

## Unit Context



In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School.

This unit contains teaching which directly addresses the requirements for:

### Relationships Education:

Families and People who care for me (FP)

- 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.

- that marriage\* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

\*Marriage in England and Wales is available to both opposite and same-sex couples. A Couple may be married in a religious or civil ceremony.

This unit also contains teaching which directly addresses the requirements for:

### Health Education:

Changing Adolescent Bodies (CAB)

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle

This unit also contributes towards children's learning in Relationships Education in the following ways:

Families and People who care for me (FP)

- 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 for them.

## Learning Expectations

### At the end of this unit most pupils will:

- be able to identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy
- be able to explain that a baby grows from a male seed and a female egg
- be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood
- be able to identify an area for which they can take more responsibility
- be able to explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself.

### Some pupils will not have made so much progress and will:

- be able to describe some of the stages of the human lifecycle and place an individual in a broad category or age
- be able to explain that a baby grows inside its mother
- be able to express some simple ideas about being grown up, which might be personalised rather than generalised observations e.g. I might drive a car. (Rather than 'Adults can drive cars if they pass their driving test'.)
- be able to identify some responsibilities that adults have, but they may need support in identifying a new responsibility they are ready to take on now
- be able to name some basic tasks that parents carry out for babies, but be uncertain of the links between these tasks and the dependence of a the baby.

### Some pupils will have progressed further and will:

- be able to identify the main stages of the human lifecycle and identify accurately the stage of an individual
- be able to explain that when male sperm and female ovum join together a baby starts to grow
- be able to make intelligent generalisations about the responsibilities of adulthood
- be able to identify areas of new responsibilities they can take up now and in the near future as they approach the teenage years
- be able to explain ways that parents/carers are responsible for babies and understand the level of time, love and commitment a small baby needs.

## Unit Description

This unit is intended for use with children in Year 3 or 4. Children will consider the human life cycle in more detail. They will learn that an egg and sperm join together to form a baby. They will consider what they think it means to be 'grown up'. They will then look at their responsibilities and the responsibilities parents and carers have for babies and children. The themes covered in this unit are 'the human lifecycle', 'growing up', 'personal responsibilities' and 'parents, carers and families'.

## Notes for Staff

This unit of work is aimed at children in Year 3 or Year 4. It might be delivered on its own, or alongside unit RS3, which is designed for the same year groups. The themes in this unit are developed in unit RS6.

Teachers should carefully consider how best to structure the delivery of the unit. Best practice would be for all the content to be delivered to all children, whatever their gender identity or biological sex. Children need to be able to

talk confidently and appropriately about their own bodies and those of their peers. There may also be some children whose parents are uncomfortable with them discussing 'babies and bumps' in mixed company (See 5B RSE-Understanding Perspectives) and, following discussion with parents/carers, special provision may be made for them. Ensure that your decisions about single/mixed sex groupings reflect the content of your published Relationships Education Policy. You should ensure that trans children feel equally included in this unit, alongside their cis peers. (For an explanation of the terminology see [www.youtube.com/watch?v=mtYuUL30dUY](http://www.youtube.com/watch?v=mtYuUL30dUY))

One Learning Objective in this unit has been defined as 'Sex Education'. The framework question 'How did I begin?' and its associated Learning Objective 'To understand that babies begin when a male seed and female egg join together' are part of learning about human conception and birth. This learning objective is the first step in learning about sexual reproduction in humans. At this stage, the intention is that just the requirement for an egg and sperm will be covered, the means by which the egg and sperm join each other is taught in RS6. As this learning is defined as 'sex education' parents/carers have a right to withdraw their child from just this learning objective. This right should be explained in your Relationships Education Policy and discussions should be held with any family who wish to withdraw their child from sex education. There is guidance on structures for this conversation and suggestions for recording it in 8L Leading Discussions.

The responsibility for this discussion lies with the Head Teacher (or their representative), it is not the duty of the individual class teacher to have these discussions. If a child in your class is withdrawn from sex education, they must be given an 'appropriate and purposeful' task during the period of withdrawal.

In the past many teachers have relied on the use of video-based resources to support their teaching of RSE. In our units, we suggest an approach which assesses the needs of the pupils first and then uses the Learning Objectives to determine relevant content. The days of 'one size fits all' video resources are now past. However, various video clips and online links are referenced in the unit and are used both to introduce and consolidate various teaching points. Teachers should ensure that they watch all clips before sharing them with the class and take precautions to avoid inappropriate popups/comments when using facilities like YouTube. (To avoid pop ups and comments, view the YouTube link through [viewpure.com](http://viewpure.com) or safeshare.tv, insert the YouTube video into another presentation tool e.g. *Powerpoint*) If you have video resources which you find accessible for your children and which deliver on your Learning Objectives, there is no reason to stop using them, as long as they meet the criteria for use of resources in your Relationships Education Policy.

