


Learning Objective:		Learning Outcomes: <ul style="list-style-type: none"> • To recap the human life cycle • To understand changes in relationships due to puberty. • To understand the process of menstruation and wet dreams • To understand the process of menstruation and wet dreams • To understand how the media portray body image • To know that families can look different but feel the same 	
Vocabulary: Human life cycle Puberty Menstruation Menstrual cycle Periods Wet dreams Ejaculation Sperm Media Body image civil partnerships adoption foster step families sole parenting		Thinking Skills <ul style="list-style-type: none"> • Show appreciation for the comments of others i.e. that is a good point/that has made me think about... • Question peers to support progress in an enquiry • Evaluate own evidence offered and that offered by others i.e. I think that example is... • Air feelings in a way that supports the enquiry • Encourage others to contribute to an enquiry • Evaluate in some detail the range of possibilities <p>https://bettyforschools.co.uk/resources/8-11-year-olds Teachers should register for this website in ADVANCE to the lessons- it is free and recommended by the PSHE Association.</p> <p>Schools can also opt into inviting the Betty bus to teach children about periods and the menstrual cycle. https://bettyforschools.co.uk/betty-bus</p>	
Suggested Lessons	Aims of Sessions:	Content:	
	Recap of prior learning:		
<p style="text-align: center;">1</p>	<ul style="list-style-type: none"> • To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private* • About puberty and how bodies change during puberty. including menstruation, hygiene routines, emotions and feelings • How to ask for advice and support about growing and changing and puberty 	<p>L.O. To recap the human life cycle To understand changes in relationships due to puberty.</p> <p>Skills Focus: Air feelings in a way that supports the enquiry Encourage others to contribute to an enquiry</p> <p>Show children the human life cycle on the board in the wrong order. Children to have copies on their table- sort into the correct order and discuss the different stages. Report back to class on the order and any key facts they remember from Year 4.</p> <p>What is puberty? Explain that puberty is the change that everyone goes through while their bodies prepare for adulthood. This can have an affect on both your physical and mental health.</p> <p>Children to recap the physical and emotional changes on a body template (emotional on inside, physical on outside) - CT to model a few ideas before children work independently or in pairs.</p> <p>Focus on how these physical and emotional changes can affect relationships with other people. Children to go back to their body outline and write who these changes might affect i.e. mood swings-</p>	

		<p>friends, family etc. anger- friends, family. Tired- schoolwork, teachers, friends, family. Unwell/sick- family, friends, teachers. It is important that we understand that everyone goes through these changes and can be affected in different ways. We need to develop empathy for others as well as understand these changes for ourselves. Discuss what we can do to help someone who is having emotional difficulties because of puberty.</p> <p>Role-play a scenario where someone is feeling angry and frustrated but doesn't know why. Children to explain the life cycle and physical/emotional changes and reassure the child that it is normal. Offer advice on how to cope with these changes. (This activity can be done in books, giving written advice to the child if role-play isn't appropriate).</p>
<p>2</p>	<ul style="list-style-type: none"> To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private* About puberty and how bodies change during puberty. including menstruation, hygiene routines, emotions and feelings How to ask for advice and support about growing and changing and puberty 	<p>L.O. To understand the process of menstruation and wet dreams</p> <p>Skills Focus: Air feelings in a way that supports the enquiry Encourage others to contribute to an enquiry</p> <p>Start the lesson using Betty for Schools website- Periods-what are they anyway? Watch the video to introduce periods to the class. https://bettyforschools.co.uk/resources/8-11-year-olds</p> <p>Continue to the basic animation to show the menstrual cycle diagram- this explains the functions of each part of the cycle.</p> <p>Give children a sorting activity to match the time of the month to the process based on the information in the animation. This can be completed in pairs on their tables.</p> <p>Watch the video clip with the 3 children and then ask class to write down any questions they still have about periods/menstrual cycle. Children to put these in a box for CT to look at before next lesson.</p>
<p>3</p>	<ul style="list-style-type: none"> To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private* About puberty and how bodies change during puberty. including menstruation, hygiene routines, emotions and feelings How to ask for advice and support about growing and changing and puberty 	<p>L.O. To understand the process of menstruation and wet dreams</p> <p>Skills Focus: Air feelings in a way that supports the enquiry Encourage others to contribute to an enquiry</p> <p>Explain that most of their questions from their previous lessons can be answered by the children on Betty's. Show children the questions on the site and ask them to select which ones they want answered. Address any other questions that children had/have. https://bettyforschools.co.uk/resources/8-11-year-olds</p> <p>Complete the quiz- How does it affect us? Watch the final video to conclude the unit.</p> <p>Explain that while girls go through the menstrual cycle during puberty, boys also have big changes that can affect them physically and mentally.</p>

