KS2  Relationship and Sex Education

Lesson plans: Year 6

Introduction

These five lessons have been written by PSHE Lead Teachers on behalf of Brighton & Hove City Council to support the PSHE education curriculum for Year 6 pupils. These lessons are informed by Brighton & Hove’s Relationship and Sex Education Guidance for Educational Settings (2015) including KS2 Core Messages for Puberty & Relationships and national guidance including that by the PSHE Association and the Sex Education Forum and the Children and Social work Act (2017). Teachers are invited to adapt and develop these lesson plans to meet the needs of their pupils and are invited to share any ideas they have via the PSHE Forum on BEEM. Faith schools should seek advice from their Diocese.

Children and young people are naturally curious about growing up, how their bodies work and human relationships. Their questions need to be answered honestly, using language and explanations appropriate for their age and maturity, thus challenging misconceptions and addressing concerns and worries.

The purpose of RSE is to support children and young people to learn the skills they need to be safe, healthy and happy as they grow up and in their future lives. RSE must always be appropriate to pupils’ age and stage of development and is an essential part of safeguarding. RSE is learning about the emotional, social and physical aspects of growing up; healthy relationships, sex, human sexuality and sexual health.

Good practice in RSE should be informed by the principle that everyone has equal worth and everybody has a right to be included and treated with respect. We can introduce and reinforce these values through teaching about gender identity, family diversity, puberty and reproduction, and protective behaviours.

Relationships and sex education is not value free and will provide a curriculum opportunity to promote school values. The other key messages or values to promote could include:

- We have the right to feel safe all of the time
- We can talk with someone about anything even if it feels awful or small
- All bodies are different and there is no such thing as a perfect body
- We have the right to say no to touches we don't like
- Families are all different and grow in different ways, but most are places of love and care
- Babies begin and get born in different ways
- In our friendships and relationships we try and treat each other with kindness and respect
- There are lots of different ways to be a girl, and lots of different ways to be a boy, and some people don’t feel like a boy or a girl
- In grown-up relationships a man and a woman can have a relationship and get married if they want to, so can two men or two women.

It is important to reflect on the language to use when delivering sessions of RSE. Addressing a class using personalised terms like 'you' can mean pupils receive this information as
something they should be engaging in, whether or not that is the intention. Effectively this normalises the behaviour of the topic which is being delivered, or makes assumptions that might not be the case. An example could be ‘when you get a girlfriend or boyfriend’. Whilst this statement rightly accepts that most young people will at some time have a relationship, the fact the statement refers to 'you' is likely to make a pupil think 'does this mean I am expected to have a relationship now? Adapting this statement to ‘if someone has a boyfriend / girlfriend’ can depersonalise the subsequent discussion and produce a safer environment for exploring the topic.

The use of the word ‘normal’ in PSHE education with a focus on equalities and diversity can be a stereotypical concept and would need to be challenged, for example, ‘girls normally play with dolls’. However in RSE, the use of the phrase ‘normal and healthy’ when talking about aspects of puberty, for example, ‘puberty can start from between age 10-16’, can be very reassuring. It is important, however, to be mindful of inclusive practice and issues of gender identity and sexual orientation and family diversity. Therefore, try to use inclusive language such as all genders rather than boys and girls, grown-ups instead of mums and dads (to ensure all family types feel included when discussion or reference is made to adults at home) and to not assume that all children will grow up to be heterosexual or be cisgender.

All children need to know the correct biological or medical names for the genitalia and reproductive organs. This will include using terms such as: vulva, vagina, clitoris, breasts, penis, testicles and scrotum and anus and nipples. In these lesson plans and in Feeling good, Feeling Safe vulva is used as the first word to learn as this word covers the external genitalia. Understanding this scientific language and having the confidence to use it to describe the personal and private parts of the body and knowing how to seek help is vital for safeguarding. In addition, using the phrase: the personal and private parts of the body, suggests that these body parts are private but not taboo and it is healthy and acceptable to name and talk about these parts.

Lesson Resources:
These lessons, the accompanying Power Points and resources are all available to download from BEEM. You will also find further guidance and lesson planning materials on the PSHE Education Service resources pages.

Assessment for and of learning opportunities are highlighted in the plans next to a suggested assessment activity and also at the end of each lesson plan.

Several of the lessons include film clips. These can be downloaded and saved for future use using websites such as Keep Vid at https://keepvid.com/

Safe learning environments:
As with all PSHE lessons it is very important to reflect on procedures and practices to establish a safe learning environment for pupils and staff. It is suggested that these lessons are delivered by a trained class teacher.

a. Before the lesson:
Schools have a statutory duty to inform parents and carers of their right to withdraw their child from relationships and sex education. Many schools inform parents and carers of their
right to withdraw as part of the induction process into their school.

It would also be best practice to inform all parents and carers before teaching units of relationships and sex education so that firstly they can inform the school of any issues it could raise in their children and secondly so they can be ready to discuss issues or answer questions at home that may arise. Information about teaching and learning about RSE could be shared in meetings for parents and carers with the PSHE Co-ordinator as well as the usual curriculum information and year group specific letters informing them of what will be covered in the lessons and when they will be taught. Extra care should be taken, perhaps in partnership with EMAS, to ensure families with English as an additional language or faith perspectives understand this aspect of the curriculum and particularly its role in safeguarding children.

