



YEAR 5

RSE CONTENT AND EXAMPLE LESSONS

RSE Content:

- To identify male and female sexual parts confidently and describe their functions – vagina, vulva, penis, testicles, breast, nipple, anus, scrotum, labia, cervix, clitoris, ovary, uterus, sperm duct, urethra, erection, foreskin (Relationships Education, Being Safe)
- To know terminology for sexual parts appropriate for use in different situations. (Relationships education, Being Safe)
- To know and understand about the physical changes that take place at puberty and how to manage them. (Health Education, Changing Adolescent Body)
- To understand that physical changes affect people in a variety of ways and at different rates. (Health Education, Changing Adolescent Body)
- To understand how the media, families and friends can influence attitudes to their bodies.
- To know about aspects of personal hygiene relevant to puberty and the implications of these.
- To understand that safe routines can stop the spread of viruses and bacteria. (Health Education, Health Prevention)

Example Lesson Plans

Body Knowledge		
Learning Objectives	Success Criteria	Teaching Activities
to identify male and female sexual parts confidently and describe their functions	To be able to: <ul style="list-style-type: none"> • name confidently the sexual parts outside male and female bodies • name confidently the sexual parts inside male and female bodies. 	<p>Explain to the children that you are going to discuss the sexual organs of males and females that are outside the body. In groups, provide the children with diagrams of male and female external sexual organs and ask them to label the diagrams using words provided e.g. vagina, vulva, penis, testicles, breast, nipple, anus, scrotum, labia, cervix, labia, clitoris, ovary, uterus, sperm duct, urethra, erection, foreskin. As a class, discuss each of the organs and its functions. Begin a class dictionary or poster of body parts. Allocate each group a different body part and ask them to decide on a short definition for that part. Collect these together for future reference.</p> <p>Ask the children to work in groups of 3-4 where they feel comfortable. Give each group large outlines of a side-on section of an adult male and female. Ask them to draw on to their outline the sexual parts which they think are inside the body. Ask them to add labels where possible. As a class, gather a list of the names the children know and discuss each one. Add any parts which the children have missed out and explain their function and position.</p>
To know terminology for sexual parts appropriate for use in different situations	To be able to: <ul style="list-style-type: none"> • understand which words for sexual parts are acceptable for use in the classroom • understand that some words for sexual parts are rude. 	<p>Individually, ask the children to make two lists of words on a piece of paper. The first list should include any words they know for female sexual parts. The second list should give any words they know for male sexual parts. Emphasise that the words can be any words they know. Once they have made their lists, ask the children to:</p> <ul style="list-style-type: none"> • put a tick by any words they think a doctor might use (or scientific words) • put a line under words they think would be okay to use at school • put a cross by any words they think must not be used in school • ask them to circle words they could define. <p>Once they have annotated their lists, ask the children for any words which a doctor might use to describe male and female bodies and collect these together in a list on the board, consolidating children's understanding of the functions of each named part. Ask the children to throw away their lists, giving them the message that you have acknowledged the words they know for sexual parts and that only some of these are appropriate to use in the classroom. Explain that these are the words that you will be using. Keep the agreed class list to hand.</p> <p>You might also ask the children to think why you are not going to use the words they have crossed out. Whilst emphasising that they should not say any of the words they have crossed out, explain that sometimes people find certain words for sexual body parts rude and offensive. The parts themselves are not rude or dirty, but the words are sometimes called 'dirty' words. Explain that it is best to stick to the scientific or 'doctor' words when describing body parts, as these are not rude or dirty.</p>
Body Functions and Changes		