High quality RSE has been referenced by a variety of organisations (NSPCC, Barnados, Women and Equalities Committee) as supporting children to recognise abusive relationships and speak up if they are being

abused. The ability to confidently use scientific vocabulary to talk about sexual body parts with trusted adults is a protective factor. Throughout our RSE units of work and mirrored in the Personal Safety units of work, teachers are provided with multiple ways to increase understanding and confidence when using scientific vocabulary to describe sexual body parts. Teachers who would like to explore this concept further and build their own confidence in discussing the benefits of using scientific vocabulary should refer to 6D Use of Appropriate Vocabulary in Primary RSE. Body part names are not taught directly taught in this unit, but may be used as babies and the human lifecycle are discussed.

The Health Related Behaviour Survey (see Sources of Information and Support below) includes questions about how and from whom children access information about body changes. This survey reflects the views of Y5 and Y6 children, but the information may be used to guide provision for younger children.

During discussions about the human lifecycle, some children might request further knowledge about 'how babies are made'. Acknowledge this and refer to the 6B Answering RSE Related Questions in the Primary School.

## Activities for Recording Assessment

In the statutory requirements the DfE state that "Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.... Teaching should be assessed and assessments used to identify where pupils need extra support or intervention." The self-assessment materials provided for this unit (see Assessment) are an effective way of pupils assessing their own confidence in a range of skills both at the beginning of the unit of work and at the end, thus demonstrating progress. You may also wish to use the unit assessments which enable you to assess individual children against the learning expectations for this unit.

**A** At the end of an activity indicates an opportunity for recording assessment.

**Activity 1.3** Use this activity to assess whether children have grasped the concept of different stages of life.

**Activity 2.4** Use this letter writing task to assess whether the children have understood that egg+sperm=baby.

**Activity 3.3** Use this acrostic poem to assess whether the children have an understanding of some of the emotional and social challenges of growing up.

## Out of School Learning

Working in partnership with parents/carers in RSE is essential if the children are to fully benefit from the teaching in school. The DfE Guidance requires schools to communicate about their curriculum content in Relationships Education and Health Education. Schools must also communicate parents' right to ask that their child be excused from non-statutory Sex Education (learning about human conception and birth). As part of the RSE Toolkit there are several supportive documents which schools can use to communicate and engage with parents. Of particular relevance are 8A Leaflet for Primary School Families and 8B Primary Sample Letters. You will also find resources 5B Understanding Perspectives and 8L Leading Discussions supportive in your work with parents who are concerned about RSE.

The school should plan to use the leaflets or hold meetings to give parents/carers opportunities to become informed about the content of the RSE units, so that they can prepare themselves to discuss issues relating to puberty with their children. Your senior leaders or PSHE leader should support you with this. Your school might choose to circulate a leaflet to parents which supports them with these conversations, or publicise websites which enable parents to prepare themselves for conversations about puberty and sexual intercourse e.g. [www.fpa.org.uk/relationships-and-sex-education/parents-and-carers](http://www.fpa.org.uk/relationships-and-sex-education/parents-and-carers), [www.bigtalkeducation.co.uk/parents/how-to-talk-about-sex/](http://www.bigtalkeducation.co.uk/parents/how-to-talk-about-sex/) and [www.nspcc.org.uk/keeping-children-safe/sexual-behaviour-children/](http://www.nspcc.org.uk/keeping-children-safe/sexual-behaviour-children/)

In support of Learning Objective 2, ask the children to discuss with as many people as they can at home what they think it means to be a grown up.

Create a board in class where children can record the ideas they have heard e.g. *My Dad says a grown up is... or My neighbour says a grown up is...*

To follow up Learning Objective 6, ask the children to take their 'bills' home and share them with their parents. This might need some explanation. Ask the children to discuss with their parents any additions to their 'bills'.

## Sensitive Issues



Sensitive issues to be aware of are marked in the notes column with this symbol.

The whole area of RSE is obviously sensitive. Teachers should prepare themselves for use of vocabulary and the details of the content of the unit before beginning. In order to create a positive, supportive environment for RSE and to reduce the likelihood of inappropriate disclosures, it is best practice to create ground rules with the class, in addition to the normal class rules. Refer to 6A Teaching Methodologies in RSE.

The whole area of RSE is obviously sensitive. Teachers should prepare themselves for use of vocabulary and the details of the content of the unit before beginning the work. In order to create a positive and supportive environment for RSE, and to reduce the likelihood of inappropriate disclosures, it is best practice to create ground rules with the class, in addition to the normal class ground rules. Refer to RSE Toolkit 6A Teaching Methodologies in RSE. You might choose to create a mechanism for encouraging the children to ask questions, although nervousness about asking questions is often less of an issue for younger children than for older children.