Prior to delivery of these lessons, reflect on the needs and experiences of children in your class for whom the content of the lesson may be a trigger for difficult or emotional feelings. For example this could include children who:

- Are looked after or have been adopted
- Have experienced family loss or bereavement
- Have experience personally, or within the family, of sexual abuse
- Have witnessed domestic abuse
- Are questioning their gender identity
- Have a special education need or disability such that their developmental stage might mean the lesson may not be appropriate for them.

Reflect on your own and or colleagues needs and confidence to deliver these lessons and seek support from your Senior Leadership Team if necessary. This may be a lesson where co-teaching with another colleague may be appropriate. Inform support staff about the use of language, this could include for example: use of scientific terms for personal and private parts of the body and use of the term ‘grown up’. In addition, explain ground rules for keeping everyone safe in the lesson particularly about sharing of personal information both by staff and children. If these sessions bring up issues for staff, then they should be encouraged to speak with someone who could support. If possible, consider teaching this lesson before a break or at the end of the day so that pupils and do not have to go straight into another lesson afterwards.

Rehearse answering questions with colleagues and perhaps devise a script for yourselves of possible answers to pupil questions and remember to use a question box to gain time to think about responses. Appendix 6 Relationship and Sex Education Guidance for Educational Settings (2015) provides scripts for answering questions.

b. During the lesson:
Some children may be supported to participate in the lesson by some pre-teaching before the lesson, some may need right to pass arrangements during the lesson and there may be some children for whom the lesson is not appropriate and alternative provision will needed. All arrangements should be discussed with the child, the school team around these more vulnerable children and in close consultation with parent and carers.

Be very clear and explicit about ground rules at the start of each lesson so that everybody feels safe to join in. For example, guide the class to think carefully about what they share in
the public setting of the classroom and suggest no names are used and instead, say instead *someone I know; my friend etc.* This will reinforce the expectation of respectful behaviour and reduce unintentional disclosures. It is important for the teacher and any other members of staff not to offer personal experiences as this can make children feel unsafe and think that they are expected to do the same. Negotiate use of language, for example: use of scientific language for personal and private parts of the body so that everybody is clear and feels comfortable. Reassure the class that when we have relationships and sex education lessons we are helping them to understand how they can have healthy relationships themselves and keep others safe and make healthy choices in future.

Example ground rules could include: Listen; Try to join in; Be respectful; Encourage others; No personal questions; Use scientific language for personal and private parts of the body and Think about what you share; Adults can’t keep full confidentiality.

Develop rituals, by following a similar process for each lesson, children will feel more familiar and confident and engage more fully with the content of the lesson.

If you are unsure as to how to answer a question that arises in a lesson or how much to say, use holding phrases such as ‘That is a very important question and I am going to think about it some more and answer it next lesson’ can be very helpful. This will give opportunities to discuss appropriate answers with colleagues and/or contact the PSHE Team for advice. Providing opportunities to ask questions through ask–it baskets or thought walls will also give time to reflect on appropriate ways to answer children’s questions.

It is your responsibility to maintain a positive learning environment. Prejudice or stereotypes that go unchallenged will alienate individuals or groups affected and will reinforce the prejudiced view. See section 9.6 and appendix 7 of the Brighton & Hove Relationship and Sex Education Guidance for Educational Settings (2015)

Signpost pupils to key members of staff within school who they may wish to talk to about any issues raised during the lesson. Remind the group of where they can go to get help and signpost children to local and national organisations that they could contact for help and support.

Use the learning outcomes of the lesson to keep the lesson focused and on track and assess learning throughout and at the end of the lesson.

c. **After the lesson:**
Check in with identified children to see if they are ok. Feedback to parents, carers, SENCO, safeguarding lead as appropriate.
Reflect on responses to questions raised with supportive colleagues. Evaluate the lesson and use this to improve the programme.

d. **Further support**
Further materials to support relationships and sex education lessons can be found on BEEM. For training for teaching in the delivery of effective relationships and sex education please contact the PSHE team: pshe@brighton-hove.gov.uk.
### Learning Objectives:

From the Brighton and Hove Programme of Study for PSHE:

Children should have the opportunity in Key Stage 2 to learn:

- **H2.1** what positively and negatively affects their physical, mental and emotional health (including the media)
- **H2.10** to recognise their increasing independence brings increased responsibility to keep themselves and others safe
- **H2.12** That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media
- **H2.17** How their body will change as they approach and move through puberty
- **H2.18** about human reproduction including conception (and that this can be prevented)
- **H2.19** recognise how images in the media do not always reflect reality and can affect how people feel about themselves
- **H2.22** To recognise when and how and who to ask for help (including outside organisations)
- **H2.6** to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- **R2.14** to develop the skills to recognise and challenge inequality, prejudice, stereotyping and injustice including bullying, racism, sexism, disablism, homophobia, biphobia and transphobia
- **R2.2** to recognise what constitutes a positive, healthy relationship and that they have a right to be happy and safe
- **R2.3** to develop the skills to develop and maintain positive and healthy relationships
- **R2.4** to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage

### Essential PSHE skills

**Essential skill 1 Identity, Self Awareness, resilience and Managing feelings**

I can identify and manage my feelings of embarrassment

I can identify and suggest ways to cope with my range of feelings as I grow and change

