



Sex and Relationships Education Scheme of Work

At St. Mary's School we aim to:

- Create a caring Christian community in which everyone is valued and able to learn and grow together;
- Inspire all our children to develop enquiring minds and a lifelong love of learning;
- Release potential through a broad and creative curriculum;
- Sustain an environment in which independence, respect and resilience will flourish;
- Nurture strong relationships between home, school, church and the wider community;
- Empower the children to become responsible local, national and global citizens.

"Be the best I can in the love of Christ"

SRE Scheme of work

Contents

Year 1

3 short lessons plus one unit of work including DVD can be taught at any time in Spring or Summer

Year 2

2 short sessions and 2 longer sessions

Each could be taught independently over the year

Unit1 Friendship needs to be taught in the Autumn term.

Year 3

5 lessons in one unit can be taught at any time of the year

Year 4

One complete unit covering puberty, including DVD, can be taught at any time in Spring or Summer term

1 lesson on stereotypes can be taught at same time or independently in summer term

Year 5

1 lesson on Prejudice and 1 lesson on personal safety can be taught independently

All other lessons and DVD in summer term in line with science teaching on Life Cycles

Year 6

2 sessions on gender and stereotyping, 2 sessions on personal safety can be taught at any time of year

1 session on personal hygiene with DVD in Summer Term

Updated September 2014

Year 1

**3 short lessons plus one unit of work including DVD
Growing Up, Relationships, Personal Safety, Differences between male and female,
Both male and female sex parts are needed to make a baby, Conception and growth in the womb**

Can be taught at any time in Spring or Summer

Sex and Relationships Education Year 1	
Learning Intentions	Suggested Activities

<ul style="list-style-type: none"> • The concept of growing from young to old • That everyone grows and changes • That needs change as we grow older • That a baby has needs different to their own 	<p>Opening Activity Floppy Bunnies – one pupil holds up both hands and the pupils either side hold the nearest hand up as a wiggly ear. The middle pupil ‘throws’ the bunny to another pupil and then must repeat the same hand movements.</p> <p>Main Activity In small groups give each group a picture of a baby, young child, older child, adult and elderly person. Ask the pupils to draw what they think this person needs around them. Feedback to the class. How do needs change? Discuss Pupils then take their own photo and draw pictures or write some of the things that they could or couldn’t do when they were a baby. Then draw another picture of themselves now and draw some of the things they can do now. Talk about why and how these are different. Discuss how they changed and ask them how they know they are growing.</p> <p>Closing Activity A new thing I can do. Ask pupil to think about something they have learned to do recently. One at a time they mime this for the rest of the class to guess.</p>
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Sex and Relationships Education Year 1

Learning Intentions	Suggested Activities
<ul style="list-style-type: none">• That relationships are a two way thing• Why family members have different needs• Ways of expressing love• That all families are different	<p>Opening Activity Round: "Something I like doing with my family is"</p> <p>Change places everyone who has ... an older sister, younger brother, uncle, grandad etc.</p> <p>Main Activity Be aware of sensitive issues in the class. In pairs, ask pupils to share with each other a time when they had a good laugh with their family. Their partner will tell the group. (No one should offer anything they do not want told).</p> <p>Read "When Mum turned into a monster" Talk about why Mum did so! Ask pupils to think of what they could have done if they were the child in the story. Ask for ideas on how they could make Mum feel better.</p> <p>Discuss how everyone in the family has needs and everyone should help each other. Pupils can draw their family and draw pictures of things that their family do for each other.</p> <p>Closing Activity Join the train. One pupil chugs up to another and says "Hi, do you want to join the train?" The pupil then holds onto the waist of the first before they chug off to find another.</p>

