

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:

Family 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 Body (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:

Family 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.

- that families are important for children growing up because they can give love, security and stability.
- 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.

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

Mental Wellbeing (MW)

- 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
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

This unit also contains some elements of non-statutory Sex Education. Refer to your school's Relationships Education Policy for further information.

Unit Description

The unit is intended for use with children in Years 5 and 6. It begins with a focus on sexual intercourse and the human lifecycle. The children will examine how puberty brings about changing feelings and relationships with friends and family and consider ways to manage emotions so that they are able to express their feelings and concerns positively.

They will explore the meaning of love and consider their responsibilities to care for themselves and others. They will consider the need for trust and love relationships. In this context, there is the opportunity to discuss responsible parenting choices and the use of contraception. The themes covered in this unit are 'the human lifecycle', 'growing up', 'personal responsibilities' and 'parents, carers and families'.

Learning Expectations

At the end of this unit most pupils will:

- be able to describe the main stages of sexual reproduction, using some scientific vocabulary
- be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively
- understand that puberty affects people in different ways, both physically and emotionally
- understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt
- describe some characteristics of loving, trusting relationships
- understand a few reasons a couple might choose to have children
- show awareness of some family arrangements which are different from their own.

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

- be able to describe some aspects of sexual reproduction, and may need support to use scientific vocabulary and to order the stages
- have a solely negative or solely positive view of the emotions associated with puberty
- display a basic understanding of the different ways puberty affects different people
- show some understanding of how their behaviours and actions affect others, and need support to put this in practice
- have an understanding of adult relationships and emotions, based solely on personal experience
- show limited understanding that couples can choose to have children
- show an understanding of the nature of different family arrangements, based on personal experience.

Some pupils will have progressed further and will:

- be able to describe in detail the stages of reproduction using mainly scientific vocabulary
- be able to describe a range of positive and negative emotions associated with the onset of puberty
- understand a wide range of ways that puberty affects people differently, both physically and emotionally
- understand that the way they behave, physically and socially, affects others and that they have a responsibility to others to make sure they are not hurt
- describe a wide range of characteristics of loving, trusting relationships of all sorts
- understand several reasons why a couple might choose to have children.
- show awareness of a range of different family arrangements and be able to verbalise the need to show respect.

Notes for Staff

This Unit of Work is aimed at children in Year 5 or Year 6. It is intended to be delivered following RS5 which introduces puberty. You may need to refer back to this unit if pupils need more information about puberty.

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 sexual intercourse and reproduction 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).

One Learning Objective in this unit has been defined as 'Sex Education'. The framework question 'What are different ways babies are conceived and born?' and its associated Learning Objective 'To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse' are part of learning about human conception and birth. This learning objective is the second step in learning about sexual reproduction in humans. The first was covered in RS4 which included the learning that a sperm and egg must join together for a baby to start growing. 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 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.

The Health Related Behaviour Questionnaire (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.

During discussions about the human lifecycle, some children might request further knowledge about 'how babies are made'. Acknowledge this and refer to the RSE Toolkit 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 1.2 Use this activity as a baseline assessment for the awareness

levels of vocabulary of the children. This area is covered in unit SR5 but some may have retained more details from this work than others. It should not be assumed that if children have remembered some of the names of the different parts they have necessarily remembered the functions of these parts.

Activity 1.3 Use this activity to assess which children are able to use scientific vocabulary and whether they are able to demonstrate understanding of the internal sexual parts of males and females.

Activity 7.1 This is a general review activity and will give you a picture of the elements of the unit which the children have remembered most clearly.

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 outlined in Notes for Staff, there is one Learning Objective which is defined as Sex Education, and from which parents have the right to request their child be withdrawn. All other aspects of the unit of work relate to statutory content, therefore there is no right to withdraw from the other Learning Objectives. 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 RSE and broader Relationships Education, so that they can prepare themselves to discuss issues relating to puberty and sex 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.nspcc.org.uk/keeping-children-safe/sexual-behaviour-children/

In preparation for activity 1.8, ask the children to bring in scan pictures of themselves in utero. You might ask someone with a (positive) experience of having an ultra sound baby scan to talk about what happens and how amazing it is.

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 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, such as an 'Ask It Basket' or Question Box. Ensure that you answer questions in a way supported in your Relationships Education Policy.

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 (Paras 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.'

For example:

See TG Classroom Strategies for information on Draw and Write.