I can suggest ways to manage the mood swings associated with puberty

I can tell you how I can help myself feel better if I’m feeling down

I can tell you how images in the media can make me feel about my body

**Essential skill 2 Getting On with others**

I can recognise what constitutes a positive, healthy relationship

I can grow positive and healthy relationships both face to face and online

**Essential skill 3 Managing Risk**

I can tell when a friendship does not feel healthy
I can name my personal and private body parts
I can tell you what to do if you see something that is upsetting or shocking online
I can tell you what is safe to share online
I can tell you how to find information about growing up safely online

**Essential skill 4 Getting help**
I can tell you where I can get help as I grow and change
I can tell you where I can get help and support online

**Essential skill 5 Media Messages - understanding and challenging /critical thinking**
I recognise the influence that the media and advertising have over the images of people’s bodies
I can think critically about images of people’s bodies in the media
I can recognise that sometimes how someone looks; how their body grows and changes; who is in their family and who someone wants to be can be the target for bullying behaviour
I recognise prejudice and discrimination and challenge this safely

**Suggested learning outcomes:**
- I can tell you what I know about the changes at puberty for most girls and most boys
- I can tell you how I feel about puberty?
- I can ask questions and talk with growing confidence about puberty
- I can tell you what body image is
- I can tell you how images in the media can affect how we feel about ourselves
- I can tell you when do friendships feel positive online and face to face
- I can tell you how to stay safer online
- I can tell you what is safe to share online
- I can tell you how to find out information about growing up safely
Year 6: Lesson 1
Optional extra lesson: Recap Puberty

Suggested learning questions:
• What do you know about the changes at puberty for most girls and most boys?
• How do you feel about puberty?
• What questions do you have?

Resources:
B&H PSHE team Y6 Lesson plans and power-point
Puberty True or False statements

Activity and organisation

Introduction:
What do you remember about these Relationship and Sex Education lessons in Year 5?
Recap: why do we have these lessons? How can they help us?
Explain the bigger picture for this learning: happier, healthier, and safer lives, now and in the future.

Explain learning questions for today’s lesson and how it fits into the learning journey for this unit of PSHE.

Ask: How can we make sure everyone feels safe, valued and included in these lessons?

Establish Ground rules. For example:
• Listen;
• Try to join in
• Be respectful
• Encourage others
• No personal questions
• Use scientific language for personal and private parts of the body
• Think about what you share

Explain the purpose of the question box and thought wall as a way to ask (and answer) questions both publically and more privately.

Ask the children to talk in pairs about what they think RSE lessons in Year 6 will be about? Ask if they think these

Guidance
Explore what information is/isn’t appropriate to share in a school lesson. Explain that the teacher will offer guidance if information shared seems too personal or not for everyone to hear.

Suggest phrases such as: Someone I know or a friend of mine ... rather than using names.

Read and reflect on any questions and comments before each lesson and give time for noting and answering. Seek advice from colleagues or the B&H PSHE team if necessary.

pshe@brighton-hove.gov.uk
lessons will be different now they are older?

Ask children how they feel about this learning. Acknowledge the difference between RSE lessons and other lessons in the curriculum. Emphasise that learning about RSE will help them to build their knowledge about themselves and help them to learn skills to keep us safe. Highlight that it is very understandable to feel embarrassed and recap some coping strategies.

For example:

• Take three slow calming out breaths
• Say to yourself: this feeling will pass
• Remind yourself of the reasons for this learning
• Try a grounding technique

**Warm Up Activities**

Watch a short film clip as an introduction to thinking about growing up.

For example:

**Being 12**

https://www.youtube.com/watch?v=-3Gxqv6-H3E

What do you think it will be like to be 12?

What do you think might be difficult?

Do you agree with these 12 year olds?

**True or False activity about Puberty**

Visit the statements about puberty displayed around the classroom.

Including for example:

• Puberty means: to become hairy
• Puberty is when your body grows and changes so that a person can choose to have a baby as a grown up
• Most girls start their periods
• Most boys start producing sperm

**Assessment for and of learning:**

*Can children describe the key changes at puberty for most girls and most boys?*

**Essential skill 1** Identity, Self Awareness, resilience and Managing feelings

**For further information**
• Puberty starts on the same day for all 12 year olds
• Puberty starts when you buy a ticket
• Everyone grows to the same height
• At puberty young people become smellier
• Some young people get moody during puberty
• You need to press a button for puberty to start

Discuss with your partner which of the statements are true or false.

Can you give a reason?

Share, feedback and rectify any misconceptions.

**Warming up our language skills:**

Take it in turns to either:

say the names of the personal and private parts of the body

OR

Describe the body part without saying its name and your partner has to guess. No slang or family words allowed!

Include: Vulva; Vagina; Penis; Testicles; Breasts; Anus; Scrotum; Nipples and Clitoris

Ask: Why do we use scientific language to describe the personal and private parts of the body?

**Growing puberty knowledge and body confidence**

Watch film clips such as:

**Always puberty education**

https://www.youtube.com/watch?v=tKfJ8w7XX6E

Or **Amaze Taking the awkward out of Sex Ed**

https://amaze.org/?topic=puberty

Split into gender groups for a question and answer session.