Sex and Relationships Education Year 1	

Learning Intentions	Suggested Activities
<ul style="list-style-type: none"> • How their bodies react then they don't feel safe • Recognise risk to personal safety • Minimise risks to personal safety • Who can help them 	<p>Opening Activity Play 'crocodiles'. Crocodiles are on the imaginary river and other pupils have to cross without being caught. Or similar game.</p> <p>Main Activity In small groups, pupils draw around someone onto a large sheet of paper. Ask them to draw on how they felt when they were playing a scary game. Feedback main body symptoms. Ask pupils to talk about when they have felt like this. E.g. in the dark, etc. Call these feelings "Uh -Oh" feelings. They happen when we are feeling scared and it means we have to do something about it.</p> <p>Ask pupil to think about the things that they need to keep safe from. Draw pictures under heading indoors and outdoors. Ask pupils to think about which are real and which are imaginary, e.g. monsters.</p> <p>Ask pupils to think about how they can keep safe from things. Try to draw out the following: Telling someone if they have "uh-oh" feelings Know how to say no Not wandering off Following safety rules of the place, e.g. swimming pool, road</p> <p>Closing Activity Helping Hand: Pupils draw around their hands and write the names of people they trust to tell if they were feeling unsafe onto the fingers. Share ideas and discuss how you could tell someone.</p>

Sex and Relationships Education Year 1

Learning Intentions	Suggested Activities
<ul style="list-style-type: none">• To introduce children to lifecycles	Use Living and Growing Unit 1 Programme 1 and Programme 2

<ul style="list-style-type: none">• To explore differences between males and females• To enable children to reflect on the differences between male and female other than physical differences• That both male and female sex parts are needed to make a baby• To enable children to reflect on their development from babies• To inform children about conception and the growth of the baby in the womb	<p>The programme notes contain suggested opening activities and follow up activities</p> <p>2 DVD sessions with 6 follow up activities – 3 for each DVD</p> <ol style="list-style-type: none">1. Programme 1 Differences<ul style="list-style-type: none">• Babies of all kinds• Girls and Boys come out to play• That's Me2. Programme 2- How did I get Here?<ul style="list-style-type: none">• Fact File- this needs to be passed on to the Year 4 teacher for future use• Puppet Talk• Strange Stories
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Year 2

**2 short sessions and 2 longer sessions
each could be taught independently over the year
Unit1 Friendship needs to be taught in the Autumn term.
Friendship, stereotyping, personal hygiene and safety- NSPCC PANTS**

Sex and Relationships Education Year 2

Learning Intentions	Suggested Activities Must be taught in Autumn Term
<ul style="list-style-type: none"> • What friendship means • The different relationships we have with people • Why expectations differ within friendships • Make new friends • Cope with friendships changing • The importance of communications in relationships • Fairness in friendships 	<p>Opening Activity Change places everyone who goes to Brownies, Clubs, likes reading etc.</p> <p>Main Activity Ask the pupils to think about who their special people are. Draw circles on a piece of paper, each circle represents a group e.g. swimming club, family, school, neighbours, ask the pupils to write or draw who their special people are in each of these groups. Feedback and celebrate the friendships that the pupils have made. Discuss if all their friends are the same age. On another piece of paper, pupils draw themselves in the centre and write or draw all the things that these people do that make them feel special. Share with the class. Ask the pupils to think of a time when they fell out with one of these people. Reminding the pupils of no names rule. Round "I fell out with someone when ...". Now think of something that they or the other person did to make friends again. Emphasise that it is OK and normal to fall out but it is important that we know how to make things better.</p> <p>Closing Activity Pass the expression. One pupil faces another and shows an expression which must be copied, then the next pupil changes to another expression and passes that etc.</p>

Sex and Relationships Education Year 2

Learning Intentions	Suggested Activities
<ul style="list-style-type: none"> • That television and media stereotype gender roles • That girls and boys can enjoy the same things • How stereotyping can affect people • Recognise stereotypes • Personal attitudes towards gender 	<p>Opening Activity In pairs of mixed gender play mirrors, taking it in turns to be the lead.</p> <p>Main Activity Ask the pupils to think of 3 toys they like. Ask them to think about why they like them. Share ideas. Did boys and girls all like the same things? Why might some toys be aimed at just girls or boys? Discuss TV and other advertising.</p> <p>Ask the pupils to think about who helps them decide what clothes to wear and what toys to buy. Share ideas.</p> <p>Closing Activity Round: "Something I enjoy about being a girl/boy is that ..."</p>