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

Linked Units

RS 5 Relationships and Sex Education

FF 5/6 Family and Friends

PS 5/6 Personal Safety

MC 5/6 Managing Change

HL 5/6 Healthy Lifestyles



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. If children have more detail than you are giving in this unit, acknowledge and confirm children's existing knowledge where appropriate. Children may have questions about sexual activity which go beyond sexual intercourse for the purposes of reproduction. Questions about other sexual activity are best discussed 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. You might, of course refer the question to parents. You may find you can answer the question without giving too much detail, but whilst ensuring children understand that all sexual activity should be consensual and enjoyable for the people involved. 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

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Section A: The Human Life Cycle

Framework question/s	What are different ways babies are conceived and born? (Sex Education)
Learning Objective	1. To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse. (Sex Education)
Possible Success Criteria	To be able to: - name internal and external sexual parts for males and females, using scientific words - describe the stages of fertilisation - ask a question about sexual intercourse.
Teaching Activities	
1.1 Individually, ask the children to make two lists of words. The first list should include any words at all they know for female internal or external sexual parts. The second list should give any words they know for male internal or external sexual parts. Emphasise that the words can be any words they know, whether they use the words themselves or not. Reassure them that you are not worried about spelling. Once they have made their lists, ask the children to put a tick by any words they think a doctor might use (or scientific words). Ask them to put a line under words they think would be okay to use at school. Ask them to put a cross by any words they think are not appropriate to be used in school. Once they have annotated their lists ask the children for any words which a doctor might use to describe male and female bodies and collect these together in a list, consolidating children's understanding of the functions of each named part. Explain that these are the words that you will be using in your topic. Keep the list to hand as a poster or electronically. Dispose carefully of any lists recorded on paper.	Points to Note - This activity might address any 'giggleness' the children might feel. Some children will include words you consider inappropriate or even rude. Emphasise the purpose of the activity which is to establish an acceptable list of words which everyone understands. Allow children some 'giggle' time.  Be aware that some children might already have accessed or viewed explicit and possibly pornographic images online. Be prepared to speak to individuals or groups about such images, and follow your Safeguarding Policy. Refer to 6B Answering Children's Questions Relating to RSE. See www.nspcc.org.uk for more guidance on talking to children about explicit images. Also see 6J Consent, Pornography, Sexting for the primary school contexts.  Causing or allowing a child to view pornographic material may constitute child abuse. Discuss concerns about children who have viewed inappropriate material with your DSL.
1.2 Show the children an unlabelled diagram of male and female internal sexual parts. Use Resource 1 Male and Female Internal Organs and ask them to use the diagram to jog their memories about the parts they can name and identify. A	Use Resource 1 Male and Female Internal Organs. This resource was previously used in unit RS5. You might need to review the learning in more detail. If so, go back to RS5 and review learning ideas there.

Section A: The Human Life Cycle Continued

Framework question/s	What are different ways babies are conceived and born? (Sex Education)	
Learning Objective	1. To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse. (Sex Education)	
Possible Success Criteria	To be able to: • name internal and external sexual parts for males and females, using scientific words • describe the stages of fertilisation • ask a question about sexual intercourse.	
Teaching Activities		
1.3 Remind the children that they learnt about sexual parts when they were learning about puberty in RS5. Challenge pairs of children to come up with as many answers to the question 'What's puberty for?' as they can. As you collect answers, look for responses which not only describe physical changes, but also changes to the brain. You might categorise these responses into two groups on a board. Ensure that all the children understand that one of the main reasons our bodies go through puberty is to get them ready for reproducing/having babies when they are older. Explain that you are going to learn about how babies are made. Ask the children to work on their own and Draw and Write about anything they know about how babies are made. They might include any explanations they have heard, including those they know to be myths (gooseberry bushes, storks etc) They might recall the learning in RS4 that babies start when an egg and sperm join together. As they are writing, notice children who are able to write or explain their ideas using scientific vocabulary, and comment on this to reinforce it to the whole class. A		• This activity contains 'sex education' as it describes human conception and birth. Check whether any families have withdrawn their children from non-statutory sex education. Refer to your Relationships Education Policy for further guidance. • The final part of this activity forms a useful baseline assessment. • Acknowledge the children who are able to use scientific vocabulary confidently in their writing or talking. • Through this section children may reflect their religious views about sexual intercourse e.g. in my faith we believe people should not have sex before they are married. You might reply in the following way: 'Yes, some people believe that sex should only take place within a marriage, this is the teaching of many faiths, some people believe that it is ok to have sex outside of marriage. We are all different and have different views. The law says that people in this country can choose to have sex when they reach the age of 16 whether or not they are married.' • See TG Classroom Strategies for further information on Draw and Write. • Be prepared for some 'giggles' as you ask children to complete this task. Explain that it is okay to feel a bit embarrassed, because people don't often talk about this. You might choose to set up some additional support for children who are finding it difficult as the topic progresses.
1.4 Explain to the children that some people think they know everything about how babies are made, but that sometimes people get the wrong ideas, or they aren't sure what is true and what isn't. Read Mummy Laid an Egg where the parents have the wrong ideas about how babies are made.		• This activity contains 'sex education' as it describes human conception and birth. • Read Mummy Laid an Egg. • You might ask children why some adults give these explanations rather than the facts.