Recap:

**Puberty for most girls:**

Recap learning about puberty for most girls using a website about puberty:

**Websites such as:**

**Kid’s Health**


**Childline**

https://www.childline.org.uk/info-advice/you-your-body/puberty/?utm_source=google&utm_medium=cpc&utm_campaign=UK_GO_S_B_GEN_New_Grant_ChildLine_Puberty&utm_term=+puberty&gclid=Cj0KCQjw4_zVBRDVARIsAFNI9eA1kQSBhf7pg7iCCF0RcQd9h0sHGi2F-NRnfetLE9gVv5GZ2ccdyAlQ3EALw_wcB

**Amaze: Taking the awkward out of Sex Ed**

https://amaze.org/

**Articles about naming body parts and the link with safeguarding:**

https://www.huffingtonpost.com/entry/8-reasons-not-to-call-your-children-genitals-pet-names_us_58743186e4b0eb9e49bfbec3


**NSPCC website:**

like:
The Menstrupedia Comic
https://www.menstrupedia.com/comic/english

Ask: What causes children to change into adults?

Explain the role of the pituitary gland and hormones.

Ask the children how they feel about growing and changing and experiencing puberty:
Ask for volunteers to stand on an imaginary line in the classroom to show how they are feeling about growing up.
Explain that the feelings continuum starts at one end with feelings such as: feeling scared and worried through not sure to ok to feeling excited and ending with can't wait.
How can we make sure we keep everyone safe?
Volunteers share reasons for choices.

Reassure and explain that:

As children grow and change it is normal to feel a mixture of feelings including excited and worried.

Recap key aspects of puberty including:
When it is likely to happen; weight, shape and height changes; breast development; body hair growth; vaginal discharge; periods starting.
Also explain where vulva, vagina, clitoris, urethra and anus are located using an appropriate image or model.

Grow knowledge and understanding by watching and listening to clips from a website such as: Betty Bus to learn more about what a period is; how to use a pad; listen to some young people talk about periods and test your knowledge with a quiz.
https://bettyforschools.co.uk/resources/8-11-year-olds/part-one

Highlight and reassure that periods are a normal and natural part of growing up and are something to celebrate and be proud of!

Discuss ways of keeping healthy during a period. Include:

reading time for children to read a selection of age appropriate RSE information texts.
Set up for safe learning environment with appropriate ground rules.
exercise; hygiene; sanitary protection and diet etc.

Ask what the children know about **mood swings and puberty**?

Explain that the hormones that cause the changes at puberty can also cause changes in mood.

A person going through puberty may feel happy, sad, cross all within a short span of time.

Ask for ideas for how someone could cope with these mood swings?

Include strategies such as:

Understanding that this is a normal part of puberty and to some extent it happens to everybody; try counting to 10 or other relaxation strategies; talk about your feelings with a trusted adult; stay active and get enough rest and sleep.

**Fancying people:**

Explain that at puberty and the release of hormones means that this is a time when someone can start to feel differently about other people, for example they may start to fancy people and thinking about having a girlfriend or boyfriend. Reassure that this is normal and healthy. Highlight that it is also normal and healthy not to feel like this. Make sure everyone feels included by mentioning girlfriends and boyfriends, boyfriends and boyfriends and girlfriends and boyfriends. Also highlight that sometimes young people have a crush on a celebrity or someone in a band that they don’t know. Reassure that this is normal and healthy and is a bit like practising for when you have a relationship with someone you know. Highlight that it is also normal and that also some people do not have these ‘crush’ feelings at all.

**Growing confidence with sanitary pads and tampons**

Give the children the opportunity to explore a selection of sanitary pads and tampons. Explain how they work and recap how to keep safe and healthy during a period.

Give the children the opportunity to ask questions.
**Puberty for most boys:**

Recap learning about puberty for most boys using a website like:

The Menstrupedia Comic

[https://www.menstrupedia.com/comic/english](https://www.menstrupedia.com/comic/english)

Ask: What causes children to change into adults?

Explain the role of the pituitary gland and hormones.

Ask the children how they feel about growing and changing and experiencing puberty:

Ask for volunteers to stand on an imaginary line in the classroom to show how they are feeling about growing up.

Explain that the feelings continuum starts at one end with feelings such as: feeling scared and worried through not sure to ok to feeling excited and ending with can’t wait.

How can we make sure we keep everyone safe?

Volunteers share reasons for choices.

Reassure and explain that:

As children grow and change it is normal to feel a mixture of feelings including excited and worried.

Recap key aspects of puberty including:

When it is likely to happen; weight, shape and height changes; body hair growth; voice changing; sperm production and wet dreams

- Also explain where Penis, Scrotum, Testicles, Bladder, Sperm tubes, Foreskin and urethra are located using an appropriate image or model.

Grow knowledge and understanding about puberty for most boys by watching and listening to a film clip such as:

**Always Puberty Education**

[https://www.youtube.com/watch?v=G57Suq7JpOE](https://www.youtube.com/watch?v=G57Suq7JpOE)

Watch this clip to find out about the body change for most girls at puberty.

Why do you think it is important for boys to know about
periods?
https://bettyforschools.co.uk/resources/8-11-year-olds/part-one

Ask what the children know about **mood swings and puberty**?

Explain that the hormones that cause the changes at puberty can also cause changes in mood.

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Include strategies such as:

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**Asking questions:**

Give the children the opportunity to ask questions.

Split gender groups return together and share their learning.
Give children the opportunity to read a selection of books and leaflets about growing up and the changes at puberty. This could be done in a guided reading session, for example, if time requires.