Sex and Relationships Education Year 2

Learning Intentions	Suggested Activities
<ul style="list-style-type: none"> • The importance of personal hygiene • That personal hygiene is the responsibility of the individual as they grow older • How to maintain personal hygiene • Religious beliefs in relation to personal hygiene 	<p style="background-color: yellow;">Long session or 2 shorter ones</p> <p>Opening Activity “This is the way we wash our hands” song</p> <p>Main Activity 1. Ask pupil to draw around their hands. Then they should draw or write all the things that their hands have done that day. Feedback to class. Discuss how germs are spread through our hands and how important it is to wash them. Hold a cleanest hand contest. Ask pupil to get hands dirty! Then use bowls and a range of soap to discover the best soap and ways of washing and drying hands.</p> <p>Ensure pupils know when they should do this. Talk about which other parts of the body should be washed regularly and why i.e. cleaning nails, brushing hair. Tell children that this is called personal hygiene and keeps us safe from germs.</p> <p>2. Take the pupils on a physical fun exercise. Ask them what is happening to their bodies. Explain that sweating is the body’s way of cooling down when we get hot but sweat can get smelly when bacteria grows in it. Ask pupils to think in pairs of other reasons to keep clean.</p> <p>Then, in different pairs, ask pupils to think of how to keep themselves healthy and clean throughout the day.</p>

	Closing Activity
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Design a class code for personal hygiene. Which should they do themselves and which should other people do for them? Who would do this?

Sex and Relationships Education Year 2

Learning Intentions	Suggested Activities
<ul style="list-style-type: none"> • The names for parts of their body • How to keep themselves safe 	<p style="text-align: center; background-color: yellow;">Use NSPCC PANTS material for this session Use follow up session below on another day</p> <p>Opening Activity Round "I like it when ... cuddles me" Discuss that these are people we feel safe with, we don't all want to be cuddled by everyone!</p> <p>Main Activity In small groups draw around one pupil. Ask the groups to draw on all the parts of the body that they know- remind them of learning from Y1 Feedback and ensure correct names and places. Were these drawings boys or girls, would they have been different?</p> <p>Remind pupils that some parts are private; these are the parts we cover with a swimming costume. Teach the PANTS rule</p> <p>Closing Activity Walking around the room, the teacher calls.... eg hand to foot, finger to nose etc and pupils must touch these body parts ... repeat for other body parts.</p>

Year 3

**5 lessons in one unit can be taught at any time of the year
Friendship, feelings, relationships, family, Recap PANTS**

Sex and Relationships Education Year 3

Learning Intentions	Suggested Activities
<ul style="list-style-type: none"> • What makes a good friend • How to be a good friend • That friendships change • How and why friendships change • Use strategies to cope with friendships changing • The value of friendships 	<p>Opening Activity Pass the smile and handshake. Pupils smile, shake hands and say pleased that you are in the circle to each other.</p> <p>Main Activity Who can be a friend? In pairs, think of some of the people who can be a friend. Go around and feedback. Is it just people of our own age? Extend ideas.</p> <p>Ask the pupils to think about who were their friends last year and who are their good friends this year. Are these the same? How have they changed? Round: "A new friend I have made this year is" Talk about how they made new friends. Think of things that make a good friend.</p> <p>Think about some of the times when they have had a quarrel with a friend, what did they do? Share in pairs. What helped them to make friends again? Emphasise that quarrels to happen and things can be made better.</p> <p>Closing Activity Have one space in the circle. One pupil invites someone to sit next to them and says " is a good friend because" the named pupil comes to sit next to them.</p>