<p>To know and understand about the physical changes that take place at puberty and how to manage them</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • describe some of the changes that will happen to male and females during puberty • name some common misconceptions about puberty and know how to correct them. 	<p>In pairs, ask the children to make a definition of 'puberty'. Discuss the definitions as a class. Ask the pairs to discuss the changes that happen during puberty and make a list of their ideas e.g. breasts begin to grow, hair gets greasy, sperm starts to be produced. Ask pairs of children to compare their lists and spot the differences, adding to their own lists. As a class explore the BBC Science Tool and ask the pairs to add further to their lists.</p> <p>Give the children outlines of the male and female body. In groups, ask the children to put arrows to all the places where changes at puberty take place for females and males. Ask the groups to share their responses with the rest of the class and add to the original list of changes.</p> <p>Provide each group with a set of cards with statements describing the physical differences which occur in puberty. Ask the children to decide whether the statement is true for a child, someone going through puberty or an adult. As a class, talk through the physical development statements and ensure that the children can identify the progression and different stages of development. Ensure that children are aware of the changes that are associated with puberty.</p> <p>Explain to the children that you are going to focus on a big change which happens for females at puberty. Ask the children to talk to a partner and write down any phrases they have heard which refer to periods. Gather some of the phrases and explain that some of the ways people talk about periods are very negative and that this can increase worry about them. Explain that everyone, including males, need to know about periods and how to be positive and sensitive about them. Learn more about the menstrual cycle by working through <i>Periods - what are they anyway?</i> from Betty for Schools as a class. Ensure that all the children understand that periods are normal, they are sign a body is healthy and half of all people have them. Ask the children for ideas of what it might feel like to have a period and collect ideas on the board. Ensure that you highlight responses that it might be a bit painful for a day or two when the bleeding is heaviest or that people might feel more emotional just before their period. Ask the children to make a list of things menstruators might do to help them manage their period e.g a hot bath or hot water bottle to ease cramps, gentle exercise, talking to someone if they feel down. Ensure that the children know that if pain or heightened emotions make it difficult to carry on with everyday tasks the menstruator might need to see their doctor. Ask the children to give an example of one new thing they have learned about periods.</p> <p>Gather together a selection of different types of menstrual products to show the children, include tampons, pads and recyclable products such as menstrual cups and period pants. Ask the children to sort the products into a Venn diagram where the sets are 'internal', 'external', 'disposable' and 'reusable'. Ask the groups to examine the products and discuss their purpose and effectiveness by giving the groups topics to discuss such as 'The advantages and disadvantages of the different ones', 'Absorbency', 'How best to carry them around'. Reinforce correct information and dispel myths about periods. Ask the groups to recommend a product for menstruators at different ages or doing different activities e.g going</p>
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		swimming, camping, shopping, dancing. Ensure that the children are aware of the school's facilities for accessing menstrual products and helping menstruators to manage their periods in school.
To understand that physical changes affect people in a variety of ways and at different rates	<p>To be able to:</p> <ul style="list-style-type: none"> • give a reason for people starting puberty at different times • explain some worries that different people might have about puberty • explain some coping strategies for people who have worries about puberty. 	<p>Discuss with the children possible worries and concerns about starting puberty, including children worried about not growing up as quickly as their peers. In pairs, ask the children to make a list of some of these concerns. Ask each pair to choose one worry and write a letter from an imaginary child of their own age, who is experiencing this concern and needs some help. Ask the pairs of children to swap letters and to write a letter back giving advice and comfort and dispelling any misconceptions the imaginary person may have. Discuss the worries and replies with the children. Alternatively, you may want to present the children with a problem scenario that they can reply to, e.g. Gareth is worried that he is developing slowly, because recently his two best friends have become much taller and bigger than him. Their voices have also changed and they are now much deeper. Gareth feels embarrassed because he has a high voice and he thinks he should look stronger, like his two friends.</p> <p>Explain to the children that you are going to explore an element of male puberty that some people might worry about. Ensure that the children understand the term 'erection'. Explain that it is when the penis fills with blood and becomes hard. Ask pairs of children if they have heard the term 'wet dream'. Ask pairs to have ago at explaining what one is. Collect some ideas and ensure that the correct answer is understood. It is sperm coming out of the penis at an unexpected time – sometimes when a male is asleep. Both erections and wet dreams are one way the male body gets ready for being an adult.</p>

Example Resources

Cambridgeshire Primary Personal Development Programme

Healthy and Safer Lifestyles • RS 5 Relationships and Sex Education

Pupil Response Sheet 'Draw the Difference' KS2

Are you a boy or a girl? Boy/Girl/prefer not to say Which year are you in? _____

This is Bert. Bert is a boy. He is the same age as you. Draw and write about Bert's body. Label the parts which make him different from a girl. You can draw or write about parts inside his body too.



This is Betty. Betty is a girl. She is the same age as you. Draw and write about Betty's body. Label the parts which make her different from a boy. You can draw or write about parts on the inside of her body too.



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Pupil Response Sheet 'Draw the Difference' KS2

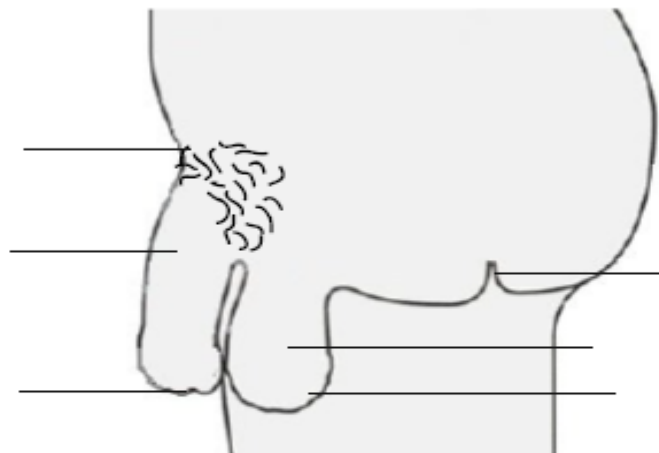
Bert is now 15. Draw and write about how his body has changed and what might be happening to his body.



