

## YEAR 5 SRE MEDIUM TERM SPRING TERM– Parents/carers

W/B	Vocabulary	RESOURCES	I CAN STATEMENTS (children's knowledge)	OVERVIEW OF LESSON (Teachers knowledge)
Your body is your own	Autonomy, consent, contact, touch, appropriate, unwanted, choice, safe, boundaries, control, respect, protect, help, support, tell, consequences, rights.	Power point Lesson plan Crossword My body, my rights worksheet Sort the statements Ground rules poster PSHE journal	I can explain why my body belongs to me and that I have control over what happens to it. I can make choices about what happens to my body. I can explain the difference between wanted and unwanted contact. I can explain what I need to do if I am worried about myself or a friend.	<b>AIM:</b> To know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; and develop the skills and strategies required to get support if they have fears for themselves or their peers. To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. <b>BIG QUESTIONS</b> Why is looking after our bodies so important? What is autonomy and what is consent?
Puberty	Puberty, male, penis, testes, testicles, sperm, erection, reproduction, species, Adam's apple, hormones, testosterone. Female, breasts, uterus, womb, egg, period, genital, menstruation, oestrogen, sanitary towels, tampons,	Ground rules poster PSHE journal	I can explain what puberty is I can describe the physical changes my body will go through during puberty I can discuss the range of feelings I may experience when going through puberty I can explain what menstruation is I can label the female anatomy I can label the male anatomy	<b>The first part of the lesson will be the same for both male only and female only classes and will include:</b> <u>What is Puberty?</u> - We will be talking about ages that people may be when starting puberty and the hormones that cause these changes. <u>Physical Changes</u> - We will give out outlines of males/females and ask the students to make notes of what changes they are aware of that take place during puberty, this will be followed by talking through all the changes that occur in both males and females and this may include periods, wet dreams and masturbation (if asked). <u>Feelings</u> - We will discuss the range of feelings people may feel when going through puberty.

				<p><b><u>Second part of session – Female only classes</u></b></p> <p><u>Periods/Menstruation</u> - A video will be shown to the class which describes ovulation and menstruation. This will be followed by talking about length of time a period can last, the average amount of blood lost over a period and products (pads and tampons) that are used to catch the blood. We have sample packs from Always that we may give out to the students.</p> <p><u>Name the Female Anatomy</u> - We will give hand-outs of both internal and external diagrams of the female anatomy and will ask the students to label these diagrams.</p> <p><u>Questions</u> - We would give the class the opportunity to ask any questions.</p> <p><b><u>Second part of the session – Boys only classes</u></b></p> <p><u>Male Anatomy</u> - A video will be shown to the class which describes the male anatomy and the production of sperm.</p> <p><u>Name the Male Anatomy</u> - We will give hand-outs of a diagram of the male anatomy and will ask the students to label the diagram. We will discuss the difference between the appearances of a circumcised/uncircumcised penis.</p> <p><u>Questions</u> - We would give the class the opportunity to ask any questions.</p> <p><b>WARNING: CHILDREN CAN BE REMOVED FROM SOME OF THIS LESSON. THEY CANNOT BE REMOVED FROM THE SCIENCE CURRICULUM ELEMENTS</b></p>
Changes in boys and girls	Puberty, male, penis, testes, testicles, sperm, erection, reproduction,	Changes in boy's activity sheet Changes in girls' activity sheet	I can describe how boys'/girls' bodies will change as they go through puberty.	<b>AIM:</b> To learn how their body will, and emotions may, change as they approach and move through puberty.