		<p>One of these changes is when their body starts to produce sperm, which will enable them to have children when they are older, and when they are ready.</p> <p>Initially, this sperm may be released without boys knowing- this will generally happen when they are asleep, hence being called a wet dream. The penis becomes erect and a small amount of liquid is released. Boys might also find that erections occur during the day, again without them being able to control it. As they grow, boys learn how this can be controlled.</p> <p>Give children the opportunity to write questions in a box. Try to organise for a local nurse to visit to talk to girls and boys separately about any further concerns/questions they may have. This can also be done by a male and female teacher.</p>
4	<ul style="list-style-type: none"> • How to recognise personal qualities and individuality • Understand how their personal attributes and achievements contribute to their self-esteem and feeling of self-worth 	<p>L.O. To understand how the media portray body image</p> <p>Skills Focus: Show appreciation for the comments of others i.e. that is a good point/that has made me think about...</p> <p>https://www.youtube.com/watch?v=iYhCn0jf46U Show the children the above Dove advert and discuss how the media portrays people. Is this realistic? Is it fair? How might it make young people feel when they are exposed to this media daily?</p> <p>https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-body-image-what-is-perfect/zhq3xyc Share this video with the children which will address the following questions- What is meant by a body image? Why do people feel like they have to wear makeup? Do some people want to get plastic surgery to have body parts bigger or smaller? Is anyone perfect?</p> <p>Give children part of a picture of a person per table (a photograph cut into 6 rectangles). Children to complete the image thinking about what would make that person beautiful to them. Put all the pictures back together and talk about the differences/ how everyone has a different perception of what makes someone beautiful.</p>
5	<ul style="list-style-type: none"> • That families don't all have the same structure* • That positive family life often includes shared experiences, e.g. celebrations, special days or holidays • How people within families should care for each other and the different ways they demonstrate this 	<p>L.O. To know that families can look different but feel the same</p> <p>Skills Focus: Children to draw a family on scrap paper on their table. Do not give them any further instruction on this. Come together as a class to share their family make up- are they all 2 parents/2children or are there different types? Share if they would like to, how their own families are made up and what makes their family unique. i.e. Civil partnerships/ adoption/ foster/ siblings, step families, sole parent Share a book with the children such as one of these-</p>

	<ul style="list-style-type: none"> How to recognise and ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	 <p>Discuss the following questions-</p> <ul style="list-style-type: none"> What makes a family special? Does it matter how the family looks? What forms can a family take? <p>Draw a picture of a family- this could be theirs or a fictional family. Label factors that make a loving family i.e. care, safe, love, protection, food, shelter, cleanliness etc.</p> <p>It doesn't matter who is in someone's family, it is how the family treat each other that matters. If anyone feels worried about their family, it is important to share this with someone they trust. Remind children of who they can speak to if they have any concerns.</p>
<p>Evidence for assessment will be from:</p>	<ul style="list-style-type: none"> Understand the key stages to the human life cycle including menstruation, ejaculation, emotions and feelings How to recognise and ask for help or advice if puberty worries me. To know about the different types of relationships people have in their lives 	
<p>Resources:</p>	<p>https://bettyforschools.co.uk/resources/8-11-year-olds</p> <p>https://www.youtube.com/watch?v=iYhCn0jf46U</p> <p>https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-body-image-what-is-perfect/zhq3xyc</p>	
<p>Challenge: All tasks are accessible but there is room for stretch or solo taxonomy.</p> <p>SEND:</p>	<p>Provide pictures and sanitary products</p>	