Sex and Relationships Education Year 3

Learning Intentions	Suggested Activities
<ul style="list-style-type: none"> • That feelings as well as bodies can be hurt • Why expressing feeling is important • Recognise when people’s feelings have been hurt • Their impact on the feelings of others 	<p>Opening Activity Fruit Bowl. Label pupils’ names on fruit then call e.g. strawberries and those pupils must change places. Fruit salad mean everyone change.</p> <p>Main Activity Ask pupil to think of times when their bodies have been hurt. Give out large pieces of paper to small groups to draw and write things that happened to hurt their bodies. Feedback. Then think of times when their feelings were hurt and do the same. Ask the pupils to think of how these hurts were shown e.g. bleeding, crying. For each, ask the pupils to think about what they needed to make it better.</p> <p>Ask the pupils to think of times when people haven’t been good friend (no names should be mentioned) How do these things make us feel. e.g. scared, uneasy, worried, frightened. Emphasise fairness and honesty as good qualities in friendships.</p> <p>Pick out some of the situations and ask the pupils what they could do when people aren’t being good friends.</p> <p>Feedback all ideas and emphasise that when feelings are hurt, it is important to speak to someone.</p> <p>Talk about who that someone could be.</p> <p>Closing Activity</p>

	Band leader. One pupil mimes an instrument for others to copy. One pupil has to guess who the band leader is.
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Sex and Relationships Education Year 3	
Learning Intentions	Suggested Activities
<ul style="list-style-type: none"> • To understand the different types of relationships they have • To understand the need for boundaries and rules within these relationships • To consider how their needs are met within these relationships 	<p>Opening Activity Each pupil decides on an action to go with their name. Go round and say name and perform action. Then repeat with no sound. Pupils can then do their action followed by someone else's who he or she then change place with.</p> <p>Main Activity Each pupil draws their network of people- different types of relationship, family, friends, other relatives, people in school etc. Discuss different relationships. How do we want these people to treat us?</p> <p>What activities do we do with these people, discuss in groups and feedback.</p> <p>What are the different levels of independence within these relationships? Discuss. Is this changing as they got older? What are the rules of behaviour in each relationship? Ask the pupils to share what they are and are not allowed to do within different relationships.</p>

Who decides this?

Closing Activity

Round "my most positive relationships are ..." Think of describing words e.g. caring to complete the sentence.

Sex and Relationships Education Year 3

Learning Intentions	Suggested Activities
<ul style="list-style-type: none"> • To know what caring within a family looks like • To be able to recognise the needs of others • To be able to respond to the needs of others • Caring about unmet needs in others 	<p>Opening Activity Ask pupils to find other people who have got the same name of brothers/sisters/grandparents/step parents etc. Be aware of sensitive issues, ask the pupils to share one positive aspect of this relationship e.g. having a sister and one negative with someone in the group.</p> <p>Main Activity Word storm in groups what the word care means. Is it different to different people? Why? Under heading of family, list the things that people might do and say that show that they care.</p> <p>Discuss what needs are. Ask pupils to list the things they think they need from a relationship on pieces of paper or Post It notes to stick up somewhere. Share this information. Discuss in pairs what their needs are from the different relationships that they have e.g. teacher, pupil, mother – child, friends in school, friends in a club ... How can they help them to be met?</p> <p>Closing Activity Ask each pupil to draw themselves on a piece of paper. Draw and write around them everything that people do that makes them feel happy</p>

Sex and Relationships Education Year 3

Learning Intentions	Suggested Activities PANTS recap essential
<ul style="list-style-type: none"> • Why consent is important in relationships • Make informed judgements • Respect their own and others' bodies 	<p>Opening Activity Golden River- "Keeper, keeper, may I cross the Golden River?" One pupil is chosen to say "only if you have ... e.g. brown eyes" The pupils then have to run across the space to a new seat.</p> <p>Main Activity Discuss what the word Permission means. When do the pupils have to give permission for something. In pairs, think then feedback one thing e.g. to borrow a pencil. On the board write: My things (eg reading my book, taking my brush) My space (eg coming into my room, coming into the bathroom when I am in there) My body (e.g. holding my hand, cuddling me) Talk about what things they can give permission over. Try and think of things for each area. Explain to the pupils that they have a right to decide who does these things. It depends on who the person is.</p> <p>What could we do if someone did something we hadn't given permission to do? Share ideas and emphasise the importance of saying "I don't like it when you ... because</p>

...”