**Closing activities:**

**All Different All Equal: Be who you want to be**

Watch film clips such as:

**This girl can**

https://www.youtube.com/watch?v=BZoXyIxqFRc

**Be a man**

https://www.youtube.com/watch?v=KYvWhzSKoc4

For the first minute

To explore and challenge stereotypes about gender.

After watching ask:

- What is the problem if we say or think that only girls can talk about their feelings or only boys are good at sport?
- Who does this hurt?
- How can we safely challenge these stereotypes?

Highlight and reassure that there is more than one way to be a girl or boy.

**Growing relaxation skills**

Puberty and growing up is a big time of change.

Learning to relax is a healthy way to manage stress and feel better.

Try an activity such as Go Noodle Let’s Unwind

https://app.gonoodle.com/categories/manage-stress
**Question Box:**
Give all children the opportunity to write a question that they or a year four child might want to ask after this lesson.
Place in a question box and return to these questions in a later lesson.

**Where to get help:**
Remind and reassure children that if they have a question or want to talk about a worry after this lesson that it is always ok to ask for help. Explain who, when and where they can get this help.
Make links to Protective Behaviours programme, Feeling Good Feeling Safe core message: We can talk with someone about anything even if it feels awful or small.

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<th>Assessment for and of learning:</th>
<th>Essential Skill 1</th>
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<td>Can children describe the key changes at puberty for most girls and most boys?</td>
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Year 6: Lesson 2

Suggested learning questions:

- What is body image?
- How do images in the media affect how we feel about ourselves?

Resources:

- B&H PSHE team Y6 Lesson plans and power-point
- Selection of Body images reflecting stereotypes and edited images
- Class set of paper hearts

Activity and organisation | Guidance
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Recap lesson 1. Ground rules: How will we keep everyone, safe, valued and included in this lesson? | See notes at the beginning of the lesson plans.

**Explain learning for today’s lesson and how it fits into the learning journey for this unit of PSHE.**

Ask children how they feel about this learning. Acknowledge the difference between RSE lessons and other lessons in the curriculum. Emphasise that learning about body image and thinking about how the media uses images will help them to build their knowledge about themselves and help them to learn skills to keep us safe. Highlight that it is very understandable to feel embarrassed and recap some coping strategies.

For example:

- Take three slow calming out breaths
- Say to yourself: this feeling will pass
- Remind yourself of the reasons for this learning
- Try a grounding technique

**Warm Up Activities**

Introduce the concept of body image and how people can feel unhappy with how they look by watching a film clip such as:

**Change one thing** from the Dove Self-esteem project

For more information about body image


Boys and body image [https://www.huffingtonpost.co.uk/entry/boys-body-image-parents-advice_uk_599594c0e4b0acc593e58dc7](https://www.huffingtonpost.co.uk/entry/boys-body-image-parents-advice_uk_599594c0e4b0acc593e58dc7)

Childline [https://www.childline.org.uk/info-advice/you-your-body/my-body/how-you-look/](https://www.childline.org.uk/info-advice/you-your-body/my-body/how-you-look/)

Tips for boosting self confidence and self esteem:

[https://www.childline.org.uk/](https://www.childline.org.uk/)
https://www.youtube.com/watch?v=q2CfEc-mf9c

After watching the clip ask:

Why do you think some people wish to look different?

Why do you think they don’t feel happy with how they look?

Explore this thinking further by looking at a selection of body-images from the media.

(Include images that show stereotypes and photo editing)

Ask children in pairs to look at the selection of images:

Pick the image they like the best (this can be different to their partner); discuss their choices in pairs.

Ask for volunteers to give reasons for their choice.

Ask the children to look again at the images.

- Do you think these images are real or fake?
- Does it matter?
- How could these images make someone feel about themselves and their bodies?

Remind the children that in this lesson we will be exploring the impact of images of people’s bodies and how this can make us feel (which could be negative and positive).

Ask children in pairs to try and clarify the concept of body image. Ask them to come think about the words and phrases that come to mind when they hear the phrase body image.

Teacher to scribe class ideas and/or children record their thoughts.

Add to the definition by explaining that body image is:

- How we perceive our bodies visually;
- How we feel about our physical appearance;
- How we think and talk about our bodies and how we sense other people view our bodies.

Ask children in pairs to:
**Written by PSHE Lead Teachers, Helen Erikson, Sarah Jackson & Isabel Reid on behalf of BHCC. Feedback to pshe@brighton-hove.gov.uk**

- Explain body image in one sentence to each other
- Why do you think we are learning about this?
- Why do you think we are learning about this now?
- How does it link to our lessons about puberty?

As a class come up with ideas about the positive and negative factors which could affect someone’s body image.

For example: Comparing yourself to others can make you feel jealous and upset. You can boost your confidence by writing down things you like about yourself.

Class teacher to scribe ideas.

Ask: Can you make a link between how someone’s body image and how healthy they feel?

**Growing critical thinking skills**

Watch a film clip to build knowledge and understanding of how images can be changed. For example:

**Dove Evolution**

[https://www.youtube.com/watch?v=iYhCn0jf46U](https://www.youtube.com/watch?v=iYhCn0jf46U)

Explain that airbrushing is a technique where images are changed on a computer.

Ask the children what they think about this and what the impact on the person looking at the image might be?

**Independent activity:**

In Pairs: Look again at the selection of images. Choose one. Record your thoughts about the image.