Betty is now 15. Draw and write about how her body has changed and what might be happening to her body.



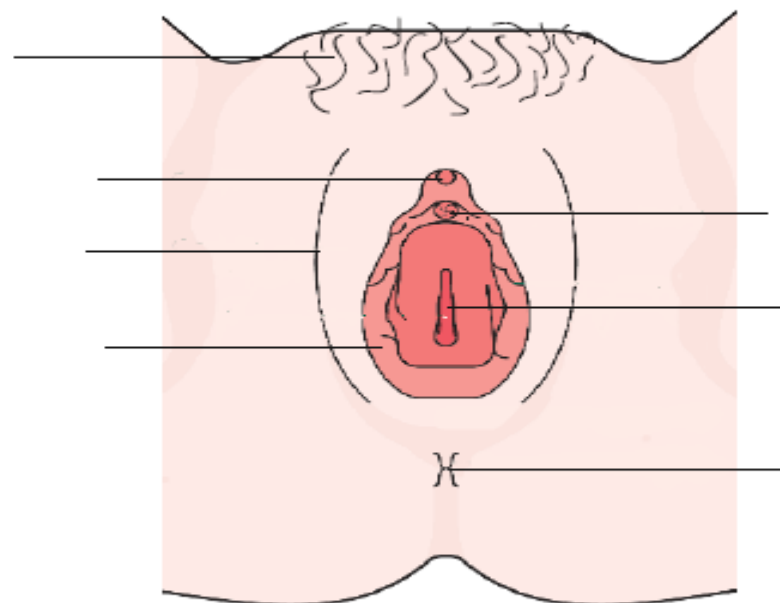
Resource 2 - Male External Parts



penis	anus
testicle	pubic hair
scrotum	opening to the urethra

Resource 3 - Female External Parts

The whole area is called the _____



Outer Labia	Clitoris	Anus	Opening to the urethra
Inner Labia	Pubic hair	Vulva	Opening to the vagina

Resource 9 - Before, during and after puberty

My chest is flat.	My breasts are beginning to grow.	My breasts are fully grown.
I have no visible hair around my vagina.	Pubic hair is starting to grow around my vagina.	My vagina has pubic hair.
I have no visible hair under my arms.	Pubic hair is starting to grow under my arms.	I have pubic hair under my arms.
I don't have periods.	My periods are starting.	I have regular periods every month.
My hips are the same as a boy's.	My hips are starting to get wider.	My hips are wide.
My labia are small.	My labia are starting to get a bit bigger.	My labia are a bit bigger.
My clitoris is very small.	My clitoris has begun to get bigger.	My clitoris has finished getting bigger.
No liquid comes out of my vagina.	Sometimes white or clear liquid comes out of my vagina.	Sometime white or clear liquid comes out of my vagina.
I have not started to store more body fat.	My body has started to store more fat.	My body stores more fat.
My hair does not get greasy.	My hair sometimes gets greasy.	My hair does not get greasy.
My skin is clear of spots.	I sometimes get spots.	My skin is usually clear of spots.
I only sweat a little bit.	I am starting to sweat more and need to use deodorant.	I sweat and need to use deodorant.
My moods are usually stable.	My moods can change quickly.	My moods are usually stable.

You can't see the hairs on my legs.	The hairs on my legs are getting more visible.	The hairs on my legs are visible.
I have no visible hair under my arms.	Visible hair is starting to grow under my arms.	I have visible hair under my arms.
I have not had a growth spurt yet.	I am having a growth spurt.	I have stopped growing taller.
I don't have sexual feelings towards other people very often.	My sexual feelings may be getting stronger.	I can identify my sexual feelings towards other people well.
I have no visible hair around my penis.	Pubic hair is starting to grow around my penis.	I have pubic around my penis.
My voice sounds the same as a girl's.	My voice has started to break.	My voice is deeper than a woman's.
I have no visible hair on my face.	Visible hair has started to grow on my face.	Hair grows on my face.
My penis and testicles are small.	My penis and testicles are starting to get bigger.	My penis and testicles have got bigger.
I have no visible hair on my chest.	Visible hair is starting to grown on my chest.	I have some visible hair on my chest.
I am not very muscly.	My muscles are starting get bigger.	My muscles are bigger.
I don't have wet dreams.	Sometimes semen comes out of my penis when I am asleep. I sometimes have wet dreams.	I usually don't have wet dreams any more.
My testicles don't produce any sperm.	My testicles are starting to produce sperm.	My testicles produce sperm.