This unit will cause children to reflect on their own personal experiences, family behaviours and family views. This might prompt some children to talk about issues of a sensitive or personal nature. There might also be rare instances where children disclose issues which raise concerns regarding personal safety or abuse. In this case, follow your school's Safeguarding Policy.

Teachers must ensure that teaching in RSE is inclusive of all children, whatever their family structures, religious or cultural background or their learning needs. RSE teaching must comply with duties under the Equality Act 2010 and should prepare children for life in modern Britain. In order to ensure that children see themselves and their families reflected back in the lessons, teachers should take care to avoid the assumption that all children will go on to marry, or that they will choose a partner of the opposite sex. Teachers should assume that there are children in the group who either have LGBT+ parents/carers or wider family members. In short, teachers should avoid heteronormative presumptions.

Teachers will realise that children will hear different views about marriage, families, sexuality etc at home and should promote respectful listening and celebration of diversity in class. These different views might stem from religious or cultural beliefs or family experiences. The DfE Guidance references the need to ensure that a variety of views are reflected in RSE (Paragraphs 19-22, 27-37).

Teachers should reflect faith perspectives in RSE especially if that ensures that members of their class hear their families views reflected back. The guidance states 'in all schools, when teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that topics that are included in the core content are appropriately handled.' Teachers may use the format 'some people believe X, some people believe Y, the law says Z'.

Teachers are also often concerned about how to respond if children ask questions which go beyond the learning planned for their year group, during work on RSE. The presence of good ground rules and a non-judgemental response to questions from the teacher is the best starting point for dealing with such questions. There is guidance on this topic in the RSE Toolkit

document 6B Answering Children's Questions relating to RSE and 6A Teaching Methodologies for Effective RSE

A positive partnership between the school and parents/carers over children's RSE is central to delivering this unit, and is supportive when sensitive issues arise. See Notes for Staff above, and the RSE toolkit for guidance on communicating with and consulting parents/carers. Of particular interest will be 8A Leaflet for Primary School Families.

There may be children in the class who no longer live with their birth parents or whose family structure has changed since they were little. Show particular sensitivity to these children and enable all children to see that all families are different. Avoid suggesting that there are 'normal' families.

There may be children who already have some knowledge about sexual intercourse. They may have been given some basic information by parents using either scientific or colloquial language. Teaching about sexual intercourse is developed in RS6. If children have more detail (knowledge of sexual intercourse, not just seeds and eggs) than you are giving in this unit, acknowledge and confirm children's existing knowledge where appropriate. It is best to hold these conversations on an individual or small group basis rather than as a whole class, when children bring knowledge which is beyond the published curriculum for this age group. Refer to 6B Answering Children's Questions Relating to RSE. If you are concerned about the level of children's knowledge or feel that it might be the result of exposure to inappropriate sexual experience or imagery you must refer to your school's Safeguarding Policy and discuss it with your DSL.

## Resources for This Unit

Specific resources for delivering the **Teaching Activities** in this unit are referred to in the Points to Note column as appropriate.

Generic resources to support teaching and learning are also referred to in the Points to Note column.

All these resources can be accessed and downloaded using the links in the resource, or via the website [www.pshecambridgeshire.org.uk](http://www.pshecambridgeshire.org.uk)

For example:

See TG Classroom Strategies for information on Draw and Write.

A full list of resources and books is included at the end of this unit.

## Linked Units

**RS 3** Relationships and Sex Education

**RS 6** Relationships and Sex Education (for more on sexual reproduction)

**FF 3/4** Family and Friends

**PS 3/4** Personal Safety

**MC 3/4** Managing Change

**HL 3/4** Healthy Lifestyles

**RR 3/4** Rights, Rules and Responsibilities



# Contents

|                                                                                                                                   |           |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>Section A – The Human Life Cycle</b>                                                                                           | <b>5</b>  |
| 1. To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death.       |           |
| 2. To understand that babies begin when a male seed and female egg join together.                                                 |           |
| <b>Section B – Growing Up</b>                                                                                                     | <b>8</b>  |
| 3. To investigate perceptions of being physically, emotionally and socially 'grown up'. (CAB)                                     |           |
| <b>Section C – Personal Responsibilities</b>                                                                                      | <b>9</b>  |
| 4. To consider their responsibilities and how these have changed and how they will change in the future. (CAB)                    |           |
| <b>Section D – Parents Carers Families</b>                                                                                        | <b>11</b> |
| 5. To consider the wider responsibilities that families have for the physical and emotional wellbeing of babies and children (FP) |           |
| <b>Section E – Processing the Learning</b>                                                                                        | <b>12</b> |
| 6. To understand what they have learned and be able to share it with others.                                                      |           |