Recap PANTS (see Y2)

Closing Activity

Everyone stand in a circle facing the same way. The person behind should ask permission to draw on the person in front’s back. Then draw a picture for a few minutes. Should be very relaxing!

Year 4

**One complete unit covering puberty including DVD
can be taught at any time in Spring or Summer term
1 lesson on stereotypes
can be taught at same time or independently in summer term**

Sex and Relationships Education Year 4

Learning Intentions	Suggested Activities
<ul style="list-style-type: none">• Understand changes that happen both physically and emotionally as they grow older• Name parts of the body including sexual parts• To enable children to reflect on the differences between male and female other than physical differences	<p>Opening Activity Ask the pupils to discuss with a partner all the ways they have changed since being a baby. Round: "I can now ... which I couldn't when I was a baby"</p> <p>Main Activity Ask the pupils to list all the parts of the body they know which are the same in both sexes and which are different- this could be done on an outline of a body. Discuss and ensure that pupils know the meanings of the words and have correct vocabulary for physical parts of the body.</p> <p>Closing Activity Ask the pupils to think about what they like/dislike about being a girl/boy. Feedback in rounds: "something I like about being a girl/boy is ..." "something I don't like about being a girl/boy is ..." and possibly "something I would like about being a girl/boy, if I was one is"</p>

Sex and Relationships Education Year 4

Learning Intentions	Suggested Activities
<ul style="list-style-type: none"> • Understand changes that happen both physically and emotionally as they grow older • That both male and female sex parts are needed to make a baby • To enable children to reflect on their development from babies • To inform children about conception and the growth of the baby in the womb • To show that we grow and change as all living things do • To look at and identify self-esteem and reinforce the belief that we are all special 	<p style="text-align: center;">This is a complete unit of work</p> <p>Use Living and Growing Unit 1 Programme 2 and Programme 3</p> <p>The programme notes contain suggested opening activities and follow up activities</p> <p style="padding-left: 40px;">2 DVD sessions with follow up activities – 3 for each DVD</p> <p>Programme 2- How did I get Here? Was seen in Y1 but needs revision</p> <ul style="list-style-type: none"> • Fact File- this should have been passed on from Year 1 teacher • Puppet Talk • Strange Stories <p>Programme 3 – Growing Up</p> <ul style="list-style-type: none"> • 1. Presents • 2. Changing You changing me • 3. Invitations <p>Use CD Rom with powerpoint presentation about Puberty</p> <p>Teacher notes: This is a general introduction to puberty. It is not to be linked to sexual intercourse.</p>

Sex and Relationships Education Year 4

Learning Intentions	Suggested Activities To be taught in Summer term
<ul style="list-style-type: none"> • That media stereotypes gender • That stereotypes can be racist, sexist etc • Recognises and challenge stereotypes • Personal attitudes to gender roles and stereotyping 	<p>Opening Activity Circle activity- swap seats if wearing skirt... etc</p> <p>Main Activity Ask the pupils in small groups to write down on large sheets of paper all the stereotypes that they know of for boys and girls. E.g. like blue/pink etc. Add in TV programmes or superheroes that are stereotyped. Share ideas.</p> <p>How do religions vary in their views of male/female. Share information. Then think of people who have broken the stereotypes and share these ideas. Why is it important to challenge these stereotypes, does it limit their aspirations?</p> <p>Share the pupils' idols, are these the same sex as themselves? Do they represent stereotypes or have they challenged them? E.g. David Beckham.</p> <p>Ask the pupils to make posters of their idols surrounding a picture with the positive qualities they possess. Do we really know about these people? What happens if boys and girls don't behave in the traditional ways? What names do we give e.g. sissy, tomboy etc. How do these words make us feel?</p> <p>Closing Activity Share posters – my idol is ... because</p>