Think about:

- How someone might feel about themselves and their own body image when they look at this image?
- Is the image real or fake?
- Does it promote a stereotype?

For more information on body image and bullying behaviour See Childline: [https://www.childline.org.uk/info-advice/you-your-body/my-body/how-you-look/](https://www.childline.org.uk/info-advice/you-your-body/my-body/how-you-look/)

**Assessment for and of learning:**

Can children describe what body image is and how images in the media can make someone feel

**Essential skill 5**

Media Messages-understanding and challenging /critical thinking
• Does it promote healthy or unhealthy choices?

**Coping strategies and building body confidence**

What could you say or do to help yourself or someone else if they felt unhappy about how they look?

Watch Scola on the BBC Own It website talk about growing body confidence.


Highlight body confidence strategies such as:

• It’s normal to have wobbles in body confidence
• Don’t compare yourself to others - especially on-line
• Remember you are unique
• Look after your body: eat well and stay active
• Think positive thoughts
• Give yourself a compliment... Often!

Ask children to record the strategy they would like to try or think would be helpful to someone in Year 6.

Practise self–compliments and record a compliment to yourself on a cut out heart shape.

**All Equal All Different**

Sometimes children get put down when their bodies start to change and also if they have not started to change.

Highlight that this is mean behaviour.

What could someone safely say or do if this happened to them or a classmate?

When would this become bullying behaviour?

Share and display your ideas.

**Closing activities:**

Read quote from actor Emma Watson about being who you are and being proud of yourself.
**Affirmation:**

- Take a breath in and as you breathe out think about all the amazing things that make you, you!
- Repeat x3
- Do this often!

**Question Box:**

Give all children the opportunity to write a question that they or a year four child might want to ask after this lesson.

Place in a question box and return to these questions in a later lesson.

**Where to get help:**

Remind and reassure children that if they have a question or want to talk about a worry after this lesson that it is always ok to ask for help. Explain who, when and where they can get this help.

Make links to Protective Behaviours programme, Feeling Good Feeling Safe core message: We can talk with someone about anything even if it feels awful or small.

Make links to Protective Behaviours programme, Feeling Good Feeling Safe core message: We can talk with someone about anything even if it feels awful or small.

**Assessment for and of learning:**

Can children describe what body image is and how images in the media can make someone feel?

**Essential skill 5**

Media Messages-understanding and challenging /critical thinking
### Year 6: Lesson 3

**Suggested learning questions:**
- When do friendships feel positive online and face to face?
- How can I stay safe online?

**Resources:**
- B&H PSHE team Y6 Lesson plans and power-point
- Friendship quality cards
- Face to face and online aspects of friendship cards
- Venn diagrams with sorting criteria of Face to face friendship and online friendship
- Positive and negative cards

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**Warm up**

Explore the concept of a healthy relationship.

Watch: film Love has no labels to warm up thinking about positive and healthy relationships. [https://www.youtube.com/watch?v=PnDgZuGIhHs](https://www.youtube.com/watch?v=PnDgZuGIhHs)

Ask the children to tell their talk partner three words to describe how the people in these relationships feel.

Develop thinking about relationships by asking children to start clarifying the concept by finishing these sentences:

- A healthy relationship makes you feel ...
- An unhealthy relationship makes you feel ...

Children could feedback orally and/or record their ideas.

**Attitude continuum**

Ask volunteers to place relationship words on an imaginary continuum that runs from unhealthy to healthy friendship. Include words such as:
- Stand up for you; put you down; supportive; compromise; make you laugh; always choose you as a partner; argue; make the rules and make you feel unhappy make you feel
Written by PSHE Lead Teachers, Helen Erikson, Sarah Jackson & Isabel Reid on behalf of BHCC. Feedback to pshe@brighton-hove.gov.uk

happy
Ask the children to reflect on what they think is most important in making a friendship healthy?

**Relationships and puberty**

**Discuss:**
- How might your relationships start to change at puberty?
- With your family?
- With your friends
- With your classmates?
- Will this happen at the same time for everyone? Is that ok?

See Childline website for more information on puberty and relationships
https://www.childline.org.uk/info-advice/friends-relationships-sex/sex-relationships/relationships/

**Face to Face friendships and online friendships**

**In pairs can you come up with:**
- A positive of face to face friendships?
- A negative?
- A positive of online friendships?
- A negative?

**Independent activity:**

In pairs:
Sort your cards about friendship on to this Venn diagram with sorting criteria of Face to face friendships and Online friendships.

Reflect:
- What have you noticed?
- Any surprises?
- Which activities are in the middle section?
- Are all these activities healthy or unhealthy?
- Why are they unhealthy?

Next:
- Sort into negative and positive aspects of friendship
- Use the middle section for aspects of friendship that could be both negative and positive
- What do you notice?

**Growing healthy friendships online**

Watch film clips on BBC website Own It to help grow these skills.
For example:
Life not likes
https://www.bbc.com/ownit/the-basics

Highlight:
- Have a balance between time online and face to face with friends

**Assessment for and of learning:**
Can the children describe what is positive about face to face and online friendships?

**Essential skill 2**
Getting on with others

**For more information about staying safe online**
See Think you know website
https://www.thinkuknow.co.uk/

**Safety Net**
http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/

**Childline**

**NSPCC**
https://www.nspcc.org.uk/pr
• Have phone free time
• Life not likes!
• Grow your critical thinking skills

Ask the class to think about some **top tips for growing healthy friendships** for a new Year 7 student starting secondary school
• In pairs record your top 5 tips for growing face to face and online friendships that make you feel good!