Section A: The Human Life Cycle Continued

Framework question/s	What are different ways babies are conceived and born? (Sex Education)
Learning Objective	1. To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse. (Sex Education)
Possible Success Criteria	To be able to: - name internal and external sexual parts for males and females, using scientific words - describe the stages of fertilisation - ask a question about sexual intercourse.
Teaching Activities	Points to Note
1.5 Follow up this humorous introduction in activity 1.4 by giving the children more information about sexual intercourse. Use a prepared text e.g. Resource 2 or video and use in conjunction with a set of pictures to which children can refer. You might gather ideas from a reference book such as Let's Talk About Where Babies Come From or watch Operation Ouch How are Babies are Made. Encourage the children to ask questions as you speak to them. In groups, ask the children to sequence a set of cards describing sexual intercourse. Discuss each stage of the sequence with the children. Reinforce this learning by referring to Let's Talk about Where Babies Come From which includes very useful cartoons of the 'great sperm race'. Alternatively, read Where Willy Went, the tale of a sperm's travels to the egg.	- This activity contains 'sex education' as it describes human conception and birth. - You may use Resource 2 How a baby is made - Script, watch Operation Ouch How are Babies made or use a web based resource such as The process of fertilization and the formation of a human www.youtube.com/watch?v=-TXkZ_sylUK As with all resources you use for this topic, ensure that you have watched them from beginning to end so you are certain they will be suitable for your class. - Children might ask a range of questions in response to this. - Refer to Let's Talk about Where Babies Come From or Where Willy Went - Refer to 6B Answering Children's Questions Relating to RSE for support on this area. - You might use a question box to help you manage the questions the children might ask. - Use Resource 3 How a baby is made - Cards to consolidate the children's understanding of the order of events. Resource 3 may be used on the IWB, as an individual worksheet, or it may be cut into cards for small group work.
1.6 Describe to the children how the small group of cells develops into a baby. Use images from Let's Talk about Where Babies Come From or videos to illustrate the amazing process of the development of a foetus and birth.	- This activity contains 'sex education' as it describes human conception and birth. - Access videos of the development of the human foetus from www.youtube.co.uk. Such as 9 months in the womb –though ultrasound www.youtube.com/watch?v=WH9ZJu4wRUE or this animation www.youtube.com/watch?v=W_twYPeBSRg - Always view the whole clip before you use it with the children. - Alternatively, refer to What's Inside your Tummy, Mummy? - Refer to www.babycentre.co.uk/pregnancy-calendar for still images of foetal development and birth.

Section A: The Human Life Cycle Continued

Framework question/s	What are different ways babies are conceived and born? (Sex Education)	
Learning Objective	1. To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse. (Sex Education)	
Possible Success Criteria	To be able to: - name internal and external sexual parts for males and females, using scientific words - describe the stages of fertilisation - ask a question about sexual intercourse.	
Teaching Activities		Points to Note
1.7	Ask the children if sexual intercourse and vaginal delivery are the only way babies can be made or born. Ask the children if they know of any other ways. Make a list together. Read What Makes a Baby? Ask pairs of children to come up with any questions they have about conception and birth and ask them to place these in your question box.	- Remind children not to use people's names whilst discussing this. They might say 'someone one in my family' or 'someone I know'. - Refer to What Makes a Baby? or Let's Talk About Sex  Be aware that members of the class may have themselves been conceived via IVF or surrogacy or have been born by Caesarean section. - The focus of this activity is that all babies are made when a sperm and egg are joined together. Children may ask about how same sex couples start a family. This book goes some way to explaining this. - If children ask about sexual activity beyond sexual intercourse, it would usually be inappropriate to discuss this as a whole class, if at all. See 6B Answering Children's Questions Relating to RSE.
1.8	As a class, involve the children in an agree/disagree continuum. Ask the children to imagine a line running across the room and explain that they are going to stand somewhere on this line depending on whether they agree or disagree with a statement. Read out some statements relating to sexual intercourse, conception, pregnancy and birth. These questions should be informed by the questions the children raised in Activity 1.7 e.g. <i>People have sexual intercourse just to have babies. No one has to have sex. It is illegal to have sex under the age of 16. A woman cannot become pregnant the first time she has sex. All babies are born by being pushed out through the vagina.</i> Discuss the children's views as a class.	For information about Continuum lines, see the TG Classroom Strategies.
1.9	In a Circle Time round, ask the children to complete the sentence, <i>Something amazing I have learnt about conception and birth is...</i>	For further guidance on Circle Time refer to TG Circle Time.