Year 5

**1 lesson on Prejudice
1 lesson on personal safety
can be taught independently**

**All other lessons and DVD in summer term
in line with science teaching on Life Cycles**

Sex and Relationships Education Year 5

Learning Intentions	Suggested Activities
<ul style="list-style-type: none"> • What prejudice is • The impact of prejudice on others • Recognise and challenge prejudice and discrimination • Peer value systems 	<p>Opening Activity In pairs, discuss what they think prejudice and discrimination mean. Feedback ideas and agree on one definition. List words they may have had on the playground that are prejudice. Who are these aimed at? Boys/girls/adults?</p> <p>Main Activity Recommended reading Frog and the Stranger by Max Veljuiys</p> <p>Give out the pictures (variety of different people in different situations) and ask pupils to work with partner to write a fact file of that person, lifestyles, likes, dislikes, who they live with etc. Feedback, did everyone think the same? Why not? What can we deduced from a picture? Explain that guessing about someone can be discrimination based on appearances.</p> <p>Ask pupils to think about how they would notice if something was wrong with their friend. List things that they might notice.</p> <p>What could they do to support. Fill in speech bubbles on things they could say and who they could tell. Emphasise the importance in challenging inappropriate behaviour in others.</p> <p>Closing Activity Wink sleep- all close eyes and on command look at someone in circle- if you make eye contact with that person you 'fall' asleep and are out – continue in same way with those stil 'in'</p>

Sex and Relationships Education Year 5

Learning Intentions	Suggested Activities
<ul style="list-style-type: none"> • That everyone has a right to feel safe • That there are people who can support you • How to keep safe • The need for personal safety • Developing a positive approach to personal safety and risk taking 	<p>Opening Activity Play crocodiles or murder in the dark or another game which may induce a sense of fear in the pupils. Ask them how they felt. Small groups draw on a body outline all the symptoms of feeling scared. Feedback to class.</p> <p>Main Activity Put up signs saying fun to be scared and feeling unsafe. Read out scenarios and ask pupils to stand where they feel. Talk about the difference between feeling unsafe and doing it for fun. Draw out that it is time, choice and control, the fun stuff will end. The reason why they drew the bodies was to recognise fear in their bodies and know when they need to do something to keep themselves safe.</p> <p>Give some examples for children to consider e.g. someone waiting to get them after school. Ask pupils to think of their feelings, options and consequences. Draw out that feelings are feelings, behaviour is a choice and choices have consequences. Make a list of qualities a safe to tell person would have. Who might this be. Ask pupils to draw a helping hand, filling in on the fingers people they could tell if they were feeling unsafe. What would they do if the first person didn't listen. Persistence.</p> <p>Closing Activity The wind blows. One pupil that stands in the middle and says the wind blows for</p>

	everyone that is ... and those pupils have to change places. Make it fun!
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Sex and Relationships Education Year 5

Learning Intentions	Suggested Activities
<ul style="list-style-type: none"> • Recognise sexual parts of males and females • The correct names for sexual organs • The physical changes that will take place during puberty • The function of eggs and sperm • What sexual intercourse is • To explore the idea of different types of relationships 	<p style="text-align: center;">3 sessions- Teach through Science- after Science lessons on Life Cycles- flowers seeds etc</p> <p>Explain that will be looking at relationships, including sexual ones over the next few weeks and that ground rules need to be decided upon. Discuss and agree rules which will keep everyone feeling safe and talk about what someone could do if they didn't feel comfortable with anything, give a get out clause.</p> <p>Watch Living and Growing DVD Unit 2 Programmes 4-6 Programme 4- Changes see lesson below for girls only Programme 5- How Babies Are Made Programme 6- How Babies Are Born</p> <p>Use booklets and suggested activities that come with DVD</p> <p>Allow time for questions.</p> <p>Have an anonymous box for pupils to ask questions to be answered at a later time.</p> <p>Resources Factual books about puberty</p>