	species, Adam's apple, hormones, testosterone. Female, breasts, uterus, womb, egg, period, genital, menstruation, oestrogen	Power point for boys Power point for girls Lesson plan for boys Lesson plan for girls Change in boys' word bank Changes in girls' word bank Ground rules poster PSHE journal	I can name the differences between a boy's/girl's and a man's woman's body. I can explain what the word puberty means. I can explain why boys'/girls' bodies change	<b>BIG QUESTIONS:</b> What changes happen to boys' bodies as they grow up? What changes happen to girls' bodies as they grow up? Why do these changes happen? <b>TEACH THIS LESSON SEPERATELY BOYS &amp; GIRLS</b> <b>WARNING: CHILDREN CANNOT BE REMOVED FROM THIS LESSON AS IT IS PART OF THE SCIENCE CURRICULUM</b>
Human reproduction	Reproduction, male, female, penis, vagina, breasts, species, womb, uterus, egg, foetus, baby, testicles, sperm.	Power point Lesson plan True or false cards Human reproduction body parts activity card Ground rules poster PSHE journal	I can describe male and female body parts and explain what these are for. I can use scientific names for parts of the body. I can explain why both the male and the female bodies are needed to reproduce. I can explain why humans reproduce.	<b>AIM:</b> To learn about human reproduction. <b>BIG QUESTIONS</b> What are the differences between the male and female bodies? What are the male and female parts of the body for? <b>WARNING: CHILDREN CAN BE REMOVED FROM THIS LESSON</b>
Where do I come from?	Reproduction, male, female, penis, vagina, breasts, species, womb, uterus, ovaries, egg, embryo, foetus, umbilical cord, amniotic sac, baby, testicles, sperm.	Where do I come from Powerpoint Where do I come from Lesson plan Diary of a foetus My incredible journey timeline PSHE journal Where do I come from activity sheet Where do I come from writing prompts Ground rules poster	I can describe how babies are made and how they are born. I can use scientific vocabulary when talking about the human body and reproduction. I can explain what is needed to make a baby. I understand how babies are born.	<b>AIM:</b> To learn about human reproduction. <b>BIG QUESTIONS</b> How are babies made? How are babies born? <b>WARNING: CHILDREN CAN BE REMOVED FROM THIS LESSON</b>

<p>Taking care of our bodies</p>	<p>Choices, puberty, self-care, cleanliness, growing, changing, adult, odour, spots, acne, greasy, hair, wash, clean, habits, routines</p>	<p>Taking care of our changing bodies power point Taking care of our changing bodies lesson plan Puberty problem post Self-care bingo game Self-care checklist Ground rules poster PSHE journal</p>	<p>I can discuss how to take care of my changing body I can identify some physical changes that our bodies go through during puberty I can understand why we need to change some of habits and routines as we get older I can explain how to meet the needs of my changing body.</p>	<p><b>AIM:</b> To understand what positively and negatively affects their physical, mental and emotional health. To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced lifestyle. <b>BIG QUESTIONS</b> How do our bodies change during puberty? How can we take care of our changing bodies? <b>WARNING: CHILDREN CANNOT BE REMOVED FROM THIS LESSON AS IT IS PART OF THE SCIENCE CURRICULUM</b></p>
<p>Healthy choices</p>	<p>Health, wellbeing, physical, mental, drugs, positive, decision, choice, influence, balanced lifestyle, emotional, body image, pressure, media, rest, consent, diet, exercise, cleanliness.</p>	<p>Healthy choices power point Healthy choices lesson plan The day in the life worksheet Balanced lifestyles cards Choices discussion cards PSHE journal</p>	<p>I can make informed choices in order to look after my physical and mental health. I understand that the choices I make about my body have consequences. I understand what contributes to a balanced lifestyle. I can identify factors that influence choices we make about our bodies.</p>	<p><b>AIM:</b> To understand what positively and negatively affects their physical, mental and emotional health. To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. To explore and critique how the media present information. <b>BIG QUESTIONS</b> What choices do we have about keeping our bodies healthy? What influences our choices about our bodies and our health? How can we decide if these are positive or negative influences? <b>WARNING: CHILDREN CANNOT BE REMOVED FROM THIS LESSON AS IT IS PART OF THE SCIENCE CURRICULUM</b></p>

<p>Supplementary lesson if needed about periods</p>	<p>Puberty, female, uterus, womb, egg, ovaries, period, menstruation, reproduction, sperm, hormones, oestrogen, monthly cycle, menstrual cycle.</p>	<p>All about periods power point All about periods lesson plan All about periods true and false cards Ground rules poster PSHE journal</p>	<p>I understand what periods are and I know what to expect when mine start. I can explain what a period is. I know how to deal with my periods when I get them. I know who I can talk to about periods.</p>	<p><b>AIM:</b> To know how their body will, and emotions may, change as they approach and move through puberty. <b>BIG QUESTIONS</b> What are periods? How can I prepare for starting my period? <i>This lesson will be used as an additional resource if we feel the children need it explained more or they have lots of questions after the Brook session.</i> <b>WARNING: CHILDREN CANNOT BE REMOVED FROM THIS LESSON AS IT IS PART OF THE SCIENCE CURRICULUM</b></p>
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