**Closing activity:**
Reflect on the positives of face to face friendships. Watch a film clip such as:
What makes you laugh out aloud?
https://www.youtube.com/watch?v=6fGO0SVGHAM

Can you make your partner laugh out aloud?
Can you make the class laugh out aloud (in a safe way!!)?

**Question Box:**
Give all children the opportunity to write a question that they or a year four child might want to ask after this lesson.

Place in a question box and return to these questions in a later lesson.

**Where to get help:**
Remind and reassure children that if they have a question or want to talk about a worry after this lesson that it is always ok to ask for help. Explain who, when and where they can get this help.
Make links to Protective Behaviours programme, Feeling Good Feeling Safe core message: We can talk with someone about anything even if it feels awful or small.

**Assessment for and of learning:**
Can the children describe what is positive about face to face and online friendships?

**Essential skill 2**
Getting on with others
Year 6: Lesson 4
Suggested learning questions:

- How can I stay safe online?
- What is safe to share online?
- How can I find out information about growing up safely?

Resources:
B&H PSHE team Y6 Lesson plans and power-point
Scenarios to sort into what would safe or unsafe to share online
Laptops

Activity and organisation | Guidance
--- | ---

Ground rules: How will we keep each safe, valued and included in these lessons?

Explain learning for today’s lesson and how it fits into the learning journey for this unit of PSHE.

Warm up: A grown up posted a photo on Facebook of a family trip out without their child’s permission
- Discuss in pairs:
  - How would that feel?
  - Is that ok?

Independent activity:
- What is it ok or not ok to share online?
  - In pairs:
    - Sort cards into piles of what they think it would be safe or not safe to share online
    - Feedback and discuss reasons

Growing safe posting and sharing online skills

Explain that sometimes young people send images of the personal and private parts of their bodies
Is this ok?
Why is this risky behaviour?
Watch:
  - NSPCC film I saw your willy
  - https://www.youtube.com/watch?v=sch_WMjd6go
After watching:
Ask: Why is sharing images of the personal and private parts of their bodies unsafe?
Explain the law and posting images online.

Assessment for and of learning:
Can the children say what is safe or not safe to share online?

Essential skill 3
Managing risk

For more information about staying safe online
See Think you know website
https://www.thinkuknow.co.uk/

Safety Net
It is against the law for children to send or post naked pictures of themselves or others. If you are worried about someone or need to ask some questions about staying safe online, talk to someone you trust.

**Searching safely online for information about growing up**

It is quite normal to want to find out more and feel curious about growing up and the changes at puberty. How could someone do this safely?

Explore some websites; books and leaflets about puberty (for example, It’s perfectly Normal by Robie H Harris; fpa and Brook leaflets) as a class that are safe ways to find out more and answer questions.

- Betty Bus
- NHS Live Well
- Childline
- [https://www.childline.org.uk/info-advice/you-your-body/puberty/](https://www.childline.org.uk/info-advice/you-your-body/puberty/)

**Pornography**

Explain that:

- Sometimes young people come across images on the internet that are shocking and upsetting.
- In films, magazines and on the internet there is something called pornography.
- Some adults choose to look at this.
- Pornography is imagery of women and men taking part in sex activities.
- Sex in pornography is different to how people have sex in real life. People are acting and putting on a performance.
- The images of have usually been changed and do not present real bodies or real relationships or safer sex.
- They are often full of stereotypes about gender.
- Watching pornography online if you are under 18 is against the law.

Ask if the children have any questions.

**What to do if you see something shocking or upsetting**

Explain that if someone sees something shocking or upsetting online or on someone’s phone that makes them feel worried or scared – remember this is a normal reaction. These are your Early Warning signs and means you need to get some help.

If this happens:


**Childline**


**NSPCC**


For more information about keeping children safe and pornography:

Good pictures Bad pictures

Pornography proofing Today’s Young Kids

By Kirsten A Jenson and Debbie Fo
Talk to a trusted adult and share how you feel. Report it. An adult can show you how to do this. Websites like Childline can help too.

**Closing activity:**

Growing up and changing can be an exciting and challenging time.

Relaxation skills will help to keep you calm!

Try a Go Noodle activity like: Release your Inner Warrior

**Where to get help:**

Remind and reassure children that if they have a question or want to talk about a worry after this lesson that it is always ok to ask for help. Explain who, when and where they can get this help.

Make links to Protective Behaviours programme, Feeling Good Feeling Safe core message: We can talk with someone about anything even if it feels awful or small.

Signpost websites such as: Betty Bus and Childline that they could explore with a trusted adult.

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<thead>
<tr>
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Year 6 : Lesson 5
Suggested learning questions:
• How do human babies start?
• How are human babies born?