Sex and Relationships Education Year 5

Learning Intentions	Suggested Activities Girls only during follow up to DVD Programme 4 above
<ul style="list-style-type: none"> • What menstruation is • What hygiene resources are available and relevant to them • Maintain personal hygiene routines 	<p>Main Activity Get the pupils into small groups and give out bags of 'shopping'- (toiletries including sanitary towels and tampons) Ask the pupils to decide what the object is, who would use it and when they may do so (daily, only after puberty etc). Which items did they feel were the most important and why? Encourage discussion about the issues.</p> <p>Discuss use of sanitary towels, tampons etc, and what to do at school</p> <p>Closing Activity Ask the pupils to write a question, comment or concern anonymously and put into a box for the teacher to respond to later.</p>

Sex and Relationships Education Year 5

Learning Intentions	Suggested Activities
<ul style="list-style-type: none"> • The positive and negative impact on a family of a new family member 	<p>Opening Activity Ask the pupils to put themselves in the order of their birthdays sitting in a circle. In pairs, ask the pupils to discuss any stories they know about when they were born. Feedback each other's stories.</p> <p>Main Activity What makes up your family? Mark on the target diagram all the people who make up your family.... i.e. the people who care for you..... put themselves into the middle of the diagram. Share their target diagram with a partner Feedback who is in the inner circles..... why are they there? Are they related to all the people in your diagram? How? What do we see is the role of the family? Imagine a new baby into the family – put the baby into your diagram – what will the baby need? Who will provide these needs? Is it easy to care for a new baby..... Why are their needs different from yours? How will this new person affect other people in the diagram? How will it affect you?</p> <p>Closing Activity Read Rosie's Babies and discuss how she looks after the dolls and why. That jealousy is normal and how the family can help</p>

Year 6

Set A- 2 sessions on gender and stereotyping

Set B - 2 sessions on personal safety

can be taught at any time of year

**1 session on Personal Hygiene with DVD
in Summer Term**

Sex and Relationships Education Year 6

Learning Intentions	Suggested Activities
<ul style="list-style-type: none"> • That the media stereotypes gender • That stereotypes can be racist, sexist etc. • How gender is stereotyped • Why some actions are evidence of attraction • Recognise and challenge stereotypes • Personal attitudes to gender roles and stereotyping 	<p>Opening Activity Circle activity- swap seats if wearing skirt... etc</p> <p>Main Activity Need lots of magazines or other pictures Ask single sex groups to make a collage of what they think are good looking men and good looking women. Add their own words, drawings to the pictures. Were there differences in how the girls and boys thought?</p> <p>Look at/discuss adverts in magazines, TV, internet etc What were the media messages from the papers and magazines? What are the different pressures on looking good for the different sexes?</p> <p>Discuss how trying to look perfect can make us feel very unhappy.</p> <p>Closing Activity Ask the pupils to think about what they like/dislike about being a girl/boy. Feedback in rounds: "something I like about being a girl/boy is ..." "something I don't like about being a girl/boy is ..." and possibly "something I would like about being a girl/boy, if I was one is"</p>

Sex and Relationships Education Year 6

Learning Intentions	Suggested Activities
<ul style="list-style-type: none"> • Gender issues • That needs change as we grow older • Why self-concept affects behaviour • Recognise and resist exploitation • Recognise and challenge stereotypes • The value of diversity and acceptance of differences 	<p>Opening Activity Name Graffiti Each pupil to be given a plain piece of A4 paper They will write their name, the one they like to be called and also a diagram to illustrate something about them (5 mins) Share this with the person next to them Each person to feed back about their partners – explaining details about their partner and their name and character</p> <p>Main Activity <u>Need magazines/pictures</u> How does the media see us? Using mags/pictures/your own drawings, make a collage of your lives</p> <p>Divide the images into 3 categories Images that represents their own experiences Images of things that they like doing and enjoy doing Images of things they do not like doing</p> <p>Discuss their collages with a partner Could they find suitable images in the mags? Why? What does this exercise show us?</p> <p>Closing Activity What part does the media play in determining how males and females are viewed in society?</p>