## Section A: The Human Life Cycle

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Framework question/s      | What are the main stages of the human life cycle? (NC Science)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Learning Objective        | 1. To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Possible Success Criteria | To be able to: <ul style="list-style-type: none"><li>state the main stages of the human life cycle</li><li>say what stage a person is at in the human lifecycle.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Teaching Activities       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 1.1                       | Ask the children to draw a line on a piece of paper and mark it with number line showing intervals of 5 years. Ask them to mark or draw birth, baby, child, adolescent/teenager, adult, middle age and old age on their time line. Discuss the differences between children's ideas. Ask the children to write the names of people (real or fictional) they know along the line, showing which stage they think each person is in. They could draw a picture of each person and describe a little about their life to show their understanding. Ask the children if they know what happens at the 'end of the line'. Explain that death is the end of someone's life, but even though it will happen to all of us, it happens at different times for different people depending on their health and other factors like accidents. | <div>Points to Note</div> <ul style="list-style-type: none"><li> Be sensitive to those children who have experienced bereavement. Refer to <b>MC 3/4 Managing Change</b>.<ul style="list-style-type: none"><li>You may be able to offer the term 'puberty' for the physical and emotional process by which a child becomes an adult. You should describe this as an inevitable change which will affect everyone at some point between the ages of 8-14, but at different rates.</li></ul></li></ul> |
| 1.2                       | Read <b>Drop Dead</b> to the children and emphasise the amazing things that people can achieve and do at any time in their life.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"><li>Read <b>Drop Dead</b> or, alternatively, <b>The Truth about Old People or Encyclopedia of Grannies</b>.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 1.3                       | You might choose to review children's understanding of the names of body parts and use images of naked bodies at different ages. You will find an excellent collection of images in <b>Let's Talk about Where Babies Come From</b> . Scan or copy the images and cut them out. Ask small groups of children to allocate them to one of the different stages of the human life cycle: <i>baby, child, adolescent, adult, middle age, old age</i> . Encourage the children to give reasons for their choices. They should stick the images down to a piece of paper and then decide which images were difficult to place in a category. Discuss these difficulties as a class and recognise that sometimes it is difficult to tell. Consolidate the learning by visiting BBC Bitesize. <b>A</b>                                     | <ul style="list-style-type: none"><li>Refer to <b>Let's Talk about Where Babies Come From</b>.</li><li>You might prefer to collect images of (clothed) people of different ages from magazines etc. and use these instead.</li><li>Visit How do humans change during their lifetime? on BBC Bitesize.</li></ul>                                                                                                                                                                                                                                                                       |

## Section A - The Human Life Cycle Continued

| Framework question/s      | How did I begin? (Sex Education)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                      |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Objective        | 2. To understand that babies begin when a male seed and female egg join together. (Sex Education)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                      |
| Possible Success Criteria | To be able to: <ul style="list-style-type: none"> <li>explain that when animals reproduce they make copies of themselves</li> <li>understand that human babies are made when an egg and sperm join together.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                      |
| Teaching Activities       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Points to Note                                                                                                                                                                                                       |
| 2.1                       | Challenge pairs of children to make a list of as many different animals, fish and birds as they can. Write these names in a vertical list, perhaps on a dry wipe board. Collect the names the children have thought of together on the class board. You might challenge the children to choose to share the names they think no other pairs will have thought of. Then ask the children to write next to their animal/fish/bird names the type of babies each animal has. Discuss the result and annotate your class list according to the children's ideas. Finally ask the pairs to note where these babies come from. Are they born from an egg or from inside their mother?                                                                                                            | <ul style="list-style-type: none"> <li>This learning is consolidating the KS1 Science and does not constitute Sex Education. See Notes for Staff above.</li> </ul>                                                   |
| 2.2                       | Explain that fish and birds have babies which are born from inside an egg. Usually adult birds look after their eggs in a nest and then look after the chicks. Ask the children what they know about this? Ask them if animal babies are born from eggs? Some might agree, if they already know about eggs and sperm, some might disagree and say that they are born live from inside their mother. Introduce the term 'mammal' and explain that humans are mammals. Ask the pairs to return to their lists (from 2.1) and circle the animals they think are mammals. Which give birth to live young? Explore any interesting cases the children know about – like whales etc. Finally write the 'sum' Egg+Sperm=Baby on the class board and ask children if they know what it might mean. | <ul style="list-style-type: none"> <li>BBC Bitesize How do Animals Reproduce?</li> <li>Parts of this lesson focus on human conception and birth and so this activity should be regarded as sex education.</li> </ul> |