Resources:
B&H PSHE team Y6 Lesson plans and ppt
Welcome to the Family by Mary Hoffman
Quiz or sequencing activity about human reproduction and birth

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<td>For further information about human reproduction</td>
</tr>
<tr>
<td>Ask children how they feel about this learning. Acknowledge the difference between RSE lessons and other lessons in the curriculum. Emphasise that learning about how human babies are made and born will help them to build their knowledge about themselves and help them to learn skills to keep us safe. Highlight that it is very understandable to feel embarrassed and recap some coping strategies.</td>
<td>Websites such as:</td>
</tr>
<tr>
<td>For example:</td>
<td>Kid’s Health</td>
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<tr>
<td>• Take three slow calming out breaths</td>
<td><a href="http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?id=1613&amp;np=289&amp;p=335">http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?id=1613&amp;np=289&amp;p=335</a></td>
</tr>
<tr>
<td>• Say to yourself: this feeling will pass</td>
<td>Amaze: Taking the awkward out of Sex Ed</td>
</tr>
<tr>
<td>• Remind yourself of the reasons for this learning</td>
<td><a href="https://amaze.org/">https://amaze.org/</a></td>
</tr>
<tr>
<td>• Try a grounding technique</td>
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Warming up our language skills
• Take it in turns to either:
  • Say the names of the personal and private parts of the body
    Include: Vulva; Vagina; Penis; Testicles; Breasts ; Anus; Scrotum; Nipples and Clitoris
  • OR
  • Describe the body part without saying its name and your partner has to guess. No slang or family words allowed!
Why do we use scientific language to describe the personal and private parts of the body?

Ask:
What is the difference between grown up relationships and a friendship?

Read aloud a section from the text:
Welcome to the family by Mary Hoffman
Ask: How do human babies begin?
- Some grown ups who are in a loving relationship together choose to have a baby
- Both agree that this is what they want to do
- Families can begin in lots of different ways
- How many different ways do you know?

Teacher scribe.
Watch film clip The Birds and the Bees
https://www.youtube.com/watch?v=a3MyLt6l5n0

And find out what some children think.
Stop at 2mins 50.

Prior Knowledge
Talk with your partner.
- Record:
  - what you are sure that you know about how human babies start
  - Anything you are not sure about how human babies start?
  - Any questions? What would you like to know more about?

Share and Feedback

Knowledge Harvest
Explain that we are going to find out some more about how human babies are made by watching some film clips. These clips include people talking about sex and having a baby. There will also be cartoon drawings of naked bodies, sex and birth.
Remember your embarrassment strategies to help you with this learning!
Watch clips such as:
**How a baby is made**
https://www.youtube.com/watch?v=daicVwxbcP0
  - 3mins
**Where do babies come from?**
  - https://amaze.org/?topic=pregnancy-and-reproduction#popup1235
After watching can you explain to your partner how a human
baby is made? 
Take it in turns to explain what you have found out. 
Any questions?

**Independent activity:**
Grow the children’s knowledge and understanding by doing a sequencing activity or a quiz about human reproduction and birth with a partner.

**Taking Care of yourself during puberty**
Emphasis again the importance of talking to your trusted friends and family. Ask questions and talk about how you feel during puberty.

**Reflection on RSE learning**
At the end of the unit ask children to reflect and record:

- What have I learnt?
- What I have enjoyed?
- What would I like to know more about?
- Any questions?

**Closing activities:**

**Affirmation**
Ask the children to remember that although everyone is growing and changing you are still unique you ...

Do a Go Noodle activity like Rainbow Breath.
https://app.gonoodle.com/channels/flow/rainbow-breath?s=category&t=Boost%20Confidence

With every Rainbow Breath think about everything that makes you, you!

**Where to get help:**

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**Assessment for and of learning:**
Can the children describe how human babies start?
Essential skill1
Identity, Self Awareness, resilience and Managing feelings

---
Remind and reassure children that if they have a question or want to talk about a worry after this lesson that it is always ok to ask for help. Explain who, when and where they can get this help. Highlight websites such as: Betty Bus and Childline that they could explore with a trusted adult.

### Assessment for and of learning:
**Can the children describe how human babies start?**

### Essential skill
Identity, Self Awareness, resilience and Managing feelings
Core Messages for KS2 Pupils about Puberty and Relationships

1. In Your Own Time
   • At this age, some of you might start feeling attracted to or fancy people but some of you might not
   • There is no set time for these feeling to start, so don’t worry if you don’t have these feelings.

2. Be Yourself
   • How you feel about yourself, and your gender identity and your relationships may change at this time or in the future
   • You have a right to be who you want to be and not to be restricted by gender stereotypes.

3. Accept your changing body
   • Bodies develop at different speeds and into all different shapes and sizes, not just the ones you see in the media
   • You have the right to ask questions and get support with these changes.

4. Enjoy it
   • Friendships should be fun!
   • If friends don’t make you feel good about being yourself, then are they good friends?

5. Stay Safe
   • You are the boss of your body; you have the right to say if you don’t like how you are being touched
   • Pay attention to your early warning signs and talk to a trusted person if you feel at all uncomfortable.

6. Know Your Feelings
   • Puberty can be a very confusing time where you might find your mood changing often and you might have more extreme feelings about yourself and others
   • Try and name your feelings and know that all feelings are ok, it is what you decide to do about them that matters.

7. Stay In Control
   • Think about what you share with others - telling or keeping secrets
   • Notice your early warning signs and act on them!

8. Keep Talking
   • Keep talking to your friends and family and ask questions when you need to
   • There’s nothing so awful (or too small) to talk to someone about.

9. Stay Connected
   • Remember there are people around you (parents, carers, trusted adults, teachers, mentors, ChildLine) you can get help and advice from if you’re faced with tricky decisions or situations or just need someone to talk to.