Sex and Relationships Education Year 6

Learning Intentions	Suggested Activities
<ul style="list-style-type: none"> • That there are inappropriate ways of expressing feelings to others. • Identify, assess and minimise risk • The need for personal safety • Having a positive approach to personal safety <p>Teacher notes: A visit from the police liaison officer to discuss personal safety could be arranged to discuss issues of personal safety.</p>	<p>Opening Activity Teacher creates a line in the room Without talking to anyone, go and stand on the line where you think your birthday date would appear Jan 1st 31st Dec Now call out birthday dates in order – were they right?</p> <p>Main Activity “Is there bullying going on in school?” Thought shower all the different types of bullying “why do some people act in this manner ... ie bully or become vulnerable?” Discuss with a partner, can you think of people from the television, soaps/fiction who are bullies? Feedback What skills would these people need to develop in order to improve their situation?</p> <p>Sit in a circle Each pupil to be given a card on which they will write a situation where they could be forced to do something they don't want to or they know is wrong Collect in the cards and then deal out again to the pupils who are now in pairs. Each pair will now read their scenario and find 3 ways for saying no or refusing to go along with the ordeal ... feedback Is it easy to say no? Discussion How many different ways can you say no!</p> <p>Plenary How do you keep yourself safe?- include use of mobile phones etc</p>

Sex and Relationships Education Year 6

Learning Intentions	Suggested Activities
<ul style="list-style-type: none"> • That some touches and ways of touching can make people feel uncomfortable • That they have rights over their bodies • They have the right to say no • That no one has a right to make them feel bad • Who they can tell • Recognise private parts of the body • Why some touches are OK to them • Who their safe people and places are 	<p>Opening Activity Ask pupils to draw their network of relationships (concentric circles with them in middle, family next etc) Ask them to consider and record the feelings they have for these people, do they differ? Are some feelings more intense than others? Why?</p> <p>Main Activity Ask the pupils to consider what touches they give and receive from different people as a sign of their affection. Put words on the boards e.g. kissing, cuddles, holding hands etc.</p> <p>Explain that some parts of your body are very private and that other people should not touch you there unless you really want them to. Nobody should make children do something that makes them feel bad and they have the right to say no. Ask the pupils which parts of their body are very private. Recap NSPCC PANTS</p> <p>Make sure girls and boys understand how each other feel about this. Explain it's not just where but how we are touched that can make us feel uncomfortable. Go over some of the scenarios and discuss what the children could do. List feelings, options and consequences of those options. Go over the safe people list and think about who could be told.</p> <p>Closing Activity Look at the word Love, what does it mean to everyone? Show the class a love is cartoon on an overhead and ask pupils to design their own for display.</p>

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Learning Intentions	Suggested Activities
<ul style="list-style-type: none"> • The importance of personal hygiene • That personal hygiene is the responsibility of the individual as they grow older • How to maintain personal hygiene 	<p>Opening Activity Take the pupils on a physical fun exercise. Ask them what is happening to their bodies. Explain that sweating is the body's way of cooling down when we get hot but sweat can get smelly when bacteria grows in it. Ask pupils to think in pairs of other reasons to keep clean.</p> <p>Main Activity Fill in column A of worksheet before watching the DVD- stress that this will not be marked or collected in as it is for personal info only</p> <p>Show DVD Your Bits Aint Nice</p> <p>Now fill column B on sheet If comfortable ask children to discuss if any differences in answers between A and B</p> <p>In different pairs, ask pupils to think of how to keep themselves healthy and clean throughout the day.</p> <p>Make a list of different products they might use- eg soap, shampoo, tooth paste, deodorant etc</p> <p>Closing Activity Design a class code for personal hygiene. Which should they do themselves and which should other people do for them? (eg washing clothes) Who would do this?</p>