containing spot cream, deodorant, shaving foam,  
menstrual pads/tampon, a love heart

[Puberty Card Sort](#)

[Puberty Card Sort whiteboard summary](#)

[Body Changes worksheet](#)

[Puberty Changes Teacher Guide](#)

**Suggested Reading**

*Where Willy Went*, Nicholas Allan

*Hair in Funny Places*, Babette Cole

**Relationships Education**

Caring friendships (2b,2c,2d,2e)

Respectful relationships  
(3a,3b,3d,3e,3f,3h)

Online relationships (4b,4d)

**Learning Intention**

To explore respect in a range of relationships

To discuss the characteristics of healthy relationships

**Learning Outcomes**

Know that respect is important in all relationships including online  
Explain how friendships can make people feel unhappy or  
uncomfortable.

**Lesson 3**

[Healthy Relationships](#)

[Healthy Friendships cards](#)

[Relationship pictures](#)

Online Respect and Self-Respect video

<https://www.youtube.com/watch?v=mZtXwLzllpk>

### Scheme of Work

**Word Box:** Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>Health Education Mental wellbeing (6c, 6d,6f,) Changing adolescent body (8a,8b) Menstruation (9a)</p>	<p><b>Learning Intention</b> To explore the emotional and physical changes occurring in puberty <b>Learning Outcomes</b> Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence</p>	<p><b>Lesson 1</b> <a href="#">Talking About Puberty</a></p>	<p><a href="#">Puberty Changes Teacher Guide</a> <a href="#">Puberty Changes worksheet</a> <a href="#">Reproductive System slides</a> <a href="#">Pupil Questions template</a></p>
<p>Health Education Changing adolescent body (8a,8b) Menstruation (9a)</p>	<p><b>Learning Intention</b> To understand male and female puberty changes in more detail <b>Learning Outcomes</b> Understand how puberty affects the reproductive organs Describe what happens during menstruation and sperm production</p>	<p><b>Lesson 2</b> <a href="#">The Reproduction System</a></p>	<p><a href="#">Reproductive System slides</a> <a href="#">Puberty Changes Teacher Guide</a> Menstrual cycle animation <a href="#">Male Changes Powerpoint</a> <a href="#">Puberty Card Game</a> <a href="#">Puberty Card Game answer sheet</a> <a href="#">Puberty Card Game whiteboard summary</a> Model materials: spaghetti(fallopian tubes) and poppy seeds (eggs) Selection of menstrual product (tampons, pads, liners, re-usables) Pupil questions from Lesson 1 <b>Additional Activities</b> <a href="#">What is the Menstrual Cycle? cards</a> <a href="#">What is the Menstrual Cycle? whiteboard summary</a> <a href="#">Menstruation Card Game</a> <a href="#">Menstruation Card Game whiteboard summary</a></p>
<p>Health Education Mental wellbeing (6a,6b,6c, 6d,6e,6f,) Changing adolescent body (8a,8b) Menstruation (9a)</p>	<p><b>Learning Intention</b> To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty <b>Learning Outcomes</b> Explain how to keep clean during puberty Explain how emotions/relationships change during puberty Know how to get help and support during puberty</p>	<p><b>Lesson 3</b> <a href="#">Puberty Help and Support</a></p>	<p>Kim's Game items and a cloth to cover them (see lesson plan) <a href="#">Kim's Game Teacher Guide</a> <a href="#">Year 5 Puberty Problem Page</a> <a href="#">Year 5 Puberty Problem Page cut-outs</a> <a href="#">Year 5 Problem Page Teacher Guide</a> Pupil questions from Lesson 1 <b>Additional Activities</b> <a href="#">Puberty Bingo cards</a></p>

## Puberty, Relationships and Reproduction Key Stage 2

### Scheme of Work

**Word Box:** Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p><b>Health Education</b> Mental wellbeing (6c,6d,6f,6g,6i,6j) Changing Adolescent body (8a,8b)</p>	<p><b>Learning Intention</b> To consider puberty and reproduction <b>Learning Outcomes</b> Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence</p>	<p><b>Lesson 1</b> <a href="#">Puberty and Reproduction</a></p>	<p><b>Resources</b> <a href="#">Puberty Changes Teacher Guide</a> <a href="#">Puberty Body Part cards</a> <a href="#">Reproduction questions sheet</a> <a href="#">Reproduction answer cards</a> <a href="#">Reproduction whiteboard summary</a></p> <p><b>Additional Activities</b> <a href="#">Year 6 Puberty Problem Page</a> <a href="#">Year 6 Puberty Problem Page Cut-outs</a> <a href="#">Year 6 Puberty Problem Page Teacher Guide</a></p>
<p><b>Relationships Education</b> Families and people who care for us (1a,1b,1d,1f) Caring friendships (2a,2b,2c) Respectful relationships 3b,3d,3h) Being safe (5a,5b,5c,5d,5e)</p>	<p><b>Learning Intention</b> Exploring the importance of communication and respect in relationships <b>Learning Outcomes</b> Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important</p>	<p><b>Lesson 2</b> <a href="#">Communication in Relationships</a></p>	<p><a href="#">Communication and Touch cards</a> <a href="#">Pupil Questions template</a></p>
<p><b>Relationships Education</b> Families and people who care for us (1c,1d,1e) <b>Key Stage 2 Science</b> - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents</p>	<p><b>Learning Intention</b> To consider different ways people might start a family <b>Learning Outcomes</b> Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy</p>	<p><b>Lesson 3</b> <a href="#">Families, Conception and Pregnancy</a></p>	<p><a href="#">Couple pictures</a> <a href="#">How does a baby start? cards</a> (one set per group) <a href="#">How does a baby start? whiteboard summary</a> Pupil Questions from previous lesson - typed</p> <p><b>Additional Activities</b> <a href="#">Conception and Pregnancy statements</a> <a href="#">Conception and Pregnancy Quiz</a> <a href="#">Conception and Pregnancy Quiz Answers</a> <a href="#">Reproductive System slides</a></p>
<p><b>Relationships Education</b> Online relationships (4a,4b,4c,4d,4e) Being safe (5a,5b,5d,5e,5g,5h) Mental wellbeing (6h,6i)</p>	<p><b>Learning Intention</b> To explore positive and negative ways of communicating in a relationship <b>Learning Outcomes</b> To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong</p>	<p><b>Lesson 4</b> <a href="#">Online Relationships</a></p>	<p><a href="#">Relationship Question cards</a> <a href="#">Communication Scenario cards</a> <a href="#">Communication Scenarios answers</a> <a href="#">Communication Scenarios whiteboard summary</a></p> <p><b>Additional Activities</b> Film clip from <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a></p>