

Here is an overview of what we will be teaching in RSE in Year 5:

**Key focuses of unit:** Children will learn basic anatomy, reinforcing the physical differences between female and male bodies and introduces names and functions of internal organs. It examines the changes that happen to people's bodies at various stages in their lives, especially at puberty. Please note, children cannot be removed from any of these lessons.

***Unit key vocabulary:*** *Penis, Testicle, Scrotum, Anus, Pubic hair, Urethra, Vulva, Vagina, Clitoris, Labia, Sperm Duct, Bladder, Spine, Pubic Bone, Prostate Gland, Seminal vesicle, Vagina, Ovary, Endometrium, Fallopian tube, Cervix, Puberty, Period, Menstrual cycle.*

Opportunities to ask questions at the end of each lesson should be made clear for all children. These can either be discussed as a class or in a smaller environment with a trusted adult (within reason – some questions may not be answered if they are not deemed appropriate)

Lesson 1:

LO: To identify male and female reproductive parts o know scientific names for male and female sexual parts and use them confidently.

**Focus Question: What are male and female reproductive parts called?**

- Children will be given 2 blank outlines of humans, one of which indicates a male and the other will be for a female. They will be asked to identify what body parts they know already for a man and a woman – considering what will happen as they grow up.
- A class discussion will be had to see what children already know will change as they grow up.
- Next children will divide a piece of paper into two sections, one side is male, the other female. Children to make a list of words for male and female body parts. Teacher will correct any non-scientific names and ensure that the body parts are referred to scientifically.
- A question box should be introduced in this lesson for children to ask anonymous questions in each of the following RSE lessons.

## Lesson 2:

LO: To understand some of the changes that boys and girls go through during puberty.

**Focus Question: What changes will boys and girls go through as they grow?**

- Questions from the previous lesson should be answered at the start of this lesson to clarify any misconceptions.
- In this lesson, children will watch 2 videos that discuss some of the changes that boys and girls go through as they go through puberty. All language used is scientific and is presented using cartoon imagery where required.
- The teacher will pause the videos at appropriate points to discuss information with the children for clarification and provide an opportunity for discussion as needed.
- After the videos, a discussion will be had about what is the same or different for boys and girls and why this might be.

## Lesson 3:

LO: To identify male and female external reproductive parts confidently and describe their functions.

**Focus Question: What are male and female external reproductive parts called and what are their functions?**

- Children to start the lesson, discussing what a 'taboo' is and that some people may find this tricky to talk about but it is important to know what will happen to your body as you grow, even if it feels a little uncomfortable.
- Children will be reminded that in class and throughout the school community we use the correct scientific language when talking about our body parts. Children to independently read the list of class vocabulary.
- Teacher will explain to the children that they are going to discuss the reproductive organs of males and females that are outside the body. They will be provided with diagrams of male and female external reproductive and will be asked to label the diagrams using words provided.
- As a class, the children will discuss each of the organs and the functions for scientific clarity.
- Children to be reminded about pantosaurus video and website – especially for personal safety.

#### Lesson 4:

LO: To identify male and female internal reproductive parts confidently and describe their functions.

**Focus Question: What are male and female internal reproductive parts called and what are their functions?**

- Children to be given outlines of an adult male and female. Children to think about which parts they learnt in the previous lesson, recapping scientific names of organs and addressing any misconceptions or questions.
- A list of the names of the internal parts will be created as a class. The children should explain which they know and discuss each one. Any parts which the children have missed out will be discussed and their function/position explained.
- Children's understanding to be consolidated by providing an unlabelled diagram of internal reproductive parts of males and females for each child and asking them to label the parts using the list of scientific names.

#### Lesson 5 (split into 2 parts – 5 and 6):

LO: To understand the changes that take place during puberty.

**Focus Question: What happens to different bodies at puberty?**

- The lesson will start by asking how the children have changed since they were babies.
- Class to read Zagazoo and children to share their ideas of the different stages the Zagazoo went through.
- In pairs, children will write a definition of 'puberty'. Definitions to be discussed as a class and the changes that happen during puberty.
- Children to be given outlines of the male and female body and put arrows to all the places where changes at puberty take place for females and males. Children to share their responses with the rest of the class and add to the original list of changes where necessary.
- Groups of children to be given statements describing the physical differences which occur in puberty, they will then decide whether the statement is true for a child, someone going through puberty or an adult.
- As a class they will 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.

Lesson 6 (split into 2 parts – 5 and 6):

LO: To understand the changes that take place during puberty.

**Focus Question: What happens to different bodies at puberty?**

- Phrases about periods to be discussed. Teacher to explain that some of the ways people talk about periods are very negative and that this can increase worry about them. It will be explained that everyone, including males, need to know about periods and how to be positive and sensitive about them.
- Children to watch a video to understand how the menstrual cycle works. All the children to be assured so they understand that periods are normal, they are sign a body is healthy and half of all people have them.
- Children to discuss how they might feel when having a period and what they can do to ease any discomfort. Children to be reminded that if pain or heightened emotions make it difficult to carry on with everyday tasks the menstruator might need to see their doctor.
- Children to be shown a variety of menstrual products, including tampons, pads and recyclable products such as menstrual cups and period pants. The children to sort the products into a Venn diagram where the sets are 'internal', 'external', 'disposable' and 'reusable'. Groups to examine the products and discuss their purpose and effectiveness, discussing: The advantages and disadvantages of the different products, Absorbency and How best to carry them around. Correct information to be reinforced and myths about periods to be dispelled.
- Children to discuss which products are useful at different ages or when doing different activities e.g going swimming, camping, shopping, dancing.
- Children to be made aware of the school's facilities for accessing menstrual products and helping menstruators to manage their periods in school.